Performance management system of hospitality management department of Cebu Technological University campuses

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ABSTRACT

This research study assessed the performance management system of the Hospitality Management Department of Cebu Technological University. This study employed a descriptive survey method which targets Administrators and Faculty members of Cebu Technological University as respondents who were chosen purposively. A survey questionnaire was utilized to generally assess the extent of the practice of the performance management system of the Hospitality Management of nine (9) Cebu Technological University campuses. It was found out that Cebu Technological University has implemented all indicators of a performance management system that includes performance planning, performance monitoring, performance evaluation, performance development, and performance recognition at all times as assessed by Administrators and Faculty Members, and there was a significant mean difference in the assessment of the two groups of respondents. It was concluded that Cebu Technological University is an organization that regularly implements all aspects and indicators of the performance management system. This corroborates William's Performance Management Principle that stated that "what gets measured gets done, what gets managed gets done better and what gets rewarded gets done sooner" (Williams, 1998, p. 20). The study recommends further investigation of performance management in other departments of the university.

1. Introduction

Nowadays, it has been acknowledged that the competitiveness and the success of any organization, may it be public or private, much depends on their employees and staff. It has been the foundation of human resource management to make performance management all the more relevant as a process for ensuring effectiveness in delivering desired results. According to Ong and Mahazan (2020), putting in place an efficient performance management system will guarantee that employees execute at a level that positively impacts the performance of the entire organization.

Cebu Technological University is an academic organization that envisions to become the premier multidisciplinary-technological university. This vision sounds quite ambitious or even implausible without the support of its teaching and non-teaching staff. The university conducted strategic planning involving all its staff because their thoughts and ideas are highly valued and appreciated. Perhaps, cascading the strategic planning to its employees is a good performance management practice, but it does not end there.

The greatest challenge of the university is to let its employees from the nine campuses within the province of Cebu row in one direction. Effective implementation of the performance management system would play a critical role like Cebu Technological University (CTU) in enabling its employees to move to a direction the administrators want them to go. To fully understand the efficiency of Performance Management Systems (PMS) in businesses and organization, especially from the viewpoint of employees, extensive research is required (Dewettinck & van Dijk, 2013; Mishra & Farooqi, 2013).

Moreover, it has been demonstrated that using a performance management system effectively increases both employee performance and productivity and the likelihood that an organization will achieve its goals. Empirical studies have shown that consistent PMS encouraged job satisfaction among employees (Bauwens et al., 2023), that PMS approaches like monitoring, reviewing, and recognizing performance are essential to the system's success (Dinusha Dissanayake, 2023; Rathnakara & Arachchige, 2020), that employee motivation meddled by PMS caused increase and decrease of employee performance (Mahmud & Anis Nik Azemi, 201; Prajnaparamita Leman & Gustomo, 2023). These studies were conducted in industries and rarely are in the academe. One rare study found is of Ramirez (2021).

Hence, it is just very timely and imperative to assess the performance management of Cebu Technological University. Thus, as a part of the university, the researchers would like to share their contribution by conducting an assessment on the performance management system employed by the faculty of the hospitality management department.

2. Theoretical basis

This study is anchored on Williams (1998, p. 20) Performance Management Principle, which states that "what gets measured gets done, what gets managed gets done better and what gets rewarded gets done sooner." He added that there are three perspectives to be advanced to understand performance management better. These are "*performance management at the organizational level, employee performance management, and integrated performance management system"* (Williams, 1998, p. 20).

Performance Management Perspectives

According to Otley (1999, pp. 365-366), performance *management at the organizational level*: considers concerns such as these: "What are the key goals that are essential to the organization's long-term success, and how does it assess its progress toward achieving each of these goals? What policies and plans has the organization chosen, and what procedures and actions has it determined are necessary for it to successfully carry them out? How is the effectiveness of these efforts evaluated and quantified? What performance standards must the organization meet in each of the categories listed in the first two questions, and how does it go about establishing realistic performance goals for each? What benefits will managers (and other employees) receive if they meet these performance goals, and what negative consequences will they face if they don't? What information flows (feedback and feed-forward loops) are required for the organization to be able to draw lessons from its past behavior and modify its present behavior in light of those lessons?"

Performance management is a crucial method for a business organization to ensure that employees focus on their job in ways that help the firm achieve its goal. Several systems or types are included in performance management. The performance management system is a type of performance management form. Supervisors and managers are responsible for managing an employee's performance. The performance management system should be implemented in accordance with the policies of each firm. Businesses should implement performance management procedures that comply with this policy's requirements and are best suited to the type of work being performed and the organization's objective (Ying ying, 2012). It is undisputable that every organization is ideally developed to get the desired outcomes. If they want different results, they must change the way they do things. However, implementing these things to get these varying results has always been a challenge to every organization. Additionally, performance management seeks to synchronize each person's performance, boost employee engagement and motivation, and facilitate ongoing development (PAHRDODF, 2016).

Planning, hiring, performance, learning, career development, succession planning, remuneration, and measuring and reporting are the components of Millar's (2007) framework for people management. To properly organize their workforces, companies must examine their hiring, training, and remuneration procedures; as a result, employees may feel more motivated to be successful and competitive. The importance therefore of manpower of any organization is unquestionable. Likewise, the human resource management office should heed the need for implementing a system of performance management that would consistently and fairly acknowledge, appraise, and value the contribution of each employee in an organization. With this, the employees and the organization will voyage to the same destination.

Employee performance management, according to Fletcher (2001, p. 473), is "helping each employee understand and recognize their part in contributing to them, and in doing so managing and enhancing the performance of both the individual and the organization." Performance management is a management technique that ensures employees focus on their professional efforts in ways that aid the organization fulfill its objective, and it entails three stages: (a) establishing performance expectations for employees, (b) keeping a line of communication between the employee and the supervisor to keep performance on track, and (c) comparing actual performance to expectations. A system of *integrated performance management* unifies both organizational and employee performance management. By connecting each employee's or manager's task to the general mission of the workforce, it helps an organization's overarching business objectives. It involves leading and encouraging staff to work as efficiently as feasible in accordance with organizational needs (Diamante & Tan, 2005, as cited in Scribd, n.d.).

Performance Management Indicators

This study was anchored further on the indicators of performance management as created by Williams (Diamante & Tan, 2005, as cited in Scribd, n.d.), which are performance planning, performance monitoring, performance evaluation, and performance development.

The performance management system process cycle begins with *performance planning*, which lays the groundwork for a successful process. Performance management is a continual process that should be carried out to a considerable extent. Planning encourages dedication and comprehension by integrating employees' work with the organization's goals and objectives. (Schneier et al., 1987). Objectives or goals, as defined by Armstrong and Baron (2005), are things that people, departments, or organizations should accomplish over time. They are characterized as goals to be met, such as sales targets and tasks to be completed by the deadline. They proceed on to explain that objectives must be defined and agreed upon. The targets explain performance areas, or all the parts of the work that contribute to the overall purpose of the role, and they are connected to the overall purpose of the position. Then, for every performance area, targets are defined.

Goal setting, according to Rogers and Hunter (1991), is the foundation of any organization. They also noted that the extent of top management support for and participation of employees in the goal-setting process will have an impact on productivity increases. It is a motivational technique that involves individuals and gives them a sense of ownership over their work. *Performance monitoring* involves regularly assessing performance and giving teams and individuals feedback on how they are doing with regards to attaining their objectives. According to Schneier et al. (1987), Improving internal communication is critical for ensuring that employees are aware of corporate goals and can contribute to future progress. Every employee is responsible for managing his or her own work performance.

Performance management is a method to guarantee that managers manage well, according to Armstrong and Baron (2005). As a result, the performance management system should ensure that team or employee managers understand what is expected of them, have the skills necessary to accomplish those goals, and are supported by the firm in doing so. They should also receive comments on their output and have the opportunity for discussion how they relate to the team as well as personal targets and objectives. Strategic managers of a company should regularly communicate with internal stakeholders in order to foster loyalty to the organization, understanding of its varying goals and knowledge of its changing environment (Welch & Jackson, 2007).

Performance evaluations, which are seen as possibilities for learning, are part of performance monitoring. One strategy is to inspire people to consider how and where they wish to nurture. According to Ashford and Cummings (1983), feedback has a major positive impact on individual and group performance, particularly in terms of clarity about roles, increased self-efficacy, the development of behavior reward contingencies, and self-regulatory control processes. The method of classifying specific results within a specific timeframe is known as performance management and performance evaluation. Performance Evaluation is the principles of performance that are examined through examination of total performance (Coens & Jenkins, 2002). Moreover, the adage “If you can’t measure it, you can’t manage it” serves as the foundation for the case for why a comprehensive and all-encompassing performance measuring system, such as the Balanced Scorecard or overall quality performance management, should be in place at a establishment. Using this method, high-level objectives are converted into lower-level actions by connecting metrics across the entire organization. Following that, measures are implemented to control how successfully everyone executes their tasks (Platts & Sobotka, 2010).

Both evaluating and verifying input are crucial tasks. Instead of a single corporate evaluation for the company as a whole, most businesses will have different evaluations for every department and employee that feed into the overall scoresheet (Huang & Hu, 2007). According to Schneier et al. (1987), the construction of a performance management system is divided into the phases of development, “planning, managing, reviewing, and rewarding.” According to Fletcher (2010), the main components of a performance management system approach are the development of the organization’s mission and objectives, improving internal communication so that staff members are aware of the goals and the business plan and can contribute to their creation, clarifying individual responsibilities and accountabilities, defining and measuring individual performance, and implementing appropriate reward strategies.

Employees should be offered appropriate *training and growth* opportunities to address performance shortcomings identified throughout the appraisal process. The assessment of an employee’s individual performance should center on their behavior and work performance rather than their personality (O'Brien & O'Donnell, 1999). At the conclusion of the performance time, performance recognition is a rewarding performance. Examining an employee's accomplishments and talents is one of the major actions, as is sharing the evaluation with the individual (McAfee & Chanmpagne, 1993).

An efficient system for evaluating employee performance is an indispensable part of this process since it provides the information required to make the bulk of the essential management decisions. This strategy is essential for encouraging people to use their skills to further the objectives of the business (Musorave et al., 1973). Pay-for-performance should be offered by managers or organizations following feedback evaluation and validation. An economic assessment is an efficient means of promoting an employee's passion for their work. Managers must continue to focus on employee development in order to improve performance and grow their careers in the future. To match employee behavior with the organization's goals, rewards are crucial methods (Eisenhardt, 1989).

It is critical to offer solutions that employees find relevant and enticing if you want to maintain good performance. The requirements and values of each individual determine their motivations. Effective managers aim to understand what makes their employees tick so they can provide them with the right incentives and rewards (PAHRDODF, 2016). Recognition is a useful tactic. Both formal and informal awards are used. Formal rewards are frequently connected with prizes that offer financial benefits, including bonuses, incentives, salary increases, and promotions. Informal awards, on the other hand, are straightforward and uncomplicated to offer because they are not handled by the organization's reward structure. They can easily be delivered at the appropriate time, reinforcing beneficial behaviors and excellent practices, making them, in many ways, more successful (PAHRDODF,2016).

Empirical Studies on Performance Management

Empirical studies have been conducted on performance management in the past years. Ramirez (2021, p. 49) asserts that the findings of her dissertation "Employee Performance Management Practices of the two higher education institutions in Pagadian City: Proposals as Basis for Improvement of the Performance Management Functions" indicated that performance management practices needed to be manifested to a Moderate Extent (ME) before being manifested to a Great Extent (GE) in all of its aspects, most notably performance monitoring. Dinusha Dissanayake (2023, p. 90) examined the impact of incentive programs on employee performance in Anuradhapura, Sri Lankan banking institutions. It was revelead that "extrinsic, social, and intrinsic rewards" all have a considerable positive impact on employee performance in financial institutions in Anuradhapura, Sri Lanka. This study suggests that reward system as component of performamce management system is a key factor that motivates employees to perform their mandate in line with the entity's target and purpose.

Mahmud and Anis Nik Azemi (2019) identified the Performance Management System (PMS) that has been implemented in the company and assessed the elements that have an impact on employees' perceptions of the PMS. Finally, determined the relationship between these factors and the PMS. The results demonstrate that the respondents strongly supported the PMS that the organization had put in place. Furthermore, staff engagement was the most significant on how staff saw PMS, followed by knowledge of staff members, skill, and grading techniques. Overall, each of the characteristics and the PMS had a significant association. Through surveys encompassing five (five) variables that can influence employee performance: shared values, leadership style, corporate culture, perceptions of organizational practices, and employee motivation, Prajnaparamita Leman and Gustomo (2023) investigated the decline in employee performance at PT Bio Farma (Persero) and the causes of it. Employee motivation was found to be the primary cause of decreased performance, particularly with regard to career chances and the pay scale, which prompted suggestions for ways to enhance the Bio Farma system for career opportunities.

Rathnakara and Arachchige (2020) conducted research on the performance management systems they had put in place and identified the aspects that had the greatest influence on that efficacy. Different performance management approaches and their contribution to system effectiveness were found to be positively correlated. Additionally, it was discovered that closely handling the stages of monitoring and reviewing performance - which have a bigger impact on the success of the system - were the most crucial. A factorial survey experiment was used by Bauwens et al. (2023) to explore the relationship between PMSs and Innovative Work Behavior (IWB). The findings indicated that only potent PMSs promote IWB. Additional research found that the PMS consistency and consensus individual meta-features can also foster innovation, indicating that companies looking to unleash their employees' creative potential should create PMSs that are clear, understandable, and applicable.

Consistent performance management is found to promote job fulfillment through social influence and leader-member interchange, according to Bauwens et al.'s (2023) investigation into two circumstances in which performance management could alternatively boost social effect and employee job satisfaction. Consistently positive leader connections could support public organizations' efforts to streamline expectations that are communicated through PM. By looking at the situations in which PM might prevent unwanted consequences for workers.

To sum it up, the appropriate implementation performance management system has been proven to improve the chances of attaining organizations goals and employees' performance and productivity. Empirical studies had been conducted that consistent PMS fostered job satisfaction among employees (Bauwens et al., 2023), that PMS approaches like monitoring, reviewing and recognizing performance are crucial to the success of the system (Dinusha Dissanayake, 2023; Rathnakara & Arachchige, 2020), that PMS encourages employees to be innovative (Bauwens et al., 2023), that employee motivation meddled by PMS caused increase and decrease of employee performance (Mahmud & Anis Nik Azemi, 2019; Prajnaparamita Leman & Gustomo, 2023). These studies were conducted in industries and rarely are in the academe. One rare study found is of Ramirez (2021). To contribute to the rare literature of performance management in the academe, this study was conducted.

3. Methodology

This study employed a descriptive survey method which targets Administrators and Faculty members of Cebu Technological University as respondents. A survey questionnaire was utilized to generally assess the extent of the practice of performance management system of the Hospitality Management of the said institution.

The respondents of the study included the total population consisting of two types of respondents from the institution that includes the administrators and tenured and part-time faculty members who were chosen using purposive sampling as the respondents were pre-determined according to the inclusion criteria set. "The administrators are the members of the top-level management which comprise the President, the Vice - President for Finance, Vice President for Administration, Vice President for Academic Affairs, Vice President for Research and Development and Campus Directors. The tenured and part-time faculty are the members of the academic personnel engaged in instruction, research, extension and production who are expected to exercise highest ethical standards and behavior" (CTU Code, Article 29-46, pp. 8-14).

This study utilized the modified survey questionnaire patterned from Ocampo (2008) and was slightly modified guided by the concept of performance management and faculty manual of CTU 2016 edition. The instrument contains questions concerning the implementation of the performance management which include performance planning, monitoring, evaluation, development, and recognition.

Data gathered from the survey questionnaire were treated statistically using different statistical tools. Weighted mean was used to determine the extent of manifestation of the performance management system. T-Test was used to compare two means of independent samples, the administrators and the faculty members.

4. Result and discussion

Table 1

The Extent of Manifestation of Performance Management in Terms of Performance Planning. N = 85

Indicators		Respondents				Total Item Average	
		Administration n = 25		Faculty n = 60			
Performance Planning		μ	Description	M	Description	μ	Description
1	The institution regularly conducts strategic planning	3.45	Great Extent	3.56	Great Extent	3.51	Great Extent
2	An inventory is conducted regularly to assess that the planning process translates institutional goals into departmental goals and individual objectives	3.35	Great Extent	3.48	Great Extent	3.42	Great Extent
3	During Planning, participants analyze the institution's strengths, weakness, opportunities, and threats (SWOT ANALYSIS)	3.48	Great Extent	3.56	Great Extent	3.52	Great Extent
4	Objectives are selected to be timely and indicative of progress towards goals	3.42	Great Extent	3.10	Great Extent	3.51	Great Extent
5	Responsibilities are assigned for implementation of the plan and for achieving various goals and objectives	3.53	Great Extent	3.72	Great Extent	3.63	Great Extent
6	The planning process allows us to get input from everyone who will be responsible for carrying out parts of the plan, along with representatives from groups who will be affected by the plan	3.43	Great Extent	3.68	Great Extent	3.56	Great Extent
7	Accountability on the goals and objectives is well defined and is according to employee competency	3.48	Great Extent	3.76	Great Extent	3.62	Great Extent
Factor Average		**3.45**	**Great Extent**	**3.62**	**Great Extent**	**3.54**	**Great Extent**

Source. Data analysis result of the research

As presented on the table, it can be observed that the respondents, both administration staff and faculty members, rated all the variables more than 3.26, which is described as a great extent. The data showed that the respondents, both administration and faculty greatly perceived that CTU is performing to a great extent in terms of planning.

This implies that the CTU can conduct strategic planning at all times, which synchronizes and cascades institutional vision, mission, goals, and objectives from the administrators to faculty. Likewise, it can also be deemed that CTU system can empower its faculty members at all times by letting them actively involved and participate in strategic planning of the system making sure that their concerns are heard by the top management. According to Rogers and Hunter (1991), goal setting is the most important part of any organization. They also stated that productivity increases will be related to the level of top management support for and employee participation in the goal-setting process. It is a motivational approach that also provides individuals with a sense of involvement and develops a sense of ownership for employees. Both administrative staff and faculty members likewise perceived that CTU can distribute responsibilities based on the staff's and faculty members' competence to better always achieve goals and objectives. According to Armstrong and Baron (2005), objectives must be established and agreed upon. The objectives are related to the overall purpose of the job and identify performance areas-all aspects of the task that contribute to its overall purpose.

Table 2

The Extent of Manifestation of Performance Management in Terms of Performance Monitoring. N = 85

Indicators		**Respondents**				**Total Item Average**	
		Administration n = 25		**Faculty n = 60**			
Performance Monitoring		µ	Description	µ	Description	µ	Description
1.	The Chairman keeps track of the performance plan regularly of at least 02 times a year	3.76	Great Extent	3.52	Great Extent	3.64	Great Extent
2.	Performance metrics are set for every item in the performance plan	3.60	Great Extent	3.57	Great Extent	3.59	Great Extent
3.	A monitoring sheet is established by the department to record employee's submission of requirements on time	3.72	Great Extent	3.60	Great Extent	3.66	Great Extent
4.	The performance plan is adjusted whenever necessary and upon the agreement of the stakeholders and affected parties	3.52	Great Extent	3.48	Great Extent	3.50	Great Extent
5.	Prompt actions are taken to timely reinforce unsatisfactory performance	3.64	Great Extent	3.48	Great Extent	3.56	Great Extent
6.	Monitoring is being conducted throughout the evaluation period	3.60	Great Extent	3.65	Great Extent	3.63	Great Extent
7.	There is a proper recording system adopted by the department to monitor the on-time submission of requirements	3.80	Great Extent	3.72	Great Extent	3.61	Great Extent
Factor Average		**3.66**	**Great Extent**	**3.56**	**Great Extent**	**3.61**	**Great Extent**

Source. Data analysis result of the research

As presented on the table, it can be observed that the respondents both the administration and faculty rated all of the variables more than 3.26, which is described as a great extent. Performance monitoring got 3.8 weighted mean as its highest from the administration staff while it got 3.6 weighted mean as its highest from the faculty members. It got an overall mean response of 3.61, which is described as a great extent.

This implies that the CTU can regularly monitor its staff's and faculty's performance by assessing them if they meet the set of expectations expected from them. This is done using a proper recording system and objective guidelines. Armstrong and Baron (2005) stressed out that A performance management system should guarantee that employees or teams' managers are aware of and comprehend what is expected of them. Likewise, the CTU system can give immediate and appropriate actions, such as giving feedback upon seeing its staff performing fairly or poorly. According to Ashford and Cummings (1983), feedback has a considerable positive effect on the performance of both individuals and groups, notably through role clarity, better self-efficacy, the formation of behavior reward contingencies, and increased self-regulatory control processes. The data also implies that CTU system can regularly adjust performance plan whenever necessary and upon the agreement of the stakeholders and affected parties. Welch and Jackson (2007) said that Continuous interaction and knowledge exchange between an organization's leadership team and internal stakeholders should be geared to foster organizational commitment, awareness of its changing environment, and an awareness of its evolving goals.

Table 3

Extent Manifestation of Performance Management in Terms of Performance Evaluation. N = 85

Indicators		**Respondents**				**Total Item Average**	
		Administration n = 25		**Faculty n = 60**			
Performance Evaluation		M	Description	μ	Description	μ	Description
1	Regular evaluation is conducted for every employee	3.64	Great Extent	3.57	Great Extent	3.61	Great Extent
2	The evaluation is done with all materials pertaining to performance and achievement notes on agreed task and records of performance and achievement records and materials	3.64	Great Extent	3.55	Great Extent	3.60	Great Extent
3	The evaluation process gives the faculty and staff the chance to assemble data and relevant performance and achievement records and materials	3.60	Great Extent	3.62	Great Extent	3.61	Great Extent
4	The evaluation process facilitates the review of the activities, tasks, objectives, and achievement one by one	3.72	Great Extent	3.62	Great Extent	3.57	Great Extent
5	The evaluation instrument takes into account the review of the employees' performance characteristics from the tangible objectives	3.52	Great Extent	3.58	Great Extent	3.55	Great Extent

Indicators		Respondents				Total Item Average	
		Administration n = 25		**Faculty n = 60**			
Performance Evaluation		M	Description	µ	Description	µ	Description
6	The evaluator has sufficient knowledge and skills in evaluating employees job performance appraisal, review, providing feedback, counseling and job design	3.60	Great Extent	3.65	Great Extent	3.63	Great Extent
7	An evaluation discussion is conducted to each employee about performance and achievement notes on agreed task and records of performance, achievements, incidents, reports, etc	3.64	Great Extent	3.57	Great Extent	3.61	Great Extent
Factor Average		**3.62**	**Great Extent**	**3.59**	**Great Extent**	**3.61**	**Great Extent**

Source. Data analysis result of the research

As presented on the table, it can be observed that respondents from both administration and faculty rated all the items more than 3.50, which is described as Great Extent. Performance evaluation got 3.72 weighted mean as its highest from the administration staff while it got 3.62 weighted mean as its highest from the faculty members. CTU got an overall mean response of 3.61 for performance evaluation, which is described as a great extent. The data showed that the respondents from both administration and faculty perceived that CTU system is performing to a great extent in terms of performance monitoring, especially on those items rated as the highest.

This implies that the CTU conducts evaluation to its employee regularly, and this is completed with all performance and achievement documents, including notes on agreed-upon tasks and performance records and achievement records and materials which gives the faculty and staff the opportunity to collect data and pertinent performance and achievement records and documents, as well as to review activities, duties, goals, and accomplishments individually. Likewise, this implies that CTU has an expert evaluator who objectively evaluates the employees and discussed these evaluations to each of the employees about productivity and progress notes on agreed-upon tasks, as well as records of effectiveness, outcomes, occurrences, and evaluations.

Table 4

Extent of Manifestation of Performance Management in Terms of Performance Development. N = 85

Indicators		Respondents				Total Item Average	
		Administration n = 25		**Faculty n = 60**			
Performance Development		M	Description	µ	Description	µ	Description
1	The faculty with the deans/heads of offices assistance identify ways to achieve planned goals and address performance deficiencies in systematic ways	3.60	Great Extent	3.43	Great Extent	3.52	Great Extent

Indicators		Respondents				Total Item Average	
		Administration n = 25		Faculty n = 60			
Performance Development		M	Description	μ	Description	μ	Description
2	The deans/heads of the department require faculty to an agreement and commitment to improve and develop effective performance	3.68	Great Extent	3.48	Great Extent	3.58	Great Extent
3	The deans/heads of offices give work assignments that can provide employees the opportunities to develop new skills, expand their knowledge and increase their visibility within the organization	3.80	Great Extent	3.50	Great Extent	3.65	Great Extent
4	The development process facilitates what the employee wants to do, which is consists of knowledge, interest, and needs	3.72	Great Extent	3.42	Great Extent	3.57	Great Extent
5	The development process allows changes necessary to prepare the employee to play a more responsible role within the Org	3.64	Great Extent	3.55	Great Extent	3.60	Great Extent
6	The development process makes the employees aware of all the options available to them for reaching their career goals	3.76	Great Extent	3.47	Great Extent	3.62	Great Extent
7	The development process includes the preparation and administration of the training plan and facilitates planning for development follow-ups	3.72	Great Extent	3.55	Great Extent	3.64	Great Extent
Factor Average		**3.70**	**Great Extent**	**3.49**	**Great Extent**	**3.60**	**Great Extent**

Source. Data analysis result of the research

It can be observed that the respondents, both the administration and faculty rated all items above 3.26. The administration rated one of items 3.80 as its highest while faculty rated one of the items 3.65 as its highest. Overall, performance development has a weighted mean of 3.6, which is interpreted as a great extent. The data showed that respondents, both faculty and administration, perceived that CTU system is performing to a great extent in terms of performance development, especially to those items rated as the highest.

This implies that CTU has regularly included and valued all its staff in formulating and development of the goals and objectives of the institution for them to perform a more accountable position within the firm, and to make employees cognizant of all career development and goal-setting opportunities available to them. Employees should also be given suitable opportunities for growth and training to help them improve performance deficiencies discovered throughout the appraisal process. Individual employee performance evaluations must also focus on evaluating employee behavior and work performance rather than the employee's persona (O'Brien & O'Donnell, 1999).

Likewise, CTU has always given the employees job responsibilities that allow them to develop new abilities, broaden their expertise, and/or raise their visibility within the organization; preparation and administration of the training plan, as well as facilitation of development follow-ups.

Table 5

Extent of Manifestation of Performance Management in Terms of Performance Recognition. N = 85

Indicators		Respondents				Total Item Average	
		Administration n = 25		Faculty n = 60			
Performance Recognition		M	Description	μ	Description	μ	Description
1	The school has an institutionalize performance-based awards incentives schemes rendering commendable and exemplary services	3.72	Great Extent	3.65	Great Extent	3.69	Great Extent
2	The institution regularly conducts the giving of awards and incentives to the deserving employee for their exemplary services	3.56	Great Extent	3.45	Great Extent	3.69	Great Extent
3	The Committee members on awards and incentives possess sufficient knowledge and skills in doing their duties and responsibilities	3.52	Great Extent	3.42	Great Extent	3.47	Great Extent
4	The Committee on awards and incentives define a clear policy and mechanics in the selection of the awardee	3.52	Great Extent	3.50	Great Extent	3.51	Great Extent
5	The employee is well informed on the program on awards and incentives for service excellence	3.64	Great Extent	3.42	Great Extent	3.53	Great Extent
6	The program on awards and incentives encourage employees to instill excellence in public service	3.80	Great Extent	3.50	Great Extent	3.65	Great Extent
7	The praise fosters positive relationships between management and employees	3.72	Great Extent	3.60	Great Extent	3.66	Great Extent
Factor Average		**3.64**	**Great Extent**	**3.50**	**Great Extent**	**3.57**	**Great Extent**

Source. Data analysis result of the research

It can be observed that the respondents both from the administration and faculty rated all the items above 3.26, which is described as a great extent. The respondents from the administration rated item number six (6) 3.80 as its highest while respondents from the faculty rated item number seven (7) 3.70 as its highest. Overall, CTU got 3.57 weighted mean for performance recognition, which is described as a great extent. The data showed that the respondents from both faculty and administration perceived that CTU is performing to a great extent in terms of performance recognition, especially to those items rated as the highest.

This implies that the CTU can objectively always appraise its employees, which encourages employees to covet for quality and excellence at all times; fosters a positive and harmonious relationship between the management and employees. A financial appraisal is a great tool for incentivizing an employee's enthusiasm for their current position. Managers must continue concentrating on developing employees in order to boost future performance and career advancement. Rewards are crucial strategies for aligning staff behavior with the goals of the organization (Eisenhardt, 1989).

Table 6

Summary Data on the Extent of Manifestation of Performance Management Practices. N = 85

Variable	Faculty n = 25		Administration n = 60		Overall	
	μ	Interpretation	M	Interpretation	μ	Interpretation
Performance planning	3.62	Great Extent	3.45	Great Extent	3.54	Great Extent
Performance Monitoring	3.56	Great Extent	3.66	Great Extent	3.61	Great Extent
Performance Evaluation	3.59	Great Extent	3.62	Great Extent	3.61	Great Extent
Performance Development	3.49	Great Extent	3.70	Great Extent	3.60	Great Extent
Performance Recognition	3.50	Great Extent	3.64	Great Extent	3.57	Great Extent
Grand Mean	**3.55**	**Great Extent**	**3.61**	**Great Extent**	**3.58**	**Great Extent**

Source. Data analysis result of the research

It can be observed that all indicators of performance management from performance planning to performance recognition were rated overwhelmingly by both groups of respondents. It can be further observed that performance monitoring and performance evaluation got the highest overall weighted mean of 3.61, which is then followed by performance development with 3.60 overall weighted mean, then followed by performance recognition with 3.57 overall weighted mean, then lastly, performance planning with 3.54.

The data implies that the CTU has implemented its performance management system at all times which enables the institution to align individual employees' performance; increase motivation and engagement of employees and provide for continual improvement. This is reflected in Millar (2007) which stated that to properly organize a firm, management must evaluate how they attract, train, and reward their people; as a result, employees may be energized to be competitive and strive for success.

Table 7

Test of Significant Differences in the Assessment of the Respondents (administrators and faculty) on the Extent of Manifestation of Performance Management Practices

Indicator	Administration n = 25	Faculty n = 60	P-Value	Decision	Description
	μ	μ			
Performance Planning	3.62	3.15	0.031	Reject Null Hypothesis	Significant
Performance Monitoring	3.66	3.56	0.195	Accept Null Hypothesis	Not Significant
Performance Evaluation	3.62	3.59	0.728	Accept Null Hypothesis	Not Significant
Performance Development	3.70	3.49	0.012	Reject Null Hypothesis	Significant
Performance Recognition	3.64	3.50	0.106	Accept the Null Hypothesis	Not Significant

Source. Data analysis result of the research

It can be observed that the responses from the administration and faculty in terms of performance planning and performance development got 0.031 and 0.012 mean difference, which is interpreted as significant at 0.05 level of significance. This means that the null hypotheses for these indicators are rejected. While the null hypotheses for performance monitoring, evaluation and recognition are accepted as they obtained p-values of more than 0.05 as indicated in the table.

The significant difference in the perception of the administration and the faculty in terms of performance planning and developemtn implies that the administrators have more involvement and responsibilities as part of their mandate than of the faculty who are mere implementors of the plans made by the administrators. Furthermore, planning in the organization is usually assigned to the management, and in the context of CTU, these are the administrators. Suryani and Se (2019) as cited in Zaelani Adnan et al. (2022) stated that a program termed “management development” encourages managers and prospective managers to advance their knowledge and abilities in order to assume greater responsibility within the firm; while, the definition of performance is the outcome of work in quality and quantity obtained by an employee while carrying out his duties in line with the responsibilities assigned to him. Likewise, management planning is a method used by businesses to raise employee efficiency so that corporate goals can be attained (Nursam 2017).

Hence, presumably, the different roles played by the administrators and faculty led to a significant difference in the way they see performance planning and development. However, despite this significant difference, both group respondents strongly believed that performance planning and development in CTU campuses are well implemented. Furthermore, CTU, as an institution, has been doing its part to give much importance and value to its faculty and staff, especially in planning and development; that their opinions and suggestions matter in the success of the university. CTU regularly conducts strategic planning, which is actively participated in by its faculty and staff. Moreover, CTU has always provided them with equal opportunities that would hone their skills.

The non- significant difference in the perception of the administration and the faculty in terms of performance monitoring, evaluation and recognition implies that administrators’ actions on monitoring, evaluating and recognizing have been practiced and observed by its employees. Furthermore, systems and processes in monitoring, evaluating, and recognizing have been transparently laid out to the employees. This likewise implies that regardless of roles and functions of administration and faculty, they are equally monitored, evaluated, and recognized using a standard instrument. This is reflected in the study of Rathnakara and Arachchige (2020), which revealed that closely handling the stages of monitoring and reviewing performance were the most crucial, which have a bigger impact on the success of the system. Moreover, Dinusha Dissanayake (2023, p. 90) found that “extrinsic rewards, social rewards and intrinsic rewards” have a significant positive influence on employee performance. Hence, having the same perceptions on the monitoring, evaluation and recognition makes the organization more productive and realistic in the attainment of its goals. Thus, CTU, as an organization, has been equal, fair and transparent in its monitoring, evaluation and recognization system.

5. Conclusions & recommendations

Based on the findings of the study, it can be concluded that Cebu Technological University System is an organization that regularly implements all aspects and indicators of the performance management system brought to what the CTU system is right now. This corroborates

Williams Performance Management Principle that stated that “what gets measured gets done, what gets managed gets done better and what gets rewarded gets done sooner” (Williams, 1998, p. 20). The findings further call for more faculty involvement in planning and equal distribution of professional development. It is recommended that The Cebu Technological University System should conduct a Human Resource Enrichment Program with an emphasis on Strategic Planning for Individual Faculty and Staff Development Program focusing on curricular reforms and innovations, teaching and research integration, and teaching and extension services integration.

Limitations and future research

The study was limited on the perceptions of the CTU administrators and faculty members of the hospitality management department of the university towards the implementation of the performance management system. In addition, actual performance of the university and its employees were not measured that could have supported the positive perceptions of the respondents towards performance management system. Hence, to look other perspectives of performance management system’s implementation in the university, this study recommended further studies that will include other academic departments and the non-teaching staff, as they are essential part of the university. Likewise, it is recommended that the extent implementation of performance management system be correlated with the actual performance of the university and its employees. Furthermore, it is also suggested that the type of leadership style administrators employ be studied on how it influences the implementation of performance management system.

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