Performance of the Frontline Employees of the Sucs in Region Ii

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Abstract: Performance of the frontline service employees' perceptions of their own abilities and actions to resolve a service failure to the satisfaction of the customer. Hence, it is the focus of this study to determine the level of performance of the frontline services in terms of their individual performance commitment rating; and clients' satisfaction of the frontline employee of the SUCs in Region II. Mean and standard deviation was used in determining the significant difference between the individual performance commitment rating; and clients' satisfaction with a total of 120 personnel and 1, 512 students respondents were assessed on their performance. Furthermore, since the results of the ANOVA proved that there are significant differences in the perceived clients' satisfaction (for both personnel & services) when respondents are grouped according to SUCs and type of client; hence, the hypotheses of the study are confirmed.

Keywords: perception, clients' satisfaction, frontline services, and individual performance.

I. INTRODUCTION

University's performance requires the commitment of administration, faculty, and staff for the continued quality improvement in all aspects associated with the accomplishment of the University's mission. To ensure success, we need to ask ourselves the following: (1) What do we want to accomplish? (2) Are we doing it as well as we want? (3) How do we know if we are succeeding? and (4) by what means can we improve what we are doing? Indeed, all employee's commitment must be imbedded in order to harmoniously serve the clients; specifically, in the frontline services. Torres (2016).

Each state university has its own goals and objectives, i.e., to achieve unity, clarify right direction, establish priorities, plan for adapting change, improve performance and promote quality services particularly in the frontline services. Universities should possess a good front line service and encourage all the employees to work hand in hand for the sustainability of quality services to be given to clients and all the people concerned. It is indeed necessary to establish good relationship in dealing with the clients that would contribute to an effective institutional performance. As a government line agency and a service provider, the university capitalizes on achieving a dynamic administrative system focused on advancing efficiency and effectiveness in government service. For many years, it adhered to mandate and orders from the Civil Service Commission to fast track the addressing of the demands of the changing times. The concept provided by the Civil Service Commission in the implementation of the new Strategic Performance Management System (SPMS) in assuring efficient and effective of government service delivery served as the cornerstone of teaching and learning with the attainment of quality, effectiveness and timeliness as the core of its activities. The target setting and determination of strategic and core outputs of points was made thru the Office Performance Commitment and Review (OPCR) form and the Individual Commitment and Review (IPCR) form. One of the important concepts in this study is the term frontline services.

RA 9845, otherwise known as " An act to improve efficiency in the Delivery of Government Service to the public by reducing Bureaucratic Red Tape, preventing graft and Corruption, and providing penalties thereof" or the Anti-Red Tape Act of 2007, was signed into law by President Gloria Macapagal-Arroyo on June 2, 2007. As defined under the law, the term "frontline services" refers to the process or transaction between clients and government offices or agencies involving applications for any privilege, right, permit, reward, license, concession, or for any modification, renewal or extension of the enumerated applications and/or requests which are acted upon in the ordinary course of business of the agency concerned. Frontline services include those services (1) with regular face-to-face interaction with the public; (2) which are highly demanded or highly needed; (3) which received the most number of complaints; or (4) which have immediate impact to the public/community. Furthermore, as the country's lead implementer of the Anti-red tape Act (ARTA), the CSC spearheads various programs and initiatives to stop red tape in government frontline transactions. One of these is the ARTA Watch where Civil Service Commission officials and staff spot-check government frontline services, keep an eye on fixers and ensure observance of the "No Noon Break Policy."

Therefore, this study was conducted in order to determine the significant difference between the individual performance and client's satisfaction. Furthermore, the study would be significant to the employees of the SUC's in Region II for the improvement of their services which adhere to the needs of the students. It may also serve as their tools and guide of reference for developing and enhancing certain techniques in implementing policies in State Universities.

II. MATERIALS AND METHODS

The descriptive and normative survey method of research were applied using the Likert's Scale to assess the performance of the frontline service personnel of SUCs in Region II. The 120 personnel, 1,512 students' respondents

were selected randomly among the employees and students of SUCs in Region II such as Batanes State College, Cagayan State University, Isabela State University, Nueva Vizcaya State University, and Quirino State University. The survey instrument was designed to gather information about the respondents' significant difference between the individual performance commitment rating and client's satisfaction. On the other hand, the frequency distribution and Weighted Average Mean (WAM) were used to interpret the equivalent meanings of the data gathered and ANOVA to determine significant differences.

III. RESULT AND DISCUSSIONS

Table 1. Average Individual Performance Commitment Review Results of the Frontline Services Personnel

School	Mean	Std. Deviation	Interpretation
Cagayan State University	4.4466	.45391	Outstanding
Quirino State University	4.3309	.16569	Outstanding
Isabela State University	4.6199	.23753	Outstanding
Nueva Vizcaya State University	4.4331	.20374	Outstanding
Batanes State College	4.6163	.251980	Outstanding
Total	4.5220	.25259	Outstanding

Table 1. Indicates that there were larger number of personnel who obtained higher ratings than those who were low; hence better performers dominate the frontline services of the SUCs in Cagayan Valley. It is a good indication that the personnel perform their mandated role in the University process but it is as well an evidence that much has to be done to achieve the vision of complaint-free offices. These mention above on the table was based on the result of the Individual Performance Commitment Rating for the S.Y. 2014 – 2016 of an employee of the different SUC's in Region II.

Table 2. Perceived Clients' Satisfaction (Personnel) of Respondents

Personnel	Students Mean and Std. Dev.	Interpretation
1. Observe promptness of service	M = 3.82 s = 0.84	VS
2. Friendliness and helpfulness.	M = 3.82 s = 0.89	VS
3. Availability when needed.	M = 3.74 s = 0.89	VS
4. Approachable and accommodating.	M = 3.75 s = 0.94	VS
5. Observes order and system.	M = 3.80 s = 0.89	VS
6. Courtesy and politeness in speaking.	M = 3.78 S = 0.92	VS
7. Quick response / services without	M = 3.60 S = 0.91	VS
unnecessary delay.		
8. Performs requested assigned tasks promptly.	M = 3.77 s = 0.85	VS
9. Accomplish given tasks on time.	M = 3.70 S = 0.89	VS
10. Acts on concern/problem of client.	M = 3.74 s = 0.92	VS
11. Promptness and timeliness.	M = 3.69 s = 0.8	VS
Grand Mean and Std. Dev.	M = 3.75 s = 0.90	VS

Table 2 indicates that students found the personnel's are very satisfactory with Mean of 3.75. The clienteles are very satisfied with the employees' services. It is noticeable that while students rated employees very satisfactory along all the indicators, alumni were reserved about the employees' friendliness and helpfulness, promptness/timeliness, and responsiveness to their concerns. As revealed to Parro (2007) Clientele student satisfaction is in the students' mind and may or may not conform to the reality of the situation. As it is known, people form attitudes quickly but change them only slowly. Student satisfaction measurement is about measuring how clientele perceive the performance of the learning institution. It suggests that the clients satisfaction of the students it would not address their needs. It implies that to serve the clienteles be approachable don't be hesitate to face with them to ask their request and in return if were not address their needs it might be they will address their office of the President all the weakness to serve with them. The good impact with our students to treat them nicely it will be beneficial to the institution we are belong.

Table 3. Perceived Clients' Satisfaction (Services) of Respondents

Services	Students Mean and Std. Dev.	Interpretation
1. Convenience of service hours.	M =3.79 s = 0.88	VS
2. Greeted me politely.	M = 3.63 s = 1.03	VS
3. Makes client/s at ease.	M = 3.69 s = 0.91	VS
4. Polite and cordial.	M = 3.82 s = 0.89	VS
5. Answering client's queries.	M = 3.87 s = 0.88	VS
6. Attentive and respects clients opinion.	M = 3.86 s = 0.89	VS
7. Tactful and approachable.	M =3.80 s = 0.92	VS
8. Smiles and greets clients.	M = 3.76 s = 1.02	VS

9. Treated me with respect and patience.	M = 3.84 s = 0.92	VS
10. Seemed willing to offer assistance that went beyond my expectations.	M = 3.76 s = 0.95	VS
Grand Mean and Std. Dev.	M = 3.78 s = 0.93	VS

Table 3. It reveals that students are very contented with the frontline services rendered by the employees of SUCs in Cagayan Valley, with mean of 3.78. This means that their very good strategies in dealing with concerns of the stakeholders is transformed into very good services. It conforms to the study of Parro (2007) Clientele student satisfaction is in the students' mind and may or may not conform to the reality of the situation. As it is known, people form attitudes quickly but change them only slowly. Student satisfaction measurement is about measuring how clientele perceive the performance of the learning institution. The result of the study implies that vis-à-vis in delivering services to our students. In delaying the needs of the students it would easily address directly to the Civil Service. Preferably be a good model to our clienteles. As stated in the first table regarding the Clients' satisfaction regarding the personnel it indicates to mingle with them and on the table it involves services to address their necessities. It might be a make it resilient in delivering services to them.

Table 4. Analysis of Variance (ANOVA) on Clients' Satisfaction (Personnel) grouped According to SUCs

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	57.826	4	14.457	35.198	.000
Within Groups	759.012	1848	.411		
Total	816.838	1852			

Table 4. It shows that a one-way between-groups analysis of variance was conducted to explore differences in the client's satisfaction. Respondents were divided into five groups according to the institution they represent. There was a statistically significant difference at the p<.05 level in the client's satisfaction for the institutions [F (4, 1848) =35.198, p=.000]. Clientele student satisfaction is in the students' mind and may or may not conform to the reality of the situation. As it is known, people form attitudes quickly but change them only slowly. Student satisfaction measurement is about measuring how clientele perceive the performance of the learning institution according to Parro (2007).

Table 5. Post Hoc Comparisons (Scheffe's test) in the Clients' Satisfaction (Personnel) Grouped According to SUCs

(I) SUC	(J) SUC	Mean Difference (I-J)	Sig.
Cagayan State University	Quirino State University	-.20842*	.000
(M=3.513; SD=.699)	Isabela State University	-.32083*	.000
	Nueva Vizcaya State University	-.48379*	.000
	Batanes State College	-.61026*	.000
Quirino State University (M=3.721; SD=.635)	Cagayan State University	.20842*	.000
	Nueva Vizcaya State University	-.27538*	.000
	Batanes State College	-.40184*	.000
Isabela State University (M=3.833; SD=.625)	Cagayan State University	.32083*	.000
	Batanes State College	-.28943*	.005
Nueva Vizcaya State University (M=3.997; SD=.518)	Cagayan State University	.48379*	.000
	Quirino State University	.27538*	.000
Batanes State College (M=4.5123; SD=.539)	Cagayan State University	.61026*	.000
	Quirino State University	.40184*	.000
	Isabela State University	.28943*	.005

Table 5. Post-hoc comparisons using the Scheffe's test indicated that the mean satisfaction for Cagayan State University (M=3.513; SD=.699) was significantly lower than all the other five State Universities and College that participated in the study except. The mean satisfaction for Quirino State University (M=3.721; SD=.635) is also statistically lower than Nueva Vizcaya State University and Batanes State College. Correspondingly, the mean satisfaction for Isabela State University (M=3.833; SD=.625) is also statistically lower than Batanes State University. As to ranking, Batanes State College's (M=4.5123; SD=.539) clients' satisfaction appears to be statistically higher than all the other SUCs involved in the study except Nueva Vizcaya State University. Clients Satisfaction (2007) it defines the Customer satisfaction is a highly personal assessment that is greatly influenced by individual expectations. Some definitions are based on the observation that customer satisfaction or dissatisfaction results from either the confirmation or disconfirmation of individual expectations regarding a service. Therefore, the services rendered of the State Universities and College are satisfied based from the result of the study it will adhere the needs of the clients.

Table 6. Analysis of Variance (ANOVA) on Clients' Satisfaction (Services) Grouped According to SUCs

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	71.631	4	17.908	36.757	.000
Within Groups	898.863	1845	.487		
Total	970.494	1849			

Table 6 shows that a one-way between-groups analysis of variance was conducted to explore differences in the client's satisfaction as to services across the participating SUCs. There was a statistically significant difference at the $p < .05$ level in the client's satisfaction as to services [F (4, 1848) = 36.757, p=.000].

Table 7. Post Hoc Comparisons (Scheffe's test) in the Clients' Satisfaction (Services) Grouped According to SUCs

(I) SUC	(J) SUC	Mean Difference (I-J)	Std. Error	Sig.
Cagayan State University (M=3.526; SD=.783)	Quirino State University	-.27745*	.04272	.000
	Isabela State University	-.37551*	.04184	.000
	Nueva Vizcaya State University	-.46216*	.06258	.000
	Batanes State College	-.72595*	.08102	.000
Quirino State University (M=3.803; SD=.679)	Cagayan State University	.27745*	.04272	.000
	Batanes State College	-.44851*	.08200	.000
Isabela State University (M=3.901; SD=.660)	Cagayan State University	.37551*	.04184	.000
	Batanes State College	-.35045*	.08154	.001
Nueva Vizcaya State University (M=3.988; SD=.636)	Cagayan State University	.46216*	.06258	.000
Batanes State College (M=4.252; SD=.521)	Cagayan State University	.72595*	.08102	.000
	Quirino State University	.44851*	.08200	.000
	Isabela State University	.35045*	.08154	.001

Table 7 reveals Post-hoc comparisons using the Scheffe's test indicated that the mean satisfaction on services for Cagayan State University (M=3.526; SD=.783) was significantly (statistically) lower than all the other five State Universities and College that participated in the study. The mean satisfaction for Quirino State University (M=3.803; SD=.679) is also statistically lower than Batanes State University. Correspondingly, the mean satisfaction for Isabela State University (M=3.901; SD=.660) is also statistically lower than Batanes State University. As to ranking, Batanes State College's (M=4.252; SD=.521) clients' satisfaction appears to be statistically higher than all the other SUCs involved in the study except Nueva Vizcaya State University.

Table 8. Results of Two-way Analysis of Variance (ANOVA) on Clients' Satisfaction vis-a-vis Type of Client and School

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	76.529a	9	8.503	17.924	.000	.081
Intercept	4987.793	1	4987.793	10513.714	.000	.851
SUC	5.801	4	1.450	3.057	.016	.007
Type of Client	2.443	1	2.443	5.151	.023	.003
SUC * Type of Client	4.616	4	1.154	2.433	.046	.005
Error	872.911	1840	.474			
Total	27351.425	1850				
Corrected Total	949.440	1849				

a. R Squared = .081 (Adjusted R Squared = .076)

Table 8 based on an earlier analysis on the differences between clients' satisfaction on personnel and services, the one-way analysis of variance and the corresponding post hoc test showed statistically significant difference between selected schools. The researcher however is also interested on the impact of the type of client (whether an alumni or student) on this findings.

Respondents were divided again into five groups according to school and according to whether the respondent is a student or an alumnus. A two-way analysis of variance was performed and the results are presented on Table 16. The results revealed that there was also a statistically significant difference for type of clients [F=5.151, p=.023]; however, the effect size was small (partial eta squared=.003). More so, it is important to note in the results that the interaction effect [F=2.433, p=.046] also reach statistical significance. Considering the interaction effect, a one-way analysis of variance was performed for the mean clients' satisfaction of students and alumni separately. Table 16 shows the results shown that there was also a statistically significant difference of SUC [F=3.057, p=.016]; though, the effect size was small (partial eta squared=.007).

Table 9. Results of One-way Analysis of Variance (ANOVA) on Clients' Satisfaction Grouped According to the Type of Client

Type of Client		Sum of Squares	df	Mean Square	F	Sig.
Students	Between Groups	75.722	4	18.930	38.744	.000
	Within Groups	844.796	1729	.489		
	Total	920.517	1733			
Alumni	Between Groups	.496	4	.124	.490	.743
	Within Groups	28.116	111	.253		
	Total	28.612	115			

Table 9. It shows that there still exists statistically significant difference in the mean clients' satisfaction when grouped according to type of client. However, this is only true for students. It appears that alumni clients from the five school that participated in the study did not have statistically significant difference in their satisfaction levels. According to Pilar (2014) stated that the key learnings from the class about face to face contact with the customer are the basics of customer contact (how to take the customer into account and how to make a positive first impression), how non-verbal communication is perceived and how to communicate clearly (how not to leave room for interpretation). Then, the clienteles imitate good examples when the employees it will render a good service and they will rate satisfactory if they are satisfied with the services rendered by the employee.

IV. CONCLUSIONS

Based on the significant findings of the study, the following conclusions were reached:

1. The personnel of the SUCs in Cagayan Valley rendering frontline services are in good shape to perform their duties and functions.

2. The personnel stimulates better work productivity and good working relationship to colleagues and clienteles.

3. Both students and alumni are delighted with the personnel as well as their services.

4. Students stressed points of reorientation and reflection among the personnel like issues of inefficiency, client relations, and compliance to No Noon Break Policy.

5. Since the results of the ANOVA proved that there are significant differences in the perceived clients' satisfaction (for both personnel & services) when respondents are grouped according to SUCs and type of client; hence, the hypotheses of the study are confirmed.

V. RECOMMENDATIONS & REFERNCES

1. For the employees, development in their attitudes, skills, and total personality focusing on customer delight and satisfaction, global efficient delivery system and legal matters concerning their terms of references.

2. For the administrators and school managers, they should review their operations' manuals to revitalize the whole mechanisms and procedures running in the system.

3. For the students, remain vigilant by observing the University processes by which the frontline services are embedded into by regularly involving themselves in an impartial, objective and honest evaluation system.

4. Finally, to keep abreast of the changing time, an upgrading of services implementing the endeavor be undertaken to undergo extensive trainings to gain more knowledge, skills that clienteles can easily adopt any changes happening around us.

Lastly, the future researchers be conducted offshoot of this study.

a. Consider studying related topics.

b. Future researches could utilize other external – related factors for more in depth study and analysis.

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Legal Basis:

CSC Memorandum Circular No. 6, s. 2012
Section 5, AO 241
AO 25 dated December 21, 2011
CSC Resolution No. 1200481 dated March 16, 201

All agencies should have a CSC – approved SPMS by January 2014. Accordingly, by January 2015, all performance based human resource movements and/or developments/interventions such as promotion, scholarship, training and rewards incentives shall only be based on a CSC approved SPMS under these guidelines