

THE MANAGERIAL PERFORMANCE OF THE ACADEMIC DEPARTMENT HEADS IN SELECTED TERTIARY INSTITUTIONS IN CAGAYAN DE ORO CITY, MISAMIS ORIENTAL

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Abstract: This study primarily determined the managerial performance of the chairpersons of the the College of Arts and Sciences in Cagayan de Oro College, Liceo de Cagayan University and the Capitol University of Cagayan de Oro City, Misamis Oriental, Philippines. It specifically determined 1) the profile of the Academic Department Heads in terms of sex, age, civil status, educational attainment, years of experience in teaching, department, and family income; 2) the managerial performance of Academic Department heads in terms of management style and leadership; 3) significant relationship and differences between the managerial performance of academic department heads as to their sex, age , civil status, educational attainment, years of experience in teaching, department and family income, and 4) the interventions program designed and implemented for the academic department heads. The data collected were carefully analyzed and the discussions of findings underwent at the time this research worked. The researcher therefore made a recommendations based on the data collected and analyzed which she felt would be helpful to improve the managerial performance of the academic department heads.

Keywords: managerial performance, Academic Department, civil status, educational attainment.

1. INTRODUCTION

The Educational Philosophy is anchored on human development not in universal generality, but rather in terms of Philippines specific realities on local, regional and national level. The Philippine Educational System with its outputs of scholars, leaders, scientists, professionals, and new discoveries of truth and technology, make a higher education, the crucial catalyst, for overall on development.

The quality outputs from tertiary level of the country's educational ladder depends on the quality of performance of school heads, department heads and teachers. No matter how old and earnest an individual is , the teacher that maybe, is often helpless in a particular situation if left completely unguided and supervised. The fact is that the success and failure on educational institution rest upon the shoulders of the administration and the department heads that are responsible for the activities of the group under the supervision, direction and guidance (J.M.Higgins,2010).

At this time, occupying a strategic position in administration in hierarchy knowledge, the mounting population pressure in this position is more complex and complicated.Currently, the role of the school heads is to be changed considerably and accordingly. Increasing the understanding in the administrative and supervisory performance of the school heads may not only to improve the school but may also to the knowledge and performances in other areas (M.I. Gannon, 2014).

Assumption belief and attitudes greatly affect the performance of the school heads and their effectiveness. In considering this view, the school heads practiced was conceptualized within two theories. The autocratic and democratic types, and are discussed and described by well known educators (R. Hoppock, 2015).

A well -informed school heads should not regard the use of the term “management” as out of place in school setting. Personal management (Martinez, 2016) in a school can be and should be a constructive process wherein the administration facilities , the professional performance of the teachers, and all other personnel for the purpose of providing the possible educational opportunities for the students in the school (J.M. Higgins, 2010).

As regards to the supervisory ability of school heads, the teachers considered their school head as constructive and understanding, and there are also negative reactions of their feed backs from the others. And regarding the qualities of the school heads of the bid schools, they were doubt in the wing or quite a number of instructors regarding the capacity of their school head to lend(Davis, 2016).

Academic department heads have a great contribution in achieving the goals and objectives of a school organization, and, in turn, to realize the vision of Philippine Education 2000. The management and supervision of such heads towards teachers play a big role as to give job satisfaction and encouragement for the teachers play a big role as to give job satisfaction and encouragement for the teachers to release an optimum potential in molding the youth into responsible citizens and future leaders of our country.

Nowadays schools personnel both in public and private schools seem to be dissatisfied with their jobs as evidenced by sit -down strikes, absenteeism, and high rate of turn-over of some teachers. And, this maybe a cause of teacher attrition. Other seek transfer to other government or private agencies that often equal or not higher remunerations. Others are engaged in business on going out in the country for greener pasture. Department heads may not be a major cause but rather a part of those causes, as management performance is concern.

The researcher believes that if a teacher has a high degree of satisfaction of the management style of his head, he will be inspired to dedicate more of his efforts and time in teaching and helping achieve an optimum levels of achievement among his learners.

It is in this rationale that the researcher was motivated to undertake this as his study, most especially during these times when the quality of Philippine Education is declining continuously as reported in the findings of the congressional commission on Education (EDCOM, 2000).

2. METHODOLOGY

This study which employed the descriptive design aimed to describe the managerial performance of the chairpersons of the College of Arts and Sciences in Cagayan de Oro College, Liceo de Cagayan University and Capitol University. The influence of sex, age, civil status, educational attainment, number of years of teaching, department, and monthly family income on the managerial performance of the academic department heads in terms of management style and leadership was likewise investigated.

This study was conducted in Cagayan de Oro College, Liceo de Cagayan University and Capitol University, three (3) of the 12 tertiary institutions operating in Cagayan de Oro City. The respondent of this study were subordinate-instructors under the academic department heads. One hundred eighty-four (184) full-time faculty members of the Colleges of Arts and Sciences were taken as respondents of this study. They rated the managerial performance or their respective academic department heads.

There were two (2) sets of the research instrument used for the purpose of gathering information needed for the study. The questionnaire consisted of open-ended and fixed alternative questions. The first set inquired about sex, age, civil status, educational attainment, years of teaching experience, department being managed, monthly family income of the academic department heads. The second set was a 39-item multiple choice type questionnaire inquiring on the management style and leadership of the chairpersons.

Conceptual Framework

All educational institutions expected to have administrative patterns, to profit their efficient towards the goals, maintain and sustain them in on an even energized and prepared to whether they may and varied their challenges to the total reform of the society.

Administration can be conceived therefore as the means to end of the educational institution for it with through administration that the institution operates. School administration represents the whole of the educational system because they are the one who direct, control, plan and organize in operating the whole educational programs. It emphasizes the authority favorable conditions essential to good teaching and learning.

Their job is full of deciding, directing, and ordering the execution of the educational programs. "Good persons who are involved but also their colleagues and the performance of Academic Department heads and their teaching staff".

It is sad to mention that there is a dearth on the statistical data shown on the kind, quality and length of training of department heads and teachers. A very minimal of entire academic community. The question of the tenure is an issue next to the salary rates about which the faculty members are more interested.

Brief Review of Related Literature:

Style management of academic department heads a well-informed Academic Department heads should not regard the use of the term "Management" as out of place in school setting. Personal Management (Redfern, 2014) in school can be and should be a constructive process wherein the professional performance of the teachers and all other personnel, for the purpose of providing the possible educational opportunities for the students in the school.

According to Higgins, (2000) , the Academic Department Heads in the Academic Affairs in Education states that the frequent turnover affect not only the administration as an end itself but a mean to an end.

As what this end are and what the administration of the central purpose of the Department Heads in any organization is that coordinating the efforts of people towards the achievement of this goals. In education, this goal has to do all the teaching and learning process. All the activities of the Department heads should ultimately contributed to his end. They must therefore be evaluated in relation to show it seeks to achieve these desired ends (E.T. Martines, 2015).

Researcher have shown that Style of Management, Leadership and Personal Attributes of the Academic Department heads towards Teachers, Promotion, Growth and Advancement would have a great contribution in achieving goals and objectives of a certain school (Locke, 1998).

Lawler and Porter (2014) concluded that Management affects the individual performance through appropriately structuring the rewards and the ways that they will be viewed of by the employee. The extent to which teachers perceive the reward to be equitable has been found to important.

According to V.H. Vroom (2000) as cited by Maslow (2000) all people in the society have a need on desire for a stable, firmly based (usually high evaluation of themselves, for self respect, or self-esteem of others, as to be considered in management. He added that the firmly based self-esteem is soundly based upon real capacity, achievement and respect for others.

According to Nash (2000), emphasized that people have the desire for reputation or prestige (defining it as respect or esteem form other people), recognition, attention, importance or appreciation.

As cited by Davis and Scoot (2000), Cartwright, expressed that the greatest management be considered towards managing is the prestige of the group member in the eyes of the other members, the greater influence it can exert and the closer is the success of the organization.

A prestige-motivated teacher is attracted to career of fields that offer the potentials of large income, impressive title and rapid advancement (Vroom and Deci, 2000).

Every teacher should feel concerned to grow continually and develop himself professionally through purposeful continuing education activities. Vroom, V.H. (2000), emphasized the need for continuing education on the part of the teacher when he stated: " It is inherent in the teacher to continually grow in order to be effective and successful in his profession. This is because of all the professions, it is the teaching profession that carries the greatest responsibility for self-improvement and growth.

Education ranks as one of the largest activities of society and considered the most important. As education becomes very essential to society, its administration virtually becomes important (Cunningham and Gephart, 2000).

Locke (2000) stated that one of the studies he found revealed that management style of administrator affects teacher's performance. If the school leader does not give due concern to human factors in dealing with his work group, hindrances to educational development occur.

Related Literature in Local Setting:

Manual regulation for academic department heads the manual of regulation for Academic Department and the study of Liu, 1995 gives an insight into the thinking of department heads and professors as regards to their functions and relations. Among the best findings are the following:

1. Finding ways and means of raising funds to establish a revolving fund for the development of the department. Budget allocation, appraising requisites, auditing and keeping records of non-academic expense incurred by the department.
2. Issuing permits of school properties and scheduling activities and the use of school space within the compound of the department.
3. Functions which were most obligatory:
 - A. Conducting a periodic study of the course offered by the department
 - B. Exploring and relaying opportunities for the graduates studies both local and foreign and advising the student in graduate program.
 - C. Evaluating the performance and achievements of non-academic personnel of the department.
 - D. Promoting and maintaining harmonious relationship between academic and non-academic members.
 - E. Cooperating willingly with the researchers who are to advise knowledge about their fields.
 - F. Attending the conferences, workshops research instructions and related field activities

Selecting needed personnel and making recommendations for teaching and research position. With regards to administrative ability, the school teachers well detect the school heads rated truthful, diplomatic and well balance judgment, but there is a possibility that the school heads become autocratic when it talk biggest majority. Dictatorial tendencies are also happen between the teachers and the school heads to similar study.

As regards to the supervisory ability of department heads as constructive and understanding, and there is also negative reaction of their feedback form others, and then regarding the qualities of the school heads of the big schools they were doubt in the wing of quite a number of instructors regarding the capacity of their school heads to lead.

Gellor (1999) stated that management should take into consideration the genuine interest of teachers that is to meet their needs and to give them some important work to do. Human being beings develop satisfaction of the job, around the job and through the job.

Martinez, et al. (2015) mentioned that

Heads in many organizations should praise and encourage his people. without praise and encouragement, anyone can lose self-confidence and become moody and depressed, thus all have a double necessity, to be praised and to know how to praise.

The need of praise is something one's felt when she has done a good job and denial of it can do much to stifle the spirit of human kindness and cooperation. A miracle happens to a person whose self-esteem has been raised. He suddenly likes other people better. He feels free and airy. He is far more cooperative and kind and gentle with those around him.

The manager's habit of giving credit regularly in conversation for things other than people have done or shown is one of the little things that people appreciate, and it cause to increase their regards to someone who does it.

What people want is a little attention for managers, as human beings. But, in that attention, sincerity is essential. It is sincerity that gives potency to a compliment of words or praise.

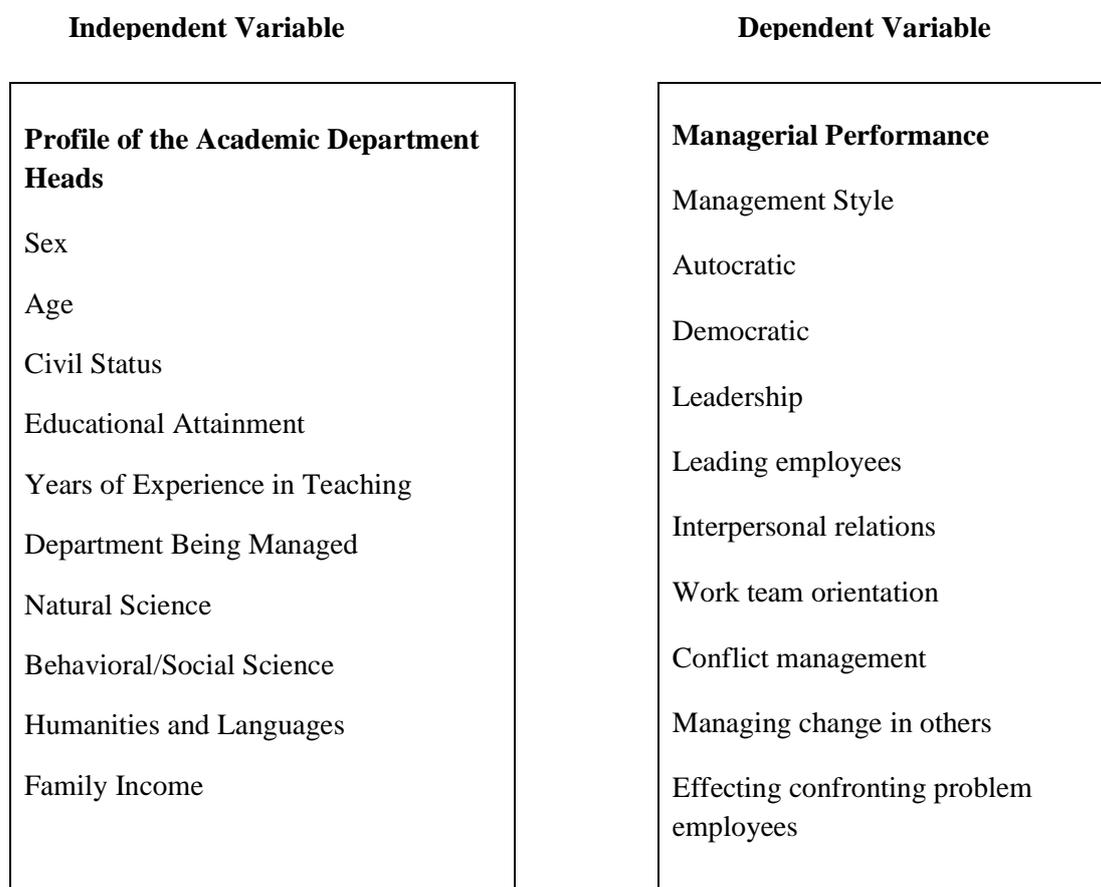
Schema of the Study:

Figure 1: Schematic Diagram Showing the Relationship Between the Independent and Development Variables of the Study.

Statement of the Problem:

The major aim of this study was to find out the managerial performance of the Academic Department heads in the three (3) selected colleges in Cagayan de Oro City.

Specifically, this study sought to answer the following specific problems:

1. What is the profile of the Academic Department heads in terms of:

- 1.1 Sex
- 1.2 Age
- 1.3 Civil Status
- 1.4 Educational Attainment
- 1.5 Years of Experience in Teaching
- 1.6 Department
- 1.7 Family Income

2. What is the Managerial Performance of Academic Department heads in terms of:

- 2.1 Management Style
- 2.2 Leadership

3. Is there a significant differences between the Managerial Performance of Academic Department Heads as to their:

3.1 sex

3.2 Age

3.3 Civil Status

3.4 Educational Attainment

3.5 Years of Experience in Teaching

3.6 Department

3.7 Family Income

4. Is there a significant relationship between Managerial Performance of the Academic Department Heads when grouped in terms of:

4.1 Sex

4.2 Age

4.3 Civil Status

4.4 Educational Attainment

4.5 Years of Experience in Teaching

4.6 Department

4.7 Family Income

5. Based on the findings of this study, What interventions program can be designed and implemented for the Academic Department Heads?**Hypothesis:**

Problem 1 and 2 are hypothesis free.

Problem 3 and 4 was tested at 0.5 level of significance where hypotheses are stated in null form follows:

Ho1: There is no significant difference in the Managerial Performance of the Academic Department Heads when the respondents are grouped according to sex, age, civil status, educational attainment, years of experiencing in teaching, department and family income.

Ho2: There is no significant relationship in the Managerial Performance of the Academic Department Heads when the respondents are grouped according to sex, age, civil status, educational attainment, years of experience in teaching , department and family income.

3. SUMMARY OF FINDINGS

Based from the result of this study, the findings below were summarized:

Sex did not have significant influence both on being democratic and the leadership of the academic department heads. It had significant influence on being autocratic. Sex of the academic department heads did not have significant correlation with the same.

Age of the academic department heads did not have significant influence on being demo The following findings surfaced along the course of the investigation:

Most of the respondents had a monthly family income of P16,000 to P20,000.The subordinate-instructors disagreed that their respective academic department heads were autocratic. They agreed that their heads were democratic.

The subordinate-instructors strongly agreed that they were good at leading their employees, interpersonal relations, work team orientation, conflict management, managing change in others and effectively confronting problem employees.

The academic department heads' weak points are in leading employees particularly in demonstrating skill in effectively delegating to staff, conflict management particularly in recognizing that every decision has conflicting interest and constituencies and in the managing change in others more specifically in demonstrating effective use of strategies in facilitating organizational change initiatives by considering other people's concern.

4. CONCLUSIONS

The following conclusions were drawn from the findings of this study:

It had significant influence on being autocratic. No significant influence was also noted in the leadership except in the interpersonal relations where age was found to have significant influence. Age was not significantly correlated with the management style and leadership.

Civil status, educational attainment, and number of years of teaching did not have significant influence on being democratic and leadership of the academic department heads. Neither was it significantly correlated with the same. The same were found to have significant influence on being autocratic of the academic department heads.

5. RECOMMENDATIONS

Teaching loads Based on the findings of the study, the following recommendations were made:

The academic department heads should be made to attend a supervisory development program that would emphasize on delegation of responsibility, group dynamics and decision-making as part of supervision.

Retooling of the management styles among the academic department heads should be made, giving emphasis on the outcome of each style on the subordinate and its contribution to the attainment of the organizational goals.

Researchers are advised to replicate this study using more academic department heads as subjects for general applicability of the findings. More variables may be used in the study as number of reglementary of the dependents and number of subordinates under the

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