

Administrators' Managerial Capability and Effectiveness in State Universities and Colleges in Western Visayas

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Abstract

This research determined the administrators' managerial capability and effectiveness in the State Universities and Colleges (SUCs) in Western Visayas (WV). The study was conducted in 2015 among the 125 randomly selected SUCs administrators: deans, directors, vice presidents and presidents. The instruments utilized for the investigation were adapted from the 2010 MIM-MPC Management Capability Index Survey Questionnaire for managerial capability and the Nova Central School District Effectiveness Questionnaire for managerial effectiveness which underwent pilot testing, reliability and factor analysis. Frequency count, mean and standard deviation were utilized as descriptive statistics. Results reveal that majority of the administrators in the SUCs in WV were *extremely capable* in terms of their managerial capability, in all nine aspects. They also appear to possess the ability to create a strong workplace culture, which facilitates employees to grow and engage in practicing leadership, collaborative decision-making, and nurturing creativity, and innovation as manifested in all the nine aspects of their managerial capability. A large majority of the administrators were *highly effective* in terms of their managerial effectiveness in all ten aspects. This shows that administrators possess the ability to attain their organizations' goals by deliberately using resources in an efficient and effective manner.

Keywords: managerial capability, managerial effectiveness, SUCs

Management plays an important role in the success of any organization. Organizations like state universities and colleges invest much on hiring good and competent managers for their presence may indicate success and achievement of organizational goals. Successful organizations not just happen; they are planned and are products of several ups and downs that serve as lessons and benchmarks of their objectives at the present.

Managers of today need to cope with the diverse challenges and the demands of time, for current management requires a new approach which emphasizes human touch and enhances work flexibility involving employees' heart, mind and commitment. Today's managers must create the conditions and environment that enable organizations to survive and thrive, recognizing the role and importance of others and the underlying situations and the atmosphere of the present environment.

In an academic community like state universities and colleges, managerial functions are so critical to the realization of the institutional goals. In fact, administrative roles and positions are so competitive in order to ensure appropriate position. Interestingly, however, managers in educational institutions do multi tasking. Tasks include those related to teaching assignment, administrative designations, and several committee works. An Administrative position typically ranges from being a department or division chair, dean or director of a college or an institute, to being the vice president or even the president of the institution or a university. Thus, educational institution managers need to be capable and at the same time effective in performing their job. For one to be globally capable, he or she needs to possess: *learning behavior* that includes the motivation and skill to work and learn from cultural differences, the willingness to take the perspective of others and the capacity to learn from workplace experiences; *resilience* which refers to the ability to manage time and stress factors that might be more salient when the management task is wider in scope, or the ability to cope with uncertainties and ambiguities associated with learning, and *business knowledge* which represents the know-how of the present business atmosphere and practices, and, *self-development* which is one of the essential ingredients of a capable leader which includes awareness of one's strength, and weakness, openness to feedback about one action and engagement to new experiences. These are competencies of a well-developed and skilled leader (Leslie, Dalton, Ernst &

Deal, 2002). In terms of skill, one should also possess *conceptual skills* that refers to one's ability to see the organization as a whole, *human skills* which reflects one's ability to relate, coordinate, motivate lead and resolve conflicts and *technical skills* that describes one's mastery of the methods, techniques and equipment involved in the job (Daft, 2005). Moreover capable leaders (McGregor, 1960) emphasized that liberating and developmental control and achievement and continuous improvement are achieved by enabling, empowering, and giving responsibility. The management's role is to develop the potential in employees and help them release potentials towards common goals because to them work is as natural as play and rest. They exercise self-direction if they are committed to the objectives, and their commitment to objectives is a function of the rewards associated with their achievement. They learn to accept and seek responsibility. Their creativity, ingenuity, and imagination are widely distributed among the population and they are capable of using these abilities to solve an organizational problem. They have potentials.

A successful organization is capable of achieving its goal because it possesses effective management. Effective management merely connotes doing the right things at the right time. In managing educational institutions, they say that efficient people do things right whereas effective individuals do the right things. But for one to be an effective administrator, he/ she needs to be both efficient and effective at the same time. As a matter of fact, effectiveness can be nurtured and it can be learned and mastered through practice (Drucker, 2004); for effective managers bring order and consistency to quality and profitability of products and services of the organization; and those who are effective possess personal traits that influence constituents (Bertocci, 2009). These personality traits like alertness, energy level, tolerance from stress, emotional maturity, originality, personal integrity and self-confidence are associated with effective leadership (Ghiselli in Bertocci, 2009); and that the key leadership traits such as drives, motivation, honesty and integrity, and self-confidence are the "right stuff" for effective leaders (Kirkpatrick & Locke in Bertocci, 2009).

Presently, the state institutions' role in the implementation of higher education and for producing globally competitive graduates is of high priority and demanded by the government. Its role in poverty alleviation aside from educating the youth is important. In fact, academic positions require very tedious requirements involving experience and vertically aligned academic preparation and specialization. Conversely, the faculty members of SUCs are expected to participate in instruction, research and extension. And it is worth mentioning that from its ranks, the set of managers to manage educational institutions will come from them. Thus, there is a need to have proactive examination and evaluation of the probable upcoming managers of the state institutions. Knowing the importance of this in building our country; therefore, there is a need to look at the entire picture of the managerial aspects of state educational institutions.

It is from this premise that this study was conducted to determine the managerial capability and managerial effectiveness among the administrators in SUCs in Western Visayas. How do the administrators fare regarding their managerial effectiveness? How capable are they in performing their managerial functions? How are they functioning as managers? These questions need to be answered.

Research Questions

1. What is the managerial capability level of the SUCs administrators in WV in terms of: (a) Visionary and strategic leadership; (b) Performance leadership; (c) People leadership; (d) Financial management; (e) Organization capability; (f) Application of technology and knowledge; (g) External relationships; (h) Innovation-products and services; and, (i) Integrity and corporate governance?
2. What is the level of their managerial effectiveness in terms of: (a) Professional leadership; (b) Shared vision and goals; (c) Learning environment; (d) Concentration on teaching and learning; (e) High expectations; (f) Positive reinforcement; (g) Rights and responsibilities; (h) Purposeful teaching; (i) Learning organization; (j) Home-school community partnership?

The study only surveyed the administrators' managerial capabilities and effectiveness in managing higher educational state institutions in WV using two adapted self-assessment instruments.

Methodology

Research Design

This survey research determined the SUCs administrators' managerial capability and effectiveness in WV. The study was conducted among the selected SUCs administrators of WV in 2015.

Participants of the study

The participants were the 125 randomly selected administrators of the state institutions of higher learning with designated or appointed position as campus administrator, dean, director, vice president and president of the 11 SUCs in Western Visayas.

Instruments

The data gathering instruments utilized for the investigation were the 2010 Malaysian Institute of Management (MIM) - Malaysia Productivity Corporation (MPC) Management Capability Index Survey Questionnaire for managerial capability and the Nova Central School District Effectiveness Questionnaire for managerial effectiveness. The two adapted instruments underwent pilot testing conducted to the three (3) private universities within Iloilo City in order to eliminate cultural bias.

The Malaysian Institute of Management-Malaysia Productivity Corporation (MIM-MPC) Managerial Capability Survey Questionnaire composed of 9 factors (visionary and strategic leadership, performance leadership, people leadership, financial management, organization capability, application of technology and knowledge, external relationships, and innovation products and services) with 5 items on every factor which were found to be reliable with a Cronbach's alpha of .954 and with a factor load ranging from 0.515-0.751. Using a 6-point Likert scale, the questionnaire required the participants to check the column appropriate to their response that best described their agreement or disagreement to statements as they apply to them. To interpret the scores, the following weighted scores and

descriptions were used: 6 – Strongly agree (Yes, fully practiced throughout the organization. Continually refined and improved as “the way things are done round here); 5 – Agree (Yes, being practiced consistently across the organization with further improvements being made); 4 – Slightly Agree (Yes, being practiced across most of the organization most of the time); 3 – Slightly Disagree (Yes, being practiced, but only in parts of the organization, part of the time); 2 – Disagree (Yes, this has just started); 1 – Strongly Disagree (No, this is not in place).

The Nova Central School District Administrator’s Effectiveness Questionnaire has 10 factors namely: professional leadership (13 items), shared vision and goals (10 items), learning environment (10 items), concentration on teaching and learning (10 items), high expectations (7 items), positive reinforcement (9 items), rights and responsibilities (6 items), purposeful teaching (5 items), learning organization (14 items), and home-school-community partnership (6 items). This instrument utilized a 7 point Likert scale requiring the participants to check the column appropriate to their response that best describes their agreement or disagreement to the statement as it applies to them using the following weighted scores and descriptions: 1 - Strongly disagree; 2 – Disagree; 3 - Slightly disagree; 4 – Undecided; 5 - Slightly Agree; 6 – Agree; 7 - Strongly Agree. To interpret the scores obtained, the researcher used the following arbitrary scale of means: 1.00 – 2.20 - Highly Ineffective; 2.21 – 3.40 - Ineffective; 3.41 - 4.60 - Fairly Effective; 4.61 - 5.80 – Effective; 5.81 – 7.00 - Highly Effective; was found reliable with a Cronbach’s alpha of .975 and a factor load ranging from 0.578-0.878.

The said instruments were utilized for the purposes of determining the administrators’ managerial capabilities and their effectiveness only in managing higher educational state institutions in WV.

Procedure

Permission to conduct the study was secured from the Presidents of the universities and colleges who were involved in the study.

The instruments were distributed and administered. Directions were fully explained to the participants and their participation to the study was voluntary. The filled up and completed instruments were then collected and retrieved. Scores were tallied, processed and interpreted using appropriate statistics such as frequency counts, mean and standard deviations.

Results and Discussions

The study revealed that majority of the administrators in state institutions of higher learning were “extremely capable” in terms of their managerial capability, in all nine aspects--visionary and strategic leadership, application of technology and knowledge, people leadership, external relationships, integrity and corporate governance, organization capability, performance leadership, financial management and innovation-products and services. These nine aspects of managerial capability is synonymous to skills needed in managing organizations which include conceptual skills that refers to one’s ability to see the organization as a whole, human skills which reflects one’s ability to relate, coordinate, motivate lead and resolve conflicts and technical skills that describes one’s mastery of the methods, techniques and equipment involved in the job (Daft, 2005). Moreover, the administrators’ having attained high level of capability exhibits their learning behaviors--which include their motivation and skill to work across cultural differences and their willingness to take the perspective of others and the capacity to learn from workplace experiences; resilience which refers to their ability to manage time and stress factors that might be more salient when the management task is wider in scope, and the ability to cope with uncertainties and ambiguities associated with learning; and business knowledge which represents the know-how of the present business atmosphere and practices; as well as self-development are the important ingredients of a capable leader for this set of behavior which includes awareness of one’s strength and weakness, openness to feedback about one’s action and engagement to new experiences which are competencies of a well-developed and skilled leader (Leslie et.al, 2002).

The study also affirms what McGregor (1960) emphasized that achievement and continuous improvement are achieved by enabling, empowering, and giving responsibility; that the management's role is to develop the potentials in employees and help them release those potentials towards common goals because to them, work is as natural as play and rest. They will exercise self-direction if they are committed to the objectives and their commitment to objectives is a function of the rewards associated with their achievement. They learn to accept and seek responsibility; their creativity, ingenuity, and imagination are widely distributed among the population and they are capable of using these abilities to solve an organizational problem, and they have potentials.

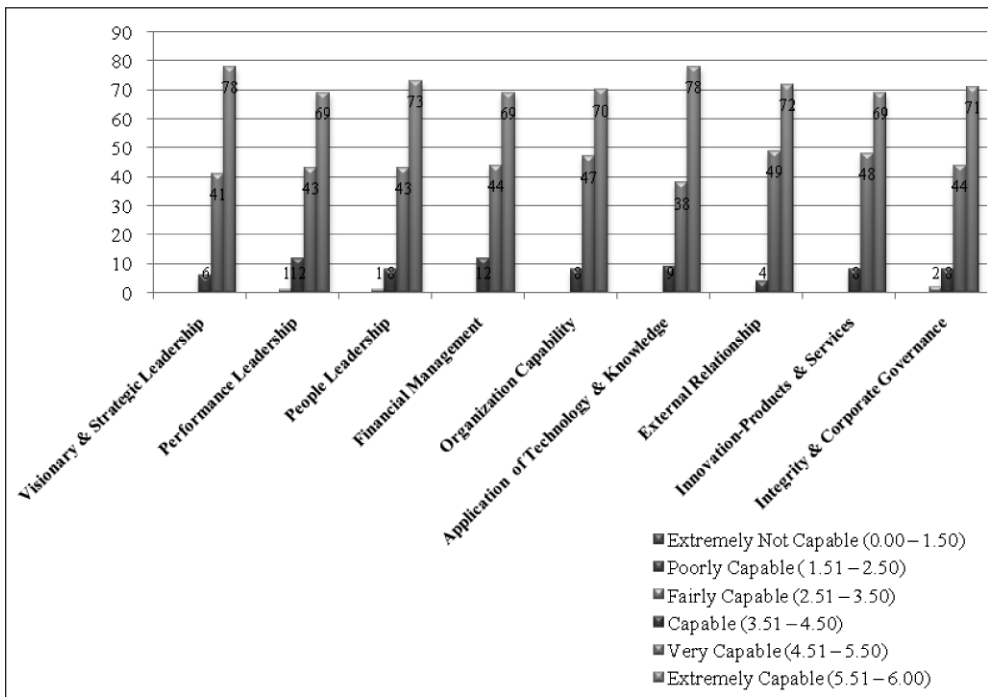


Figure 1. The graphical presentation of the administrators' managerial capability level in the state institutions of higher learning in Western Visayas.

The present study revealed that a large majority of the administrators were highly effective in terms of their managerial effectiveness, in all ten aspects—positive reinforcement, professional leadership, high expectations, rights & responsibilities, learning environment, purposeful teaching, learning organization, concentration on teaching, shared vision and goals, and home-school-community. These findings conform to what Drucker (2004) mentioned that effectiveness can be nurtured and can be learned and mastered through practice. Also, this supports Bertocci (2009) citing that effective managers bring order and consistency to quality and profitability of products and services of the organization, and those that are effective possess personal traits that influence constituents. These personality traits like alertness, energy level, tolerance from stress, emotional maturity, originality, personal integrity and self-confidence are associated with effective leadership (Ghiselli in Bertocci, 2009). Also, the study affirms that of Kirkpatrick and Locke that the key leadership traits such as drives, motivation, honesty and integrity, and self-confidence are the “right stuff” for effective leaders (in Bertocci, 2009).

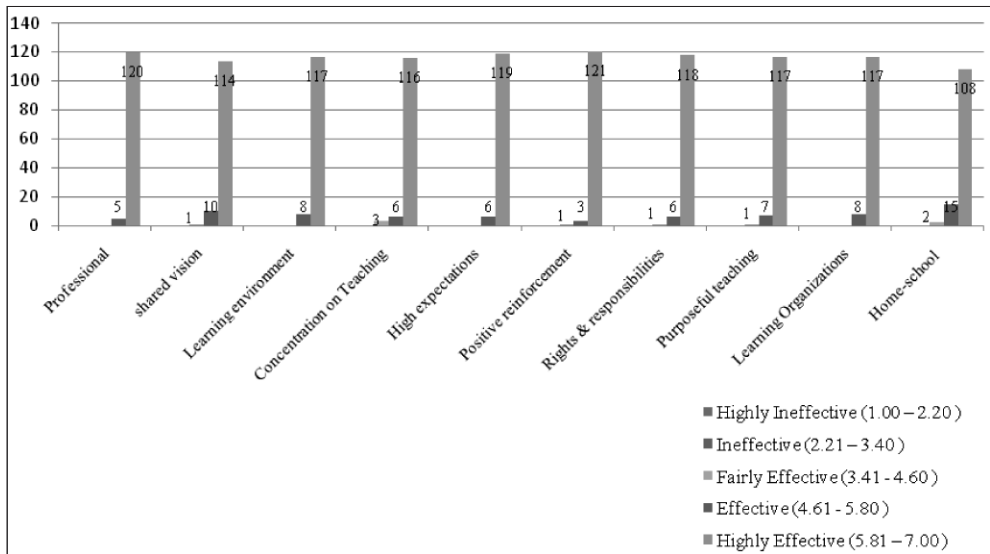


Figure 2. The graphical presentation and description of the administrators’ managerial effectiveness in the state institutions of higher in Western Visayas.

Conclusion

The administrators in state institutions of higher learning appear to possess the ability to create a strong workplace culture, which facilitates the employees to grow and engage, and at the same time business goals and objectives are achieved, including factors such as leadership qualities, collaborative decision-making, and nurturing creativity, and innovation. These were all manifested in all the nine aspects of managerial capability--visionary and strategic leadership, performance leadership, people leadership, financial management, organization capability, application of technology and knowledge, external relationships, innovation-products and services, and integrity and corporate governance.

Since the administrators were highly effective in terms of their managerial effectiveness, this seems to show that the SUCs administrators in WV have the ability to achieve desired results. These abilities tend to be emphasized in the following aspects of managerial effectiveness--professional leadership, shared vision and goals, learning environment, concentration on teaching and learning, high expectations, positive reinforcement, rights and responsibilities, purposeful teaching, learning organizations, and home-school-community partnership.

Recommendations

The Philippine Association of State Universities and Colleges (PASUC) of Western Visayas to make use of the results and findings of the present study to sustain their administrators capability and effectiveness by designing an executive training program if not in the regional level, at least in the institutional level in order to prepare and equip the future institutional administrators. Since the present participants appeared to be capable and effective, it is recommended that they maximize their managerial potentials by making their strong attributes part of their shared-institutional culture in order to elevate further the present outcomes into greater heights.

The instructional leaders should make use of the findings of the investigation in understanding their administrators' own managerial effectiveness and managerial capability, so that, they may be able to make adjustments and support their administrators towards the attainment of their institutions' goals and objectives. They may strengthen their present weaknesses and strengthen further if not to maintain their present strong attributes.

The Presidents may make use of this investigation as an objective feedback of their administrators' present managerial effectiveness and capability level as they respond to the challenges and issues on educational quality and excellence, and poverty alleviation, responding to the 21st century teaching and learning and producing globally competitive graduates.

The teachers of the state institutions of higher learning may refer to the findings of the present investigation as their guide, so they can assess their own readiness to accept higher responsibilities if they wish to go up the administrative ladder. Aware of the findings, they can start honing their managerial potentials as academic leaders. More importantly in different aspects of managerial effectiveness and managerial capability they may attend seminars of the same nature, and by joining committee works in the institutional level that allow the use of one's managerial skills.

Other stakeholders like students, parents, and alumni can refer to the findings of the study regarding the kind of leadership that the institution has and that the insights gained will enable them to understand the institution's pursuit towards the attainment of goals and objectives.

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