

Work Management Style of the College Deans of SUCs in Region 8, Philippines

ROLANDO C. ENTOMA

<http://orcid.org/0000-0002-1420-4181>

pit.ors23@gmail.com

Palompon Institute of Technology
Palompon, Leyte

ABSTRACT

One success indicator of any educational institution depends on the type of management and its capabilities to drive the preplanned goals within the framework of time set forth. The study utilized the descriptive-correlational research design which aimed to determine the work management styles of the college deans of State Universities and Colleges (SUCs) in Region 8, Philippines. Using validated questionnaires, data were statistically treated using weighted mean, percentage and chi-square test of independence. Findings showed that female college deans who are doctorate degree holders, with higher number of years of experience and training attended were the perfectionist in managing their works. It also showed that the college deans' profile has no significant relationship with their work management style. The college deans with the higher number of programs offered were cliff hangers. If given the opportunity to experience more and attend training on leadership and management, perceived control of time, and stress responses, the college deans can play better in their role, functions, and responsibilities. The study contributes to the field of educational administration to create useful solutions in terms of leadership and management styles of college deans for them to be aware and become more productive and efficient leaders.

Keywords — Education, management style of college deans, descriptive-correlational, Region 8, Philippines

INTRODUCTION

Managerial work requires great efforts and mental thinking on the part of the staff running the institution during the planning, implementing, monitoring and evaluating stages of its activities. This work is complex and demanding with continuous change, dealing with people, faculty, and students, and a myriad of tasks both planned and unplanned. With many decisions to make in a day, work management is very necessary for such a way that other issues and concerns are scheduled based on their priorities.

Secong, Futulan and Aunzo (2015), recommend that administrators should finish their master's degree to improve their professional qualities and personal attributes. In this way, they can improve their workplace's environment and gain more understanding on how people behave. They can further apply the management style whenever or wherever it is appropriate. Another interesting finding is the study of Lockwood (2010) which revealed that the extent of use of management styles of the administrators has no relationship with their length of service. This finding connotes that whether the administrators are new to the position, their usage of the different management styles is just the same as those administrators who are in the same position for a long time.

Impacts on the work management style of a manager are desirable in the organization for maximum success, and as an instrument used in an organization for behavior modification. Leaders and managers have different views in organizing a piece of work. Pass (1992) says that what works for one person may not work for the other, and forcing the use of a system that is against your work management style is a waste of time.

With the complexity and ambiguity of the role of the college deans, they must have the ability to manage their time and focus on more important tasks to be more productive. As opined by Syverud (1999), an effective dean recognizes that school progress comes from a very insignificant number of key steps rather than from hundreds of less important matters.

Today's college deans of SUCs are always challenged and pressured by duties and responsibilities that are attached to their designations. They are held accountable in managing the entire college including the responsibility of planning, organizing and implementing programs and projects, establishing strong linkages with other institution or agencies and evaluating the curricular programs. Also, the college deans are assigned with teaching loads plus the functions of research, extension and production.

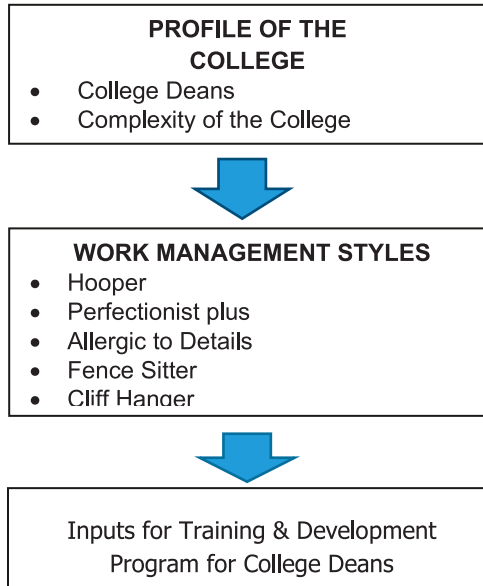
With the above discussion, it is of great importance that one should find out the significant effect of college deans' profile and college complexity to their work management style to ensure effective work management in every different condition. There are many ways to manage work effectively, and to find the best work management style. College deans must consider associated conditions.

Thus, a study along this concern, identifying their effective, most appropriate and prevailing work management style is a task that requires some deliberation. A careful consideration of suggestions and implications drawn can serve as a springboard for a better and productive work management style.

OBJECTIVES OF THE STUDY

The study determined the work management styles of college deans of State Colleges and Universities (SUCs) in Region 8, Philippines. Specifically, it determined: 1) the profile of the college deans in terms of sex, years of experience, educational qualification, and leadership and/or management training/seminars attended; 2) College complexity in terms of size of enrollment, number programs offered, and some of the faculty and staff; 3) the prevailing work management styles of the college deans according to their profile and college complexity; and 4) whether a significant relationship exists between the work management styles of college deans and the college deans' profile and college complexity. Further, this study assumed that there is a significant relationship between the work management styles and the college deans' profile and college complexity.

FRAMEWORK



METHODOLOGY

Research Design

The study utilized the descriptive-correlation method of research. This design was used because the relationships between variables were analyzed to describe the characteristics of the given data.

Research Environment and Respondents

The research locale of the study is Region VIII comprising the provinces of Leyte, Biliran, and Samar where the 10 State Colleges and Universities (SUCs) are located. All the college deans of State Colleges and Universities (SUCs) in Region VIII were considered as the respondents. There were 56 college deans who responded in the study.

Research Instruments

The study used validated questionnaires adapted from Robertson (1999). This survey questionnaire consists of two parts: Part I for the profile of the college, and Part 2 for the work management styles.

On the profile of the college, the questionnaire consisted of two parts. First, the profile of the college deans in terms of sex, years of experience, educational qualifications, and leadership/management training attended. Secondly, the complexity of the college concerning to the size of the enrollment, a number of programs offered, and the number of faculty and staff.

The questionnaire was intended to gather the data regarding the prevailing work management styles of the college deans. It was categorized into five styles, namely, Hopper, Perfectionist Plus, Allergic to Details, Fence Sitter, and Cliff Hanger.

The three-point scale with the corresponding range of weighted mean and the corresponding description was used to evaluate the respondents.

Data Gathering Procedure

Considering that the target respondents of the research study were from the entire Region 8, a systematic procedure was done by the researcher himself to distribute the questionnaires effectively. For the SUCs located in Leyte provinces, the researcher personally distributed the questionnaires with the assistance of the office of the research services of the respondent SUCs. A short conversation with the college deans also transpired.

However, for SUCs located in Samar and Biliran provinces, the researcher established contacts through phone calls with their offices of the research services requesting assistance for the distribution of the questionnaires. After confirmation, the researcher sent the sets of questionnaires addressed to the University President together with the letter-request asking the latter's permission to gather data from the college deans. The data gathering was done through mail forwarder with self-addressed and prepaid return envelope for the return of the retrieved questionnaires.

Retrieval of all the questionnaires was done through mail forwarder to ensure that all the data and information needed were held with utmost objectivity, sincerity, and confidentiality. Most importantly, the researcher personally verified the authenticity of the responses.

After all the questionnaires had been retrieved, the data gathered were treated for statistical analysis.

Range of Weighted Mean	Score	Descriptive Rating	Description to work behavior
15 – 20	2	Frequently (the work behavior describes exactly my style)	Full-fledged to Style
7 – 14	1	Sometimes (the work behavior describes my style)	Strong Tendency to Style
0 – 6	0	Never (the work behavior never describes my style)	No to style

Statistical Treatment of Data

The data obtained from the questionnaire were subjected to statistical analysis using the different statistical tools to answer the problems and hypotheses considered in this study.

The gathered data were converted into corresponding qualitative equivalents and were coded as data inputs for statistical treatment using the SPSS version 17.0. Weighted Mean, Percentage and Chi-square tests for independence were also used in the study.

RESULTS AND DISCUSSION

The Profile of the College Deans

There were 26 or 45.6 % male college deans and 31 or 54.5 % female college deans. The data revealed that in terms of sex, college deans of SUCs were relatively balanced. The finding implies that leadership and management are not dominated by either male or female and that sex does not matter. This supports the idea of Appelbaum, Audet, and Miller (2003), which stated that effective leadership is not an exclusive domain of either gender and both can learn from the other.

There are 19 out of 57 (33.3%) college dean respondents who have two years and below experience. Hence, a large number of the college dean respondents are yet new to the position. This may be because the SUCs in the region have their own internal policies regarding the specified terms of office for the college deans. This finding supports the idea of De Vavero (2013) that terms of appointment of

academic are typically in the range of five to seven years, and while appointment can be extended, very few served more than 10 years in a deanship position.

Regarding educational qualification, most of them (71.9%) were doctoral degree holders, while only two college deans or 3.5% still were not able to pursue advanced studies. This means that most of the college deans of SUCs in the Region have obtained the highest degree in education, thus, qualified to the deanship position. Further, this finding is in accordance with the Commission on Higher Education (CHED) requirements that a college dean should hold a doctoral degree (CHED MOs for a Specific Program Policies and Standards, CMO No. 25, s. 2005 for Engineering Education).

As to their attendance in leadership and management training, there are 5 (8.8 %) who attended in leadership and management training in less than a day, while there are 16 college deans (21.8%) who attended this training in more than 48 hours.

Complexity of the College

There are 28 college deans (49.1%) that confirmed that the enrollment of their colleges is less than 1000 students, while there are two colleges which have an enrollment of above 4,000 students. This finding reveals that the complexity level regarding the size of enrollment is low. This may be attributed to components of the college in terms of faculty, classroom and facilities available, and most importantly, the programs offered corresponding to their enrollment projection. Thus, it implies that enrollment can be dependent upon the general characteristics of the college. This finding supports the idea of Rosser, Johnsrud and Heck (2003) which stated that it is the responsibility of the dean to cultivate and maintain the quality of the academic programs.

Only one college is found out to have 11 to 13 programs, while a majority (33 or 57.9%) are in the range of 4 or lesser programs offered. Looking into these findings, the complexity of the college regarding the programs offered is low. Perhaps this can be attributed to the CHED policies and restrictions as provided in the standard requirements of program offering. This has reference to the thrust and nature of the SUCs covered in the study. Incidentally, Jackson (2004) disclosed that it is under the dean's leadership that the college must assess its strengths, weaknesses, opportunities for growth and threats from their competitors.

There are 21 colleges (36.8%) having a maximum of 20 faculty and staff. Meanwhile, there is only one college which falls under range of 81 - 100 faculty

and staff. This means that complexity level in this regard is low. Perhaps, this low data relates to the low enrollment and limited number of programs offered. Further, it implies a balance between the enrollment and the number of programs offered against the number of faculty and staff.

Work Management Style of the College Deans According to their Profile

The male college deans used all the five work management styles, however, as indicated in the findings, female college deans were full-pledge “Perfectionist Plus.” The finding implies that female college deans were efficient in managing their works, as it is described that “Perfectionist Plus” are those who seem to have this superpower.

The college deans of SUCs in Region 8 used all the five work management styles regardless of the number of years of experience. However, it was revealed that those college deans with 12 and above years of experience were full-pledge “Perfectionist Plus” in managing their works. The finding implies that the higher years of experience, the more effective they are as they work according to priorities. These findings support the research findings of Craven and Kao (2011) that adults and more experienced executives and those in higher position prefer to use a leadership style that is in high consideration to the situation, thus, they become efficient.

The college deans used all the five work management styles regardless of their educational qualification. However, those with doctoral units and holders of doctorates were full pledge “Perfectionist Plus”. It was revealed that all the five work management styles were used by them notwithstanding the number of hours of training attended. However, the finding revealed that college deans whose number of training hours is 48 and above are full-pledged “Perfectionist Plus”.

The Prevailing Work Management Style of the College Deans According to College Complexity

Cliff Hanger style of work management prevailed by the college deans of SUCs in Region 8 when the number of the programs offered is 8 and above. On the other hand, they did not operate in a Cliff Hanger style of work management with the lower number of programs offered. This means that college deans of SUCs with higher number of programs offered wait until last minute before accomplishing task and, therefore, will become less effective and efficient due to last minute rushing as described by Schlenger and Roesch (1999).

Table 1. The Prevailing work management style of the college deans according to college complexity

College Complexity	Hopper	Perfectionist Plus	Allergic to Details	Fence Setter	Cliff Hanger
<i>Size of Enrolment</i>					
3000 -5000	8.75	14	8.75	8	9.25
1000 -3000	8.72	13.84	8.8	7.72	7.08
Less than 1000	8.89	14	9.1	7	7
<i>Number of Programs Offered</i>					
Over 11	8	12.5	9	9	15
8- 11	10.7	14	8.4	7	15
4 - 7	8	13	9	7	7
4 and below	8.95	15.3	9.1	7.75	6
<i>Number of Faculty and Staff</i>					
81 - 100	7	13	7	7	7
61 - 80	12	11	10	10	10
41 - 60	8.8	14	9.9	7.4	7.4
21 - 40	8.8	14	9.9	7.4	7.4
1 - 20	8.4	14	7.9	7	7

Scale: 15 – 20 = full pledged, 7 – 14 = Strong, 0 -6 = not my style

The college dean respondents used the five work management styles notwithstanding the number of faculty and staff in their offices (see Table 1). Perhaps, they used different styles of work management depending on what is required for a particular situation. This implies that the management style did not depend on the number of faculty and staff, as it is clearly indicated in the findings that they were using the five work management styles in any level of complexity. The findings support the study of Robertson (1990), who stated that the respondents were flexible in using the five work management styles and further implied that the school principals tend to use all of the work-management styles in their work as opposed to using just one dominant style.

The Relationship between Profile of the College and Work Management Style

Table 2. Relationship between College Deans’ Profile and Work Management Styles

College Deans’ Profile	Work Management Style (<i>Probability X² Value</i>)				
	Hopper	Perfectionist Plus	Allergic to Details	Fence Sitter	Cliff Hanger
Sex	.514	.047	.944	.492	.517
Years of Experience	.191	.437	.638	.575	.632
Educational Qualification	.735	.794	.241	.832	.689
No. of Training Hours Attended	.731	.748	.088	.422	.384

*Note: *Probability X² value, P < 0.05*

There is no significant relationship between work management styles and sex. All the *probability X² values* are greater than 0.05. This finding means that both responses are of the same frequency as to work management style. This finding supports Robertson (1999) when she found no significant differences in the work-management styles used by male and female public and private school principals, or elementary and middle school principals.

There is no significant relationship between years of experience and work management style. This finding implies that the years of experience of the college deans had nothing to do with any of the work management styles used by them. Perhaps, their previous administrative experience as chairs was related to work management style although they were new to their designation. Al-Omari (2005) stated that some deans rise from the rank of the chairs.

All *probability X² values* of educational qualifications and the five work management style are greater than the 0.05 level of significance. Therefore, there was “no significant relationship” between the educational qualifications of the college deans to any of the five work management styles. The finding means that their educational qualification did not in any way relate to their choices in using a particular work management style.

Also, there was no significant relationship between the number of training hours attended to any of the five work management styles. The finding implies

that their attendance in leadership or management training is not associated with their choices of work management style. This result is in parallel with the finding of Robertson (1999), who also found out that there was no significant correlation that existed between the numbers of training hours attended to work management styles.

The Complexity of the College and Work Management Styles

The size of enrollment in the colleges of SUCs did not show any significant relationship to any of the five work management styles presented. This means that the use of certain work management style of the college deans was not dependent on the size of the college enrollment. This supports the findings of Distacio (1985) that the size of school or per pupil expenditure is not significantly related to time management.

Meanwhile, there was a significant relationship between the number of programs offered in the college and the Cliff Hanger Style of managing work.

Table 3. The Relationship between the complexity of the college and work management styles

College Deans' Profile	Work Management Style (<i>Probability X² Value</i>)				
	Hopper	Perfectionist Plus	Allergic to Details	Fence Sitter	Cliff Hanger
Size of Enrollment	.859	.988	.912	.789	.583
No. of Programs Offered	.566	.688	.641	.297	.046*
No. of Faculty and Staff	.121	.755	.390	.353	.908

Note: *Probability X² value, $P < 0.05$

This finding means that being a Cliff Hanger Style in managing work is related to the number of programs offered by the college. Accordingly, it has been established that majority of the colleges in the region have less number of programs offered, and the Cliff Hanger style was rated by the respondents as “not my style.” Therefore, this significant relationship means that with lesser number of programs offered, the college deans never displayed the characteristics of a Cliff Hanger. On the other hand, the more the number of programs that are offered in the college, the higher the tendency to display more characteristics of a Cliff Hanger is.

The findings imply that deans in the colleges with the higher number of programs offered have a greater tendency to work as being a Cliff Hanger. This is an indication that the college deans in this situation must be proactive rather than reactive so that work plans and program of activities must be implemented at the appropriate time, thus, eliminating the common characteristic of a Cliff Hanger. Schlenger and Roesch (1999) described Cliff Hangers who repeatedly wait until the last minute to start major tasks and projects. People run an ever-increasing risk that will turn them in substandard work or even miss their deadline completely.

Also, none of the paired variables between a number of faculty and staff in college and the five work management styles show significant relationship which clearly means that the number of faculty and staff is not related to work management style.

CONCLUSIONS

College deans with higher education qualification, higher number of years of experience, and higher number hours training attended have better work management style and, therefore, manage their time effectively. College deans in the colleges with the higher number of programs offered enable them to be “Cliff Hangers” in managing their works. Hence, much time is wasted. Nevertheless, if given the opportunity to experience more and attend leadership/management training, the college deans can play better, if not, best, their duties and responsibilities within the scope of the work management styles and become productive time managers.

On the profile of college deans, sex and number of years of experience did not matter about their work management styles. The administrators must be aware that college deans need training as a process of continual education and development, more particularly, the new designates. It cannot be discounted that the higher the educational qualification and the more training the college deans have, the better is their work management style.

TRANSLATIONAL RESEARCH

The findings of this study may be best translated to various forms of lectures and symposia or article publications in school journals. The students, faculty and prospective leaders aiming for educational administrative position will become

aware considering that individual work management styles lead to an effective and productive leadership.

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