

# EFFECTIVENESS OF MIDDLE LEVEL MANAGERS OF STATE UNIVERSITIES AND COLLEGES IN CAGAYAN VALLEY, PHILIPPINES

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## ABSTRACT

The study aimed to assess the correlates of the effectiveness of middle-level managers of State Universities and Colleges in Cagayan Valley. The study which was designed as a descriptive research used the researcher made questionnaire to determine the effectiveness of the middle-level managers. To ascertain their leadership styles, the study used the Blake and Mouton's Managerial Grid Questionnaire.

The correlates of the effectiveness of middle level managers were the total number of teaching hours per week, articles written/published, membership in professional and community organizations and age.

Several problems had been noted adversely affecting the effectiveness of the middle-level managers in the exercise of their managers functions. The most serious ones include the inadequate budget, presence of school personnel with vested interest, uncooperative school personnel, school site ownership problem, vandalism on school facilities and projects, poor communication and management information system, lack of understanding and support from the top-level management, remote school site relative to the population center, high rate of students' drop-out irrelevant course offerings, and enrolment competition with private schools. To remedy these problems, the author presented some recommendations to improve management effectiveness.

**Keywords:** Middle-level Managers, Effectiveness, Management Skills, Leadership Style, Correlates

## **INTRODUCTION:**

In this age of change and innovations, the educational system of any society is in need of school managers who are not only efficient and effective, but also capable of designing and maintaining an environment conducive to the performance of individuals who are working together in groups towards the accomplishment of some pre-selected objectives (Koontz, et al, 1981). This is the challenge that every managers of today faces.

The recent policies for higher education, as well as the rapid technological and social changes, have placed new responsibilities on colleges and universities. This necessitates a serious look into the management aspect of academic institution so that they could fully contribute to the development of the society.

But it is a sad fact that effective managers are the basic and limited resources of any enterprise. Statistics show that within a period of the first two years, one half of the new business establishments started to go out of business. By the end of five years only one third of the original one hundred remain in operation (Terry, 1960). Most of the failures are attributed to ineffective leadership. This problem is not confined to private business enterprises but it is also true in government agencies. Ironically, the need for managerial talent is more pressing to nation that are facing difficulties in economic development for most of “ the chief problem is not the lack of knowledge about how best to employ it” ( Talingdan, 1966). One authority once said, “If any single factor in the key for unlocking the force of economic growth in the underdeveloped areas of the world, the factor is management” (Robock, 2005).

Having this in mind and with the experience encountered, the writer is inspired to conduct a study on the effectiveness of middle-level managers of State Universities and Colleges in Cagayan Valley, Philippines. Furthermore, the current thrust of higher education is to provide world class graduates and this can only be achieved if these schools are effectively managed with standard requirements needed to strengthen and improve instruction, hence the study. As Tanner and Tanner mentioned, in profession whether medicine, law, dentistry, social work or education, the development of the field itself is an important part of professional knowledge. The writer holds the responsibility and willingness to show his findings in the effectiveness of middle-level managers in the area of managers in the area of management, supervision, faculty and human relations practices and other related factors of the deans in all State Universities in Cagayan Valley, Philippines. It also hoped that the study may help to bring about the best quality education that each SUC aspire to give/provide and to be service to the people in Cagayan Valley, Philippines for the glory of God.

## **THE PROBLEM AND ITS OBJECTIVE:**

This study sought to determine the correlates of effectiveness of middle-level managers of State Universities and Colleges in Cagayan Valley, Philippines.

Specifically, it aimed to:

1. Determine the profile of the middle-level managers in terms of the following variables.
  - a. Personal Attributes
  - b. Performance Rating
  - c. Management Skills
  - d. Leadership Styles
2. Identify and analyze the correlates of effectiveness of the middle-level managers; and
3. Identify the problems encountered by the middle-level managers.

## **METHODOLOGY:**

### **RESEARCH DESIGN:**

The study used the descriptive type of research through correlational procedures.

### **RESEARCH LOCALE:**

The five main and major campuses of State Universities and Colleges in Cagayan Valley, Philippines which are members of the Philippine Association of State Universities and Colleges (PASUC) were used in the

study namely: the Nueva Vizcaya State University (NVSU), Bambang and Bayombong, Nueva Vizcaya, Quirino State College (QSC), Diffun, Quirino, Isabela State University (ISU), Echague, Isabela and Cagayan State University (CSU), Tuguegarao City, Cagayan.

The study made a critical analysis on the performance of Deans in the above mentioned SUC's of Cagayan Valley, Philippines to ascertain degree of management effectiveness on selected variables.

#### **DATA GATHERING INSTRUMENT:**

The personal data sheet as an instrument was used to find-out the respondents personal attributes and other relevant information. Specifically, the information drawn by the researcher included the following: 1) age; 2) sex; 3) civil status; 4) number of children; 5) school were graduated; 6) highest educational attainment; 7) honor/awards received; 8) how education was funded; 9) teaching experience; 10) administrative experience; 11) number of relevant seminars attended; 12) total teaching hours per week; 13) books published; 14) articles written; 15) research conducted; 16) extension activities; 17) involvement in community projects; 18) membership in professional community organizations; 19) income; and performance rating.

#### **THE RESPONDENTS:**

There were three sets of respondents in this study: The middle-level managers composed of the Deans, the Presidents/Vice-Presidents/Directors and the faculty members.

The middle-level manager respondents were the 38 Deans of the five State Universities and Colleges. These middle-level managers comprised the first set of respondents. All the Presidents/Vice Presidents/Directors of the five schools composed the second set of respondents. The third set of raters/respondents was the faculty members of the five SUC's. The personal interview with the different Deans of the different Colleges/Schools in the SUC's was done. The teaching staff who served as respondents in this study was drawn proportionately from the personnel of each school.

#### **STATISTICAL ANALYSIS:**

All data were processed through the aid of the SAS System Computer Service at the University of the Philippines Computer Center. The frequency/percentage, the measures of central tendency and variability were employed to determine the general profile of the middle-level managers in the study. To determine the correlates of the effectiveness of middle-level managers, the Pearson-Product-Moment Coefficient of Correlation was used and the obtained *r* was shown in correlation between Personal Attribute and Performance Rating. The source of rating was the performance rating earned last school year 2011-2012 by the middle-level managers.

The correlates of the effectiveness of the Middle-Level Managers as measured by the performance rating were examined and interpreted using Garret's Verbal Description (1974) based from the obtained *r*s shown below

- r* from .00 to  $\pm$  .20 denotes indifferent or negligible relations
- r* from  $\pm$  .20 to  $\pm$  .40 denotes low correlation; present but slight relationship
- r* from  $\pm$  .40 to  $\pm$  .70 denotes substantial or marked relationship
- r* from  $\pm$  .70 to 1.00 denotes high to very high relationship

Multiple Regression was used to determine which variables could best predict the effectiveness of middle-level managers.

#### **RESULTS AND DISCUSSIONS:**

##### **Profile of the Middle-Level Managers:**

##### **PERSONAL PROFILE:**

Majority of the middle-level managers in the five SUC's considered in this study were females, 48 years old, married and have 1-3 children. Their parents supported their education and had earned Ph. D. degree. They neither graduated with honors nor received an award from any organization. They had been civil service

eligible, with more than 16 years of teaching experience and have administrative experience of 1-5 years. They have attended more than 40 seminars and with a total of 11-15 teaching hours per week. They neither exhibit any creative activities like writing books, articles nor engaged in research and extension activities because they devote all their time in teaching and managerial functions. Most of them had been active in community projects. They received a monthly salary of P 60,000 and participated in professional and community organizations.

**PERFORMANCE RATING:**

The performance rating of the respondents was the average efficiency ratings given by the teachers and presidents in their respective schools. They have been classified as excellent, very satisfactory and satisfactory.

**Table 1: Frequency and Percentage Distribution of the Respondents According to Performance Rating**

	Performance Rating	Frequency	Percent	Correlative Frequency	Correlative Percent
Excellent	1	3	7.90	3	7.90
Very Satisfactory	2	34	89.50	37	97.40
Satisfactory	3	1	2.60	38	100.00

As shown in Table 1, three (3) middle-level managers or 7.9 percent, received a rating of excellent. It may be assumed that they performed their job par excellence and apt to be called effective middle-level managers. Only one (1) middle-level managers or 2.6 percent earned a rating of satisfactory which was also considered a good merit rating. As a whole, the finding shows that the middle-level managers of the SUC’s in Cagayan Valley, Philippines performed their assigned tasks very well.

**MANAGEMENT SKILLS OF THE MIDDLE-LEVEL MANAGERS:**

**Table 2: Summary of Ratings by the Three (3) Groups of raters in the Management Skills in the Middle-Level Managers**

Groups	Mean	
	Quantitative	Qualitative
1. Self-Rating	214.86	Excellent
2. Rating by Presidents	215.95	Excellent
3. Rating by Teachers	201.13	Excellent

Looking at the mode of the findings, the performance rating of the middle-level managers on the management skills was excellent. It could also be gleaned from the table that the two groups; Self-Rating on Management Skills by the Deans and Rating by the President were similar because they both handled management roles and responsibilities unlike the teacher respondents.

Furthermore, the rating of the teachers to the middle-level managers was not the same with the rating scale given by the Deans to themselves and the Presidents because the teachers were the direct clientele of these middle-level managers. As the teachers performed the duties, they also observed the general administration and supervision of the Deans. It could be that these middle-level managers have weaknesses in some areas of the four management skills in which the teachers rated them low.

**LEADERSHIP STYLES OF THE MIDDLE-LEVEL MANAGERS:**

The Presidents of the five (5) SUC’s, the teachers and the respondents, middle-level managers, were asked to rate the Deans and themselves respectively on the leadership style they were using in connection with their managerial Grid, the findings were as follows.

**Table 3. Summary of Ratings by the three (3) Groups of Raters on the Leadership Styles of Middle-Level Managers**

Groups	Mean	
	Quantitative	Qualitative
1. Self-Rating	3.13	5,5 L.S.
2. Rating by Presidents	3.52	5,5 L.S.
3. Rating by Teachers	3.15	5,5 L.S.

The leadership style shown by the evaluation ratings by the three group of rater was 5,5 leadership style. This goes to show that the middle-level managers maintained the idea that their staff worked willingly and do as they were told if the reasons for doing so are explained. Adequate organization performance is possible through balancing the necessity to get out work with maintaining morale of people at a satisfactory level. Energy work accomplishment was likely to be drained as it utilized to keep the two systems from getting out of step with one another.

Summary of Management Skills of Middle-Level Managers as Rated by the Three (3) types of Respondents (Mean)  
The ratings made by the three (3) types of respondents on the Management Skills of the Middle-Level Managers are presented below.

**Table 4: Summary of Management Skills of Middle-Level Managers as Rated by the Three (3) Types of Respondents (Mean)**

Management Skills	Self-Rating (Deans)	President’s Rating by the Deans	Teachers Rating by the Deans
Planning	4.6	4.6	4.4
Organizing	4.6	4.5	4.4
Directing	4.5	4.5	4.1
Controlling	4.5	4.6	4.1

As shown in the above table, the mean of the self-training by the Deans and Presidents Rating on the four management skills of planning, organizing, directing and controlling are high. This rating was on the quantitative range 4.5-5.0 or qualitatively described as strongly agree. This means that the Deans really practiced the four major management skills. This affirmed the reality that the position of middle-level manager of SUC’s in Cagayan Valley, Philippines is determined through the thrust and confidence of the President. Although, there were some SUC’s which practiced the election of a Dean by College and later on decided by the President still the element of whom was trusted by the Presidents to manage a college has been given more weight. Furthermore, this indicated that the Deans given are perceived to be capable in discharging their duties and apt to be called effective because they are responsible and energetic.

On the other hand, the Teachers’ Rating in the four Management Skills was on the level 3.5-4.49 which has a qualitative equivalent of agree. This means that the degree of awareness of the teachers on the management skills of the Deans was a little bit low compared to the self-rating by the Deans and Presidents rating on the four management skills. The same findings were revealed in the study conducted by Baraceros (1997) on the management performance of public elementary school administrators who rated by the administrators and teachers were almost the same except the teachers’ evaluation. In this connection, the researcher recommended that teachers should be treated equally and rated fairly for any accomplishment they have to refrain from discouragement and frustration.

**THE BEST PREDICTORS OF THE EFFECTIVENESS OF MIDDLE-LEVEL MANAGERS:**

In this particular study, multiple regression was used to determine the best predictors of the effectiveness of middle-level managers. Table 5 shows the best predictors of performance rating.

**Table 5. Multiple Regression of Performing Rating.**

Step	Variable Entered	No. In	Partial R**2	Model R**2	C(P)	F	Prob >F
1	No. of Art Written	1	0.1914	0.1914	18.3387	7.3382	0.0109
2	No. Teaching. Hrs. Per Week	2	0.1222	0.3136	13.1859	5.3397	0.0279

One can observe from Table 5 that two variables had probability of  $\leq .05$ . Number of Articles Written had 0.0109 and Number of Teaching Hours per Week had 0.0279. The two variables could be considered as best predictors of performance rating.

For further analysis, the researcher tried to find out the best predictors of effectiveness of middle-level managers using the other variables in the study as dependent variables.

As shown in Table 6, the Self-Rating on Management Skills as dependent variable was used. The results show that Involvement in Community Projects and Civil Status can predict the effectiveness of middle-level managers with the probability of 0.0009 and 0.0328, respectively.

**Table 6. Summary of Forward Selection Procedure for Dependent Variable Self-Rating on Management Skills**

Step	Variable Entered	No. In	Partial R**2	Model R**2	C(P)	F	Prob >F
1	Inv. Comm. Project.	1	0.3047	0.3047	3.3157	13.58834	0.0009
2	Civil Status	2	0.0995	0.0995	0.6911	5.0102	0.328
3	Teaching Hours Per Week	3	0.0641	0.0641	0.2892	3.4976	0.0716

Table 7 utilizes Self-Rating on Leadership Style of the Middle-Level Managers as the dependent variable. The results show that the Number of Relevant Seminars Attended had 0.0282. Income had 0.0339 and membership in Professional and Community Organization had 0.0134 can predict the effectiveness of middle-level managers.

**Table 7. Summary of Forward Selection Procedure for Dependent Variable Self-Rating on Leadership Style**

Step	Variable Entered	No. In	Partial R**2	Model R**2	C(P)	F	Prob >F
1	No. of Rel. Sem. Attended	1	0.1460	0.1460	7.4785	5.2995	0.0282
2	Income	2	0.1208	0.2668	4.3183	4.9430	0.0339
3	Research conducted	3	0.0695	0.3363	3.3482	3.0384	0.0919
4	Membership in Prof. / Comm. Orgs	4	0.1323	0.4686	0.3020	6.9700	0.0134

In summary, the results of this study indicated that the best predictors in the effectiveness of middle-level managers are Number of Articles Written and Number of Articles Written and Number Teaching Hours per Week. This means that the lesser number of articles written/published by the Deans made them able to devote more time in their managerial functions. While the higher number of teaching hours per week of the Deans consequently made them effective because their actual teaching work exposed them to the various problems and concerns of their staff which eventually served as their inputs in making decisions.

These two variables can, to a certain extent, predict the effectiveness of the middle-level managers. Thus, the null hypothesis that there are no significant predictors of the effectiveness of middle-level managers is rejected at the 0.05 level of significance.

**PROBLEMS ENCOUNTERED BY MIDDLE-LEVEL MANAGERS:**

The educational institutions both public and private are best with numerous problems which do not only adversely affect the operations of the school, but also the exercise of management functions of their middle-level managers. The SUC's in Cagayan Valley, Philippines are not spared from these problems. Table 8 presents a list of the most critical ones.

**Table 8. Problems of SUC's Middle-Level Managers Affecting their Effectiveness**

Problem	Freq.	%
1. Inadequate school budget	38	100.00
2. Presence of school personnel with vested	27	71.10
3. Poor attendance of school personnel	26	68.40
4. Uncooperative school personnel	22	57.90
5. School site ownership problems	21	55.30



6. Vandalism on school facilities and projects	18	47.40
7. Poor communication and management information system	16	42.10
8. Lack of understanding and support from top-level management	14	36.80
9. Remote school site relative to the population center	11	28.90
10. High rate of student drop-out	10	26.30
11. Irrelevant curricular offerings to the needs of the service area	9	23.70
12. Low morale of school personnel	7	18.40
13. Lack of understanding and support from local officials	5	13.20
14. COA auditor hard to get along with	5	13.20
15. Unwanted interference of local government	4	10.50
16. Unsupportive community to school plants for improvement and development	3	7.90
17. Peace and order	2	5.30

**CONCLUSIONS:**

The following conclusions were drawn from the foregoing findings:

- 1) Majority of the middle-level managers in the five SUC’s considered in this study were females, 48 years old, married and have 1-3 children. Their parents supported their education and earned Ph.D. degree. They neither graduated with honors nor received an award from any organization. They were civil service eligible, with more than 16 years of teaching experience and have administrative experience of 1-5 years. They have attended more than 41 seminars and total of 11-15 teaching hours per week. Both neither exhibited any creative abilities like writing books, articles nor engaged in research and extension activities because they devoted all their time in teaching and managerial functions. Most of them were active in community projects. They received a monthly salary of P 21,000.00 and participated in professional and community organizations. Their performance rating was very satisfactory. They have excellent performance on the four management skills and manifested a 5,5 leadership style.
  - a. The correlates of the effectiveness of middle-level managers were the total number of teaching hours per week, articles written/published, membership in professional and community organizations, and age.
  - b. The best predictors of the effectiveness of middle-level managers were number of articles written and number of teaching hours per week.
  - c. The middle-level managers encountered several problems that adversely affected the exercise of their management functions. The most serious ones included; inadequate budget, students come from low socio-economic sector, presence of school personnel with vested interest, poor attendance of school personnel, uncooperative school personnel, school site ownership problem, vandalism on school facilities and projects, poor communication and management information system, lack of support from the top-level management, remote school site relative to the population center, high rate of students drop-out, irrelevant curricular offerings, and enrolment competition with private schools. To remedy these problems, the author presented some recommendations to improve management effectiveness.

**RECOMMENDATIONS:**

In the light aforementioned findings and conclusions of this study, the following recommendations are hereby presented:

1. The instrument used by the researcher in this study may be adapted by the top-level management in assessing the performance of their middle-level managers.
2. The top level management should look into the correlates of the performance rating and give provisions to variables with negative correlation on order to enhance the effectiveness of middle-level managers. Since articles written and membership in professional and community organizations had negative correlations with the performance rating the following measures must be taken correspondingly.
  - a. That articles written and published by middle-level managers should be given corresponding points in the evaluation so that they will be motivated to write more that re beneficial to the university/college.
3. Further investigation should be undertaken on those variables that showed no correlation with the effectiveness of middle-level managers such as sex, civil status, number of children, manner of schooling, highest educational attainment, honors/awards received, administrative experience, civil

service and government examinations passed, number of relevant seminars attended, teaching experience, books published, research conducted, extension activities, involvement in community projects and income.

4. A replication of the present study using the middle-level managers from the private HEI's in Cagayan Valley, Philippines may be undertaken to confirm on the findings of the present study.
5. In-service trainings for middle-level managers should be undertaken. While it is true that the middle-level manager attended seminars, workshops, trainings, and other related activities these are not in line with managerial skills that would improve the management capability of middle-level managers.
6. The leadership style of the middle-level managers should be evaluated twice a year so that they should maintain their good leadership behavior and be improved if found not effective.
7. Top-level management should look into the age of prospective middle-level managers. As revealed in the study, the mean age of the present middle-level managers of SUC's in Cagayan Valley Philippines which is 49 years is considered to be old. The top level management should delve into the competencies of middle-level managers with the following components as criteria in the appointment of a Dean: Academic Excellence, Leadership, Interpersonal Skills, Organizational Ability, External Services and Community Relations and Work Habits and Attitudes.
8. The mean age of 49 and above should not be the primary consideration because there are young ones who possess the necessary qualifications and are capable to occupy such positions.

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