Performance of Middle Managers of Technological Colleges and Universities in Region III – Philippines

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Abstract. This study was an attempt to determine how some factors like the personal profile of managers and some institutional factors affect the performance of middle managers in selected colleges and universities in Region III.

This descriptive study used a questionnaire as a data-gathering tool. The frequency, percentage, mean, and standard deviation were used for the descriptive presentation of data.

The findings revealed that the school climate was conducive, \( \bar{X}=3.65 \). The facilities, equipment and supplies were fairly adequate \( \bar{X}=3.37 \). The school budget \( \bar{X}=2.47 \) however was perceived to be inadequate. The commitment level of the middle managers is high and so with their performance in general administration curriculum and instruction, student services and welfare, faculty concern and development and research, extension and production which were all rated very satisfactory.

The commitment of middle managers predicts their performance in faculty concerns and development, curriculum and instructional development, student services and welfare, and research and extension production. The general administration performance is predicted by educational attainment and training of the middle managers. Civil status predicts the performance of managers in faculty concern and development and students services and welfare. The category of the schools affects the performance of middle managers in students services and development.

Based on the findings the performance of middle managers is significantly affected by the middle manager-related and school related factors is partly sustained.

Keywords: Middle Managers Management, Technological Colleges and Universities, Performance, Philippines.

1. Introduction

To sustain human development in the midst of today’s rapid changes brought about by modern technologies, education is the dynamics and active key component which exploits vast potentials and opportunities of human. Dalisay (1996) underscores the vital role of education in nation building which is considered the best weapon to survive the crisis the country is facing. It can strengthen the weak moral fiber of the people and propel them to economic recovery and moral regeneration.

The biggest challenge facing any country today including the Philippines is how educational institutions can better prepare students to succeed in an information-based global economy, with limited funding for global competition. The Philippine education sector needs to cope properly and fast with this trend (Layon, 1999).

2. Background

School administrators should make their colleges and universities come true with the new age of education and adapt to dramatic, social, and technological changes parallel to the principles of quality. Although facing many rounds of belt–tightening–crisis or no crises – higher education institutions are mandated by the constitution not to compromise quality (Balmores, 1996).

Along with these changes and innovations, middle managers face pressures and problems. They assume important managerial roles in educational operations as they handle management situations and challenges to improve quality education.

Education leaders and middle managers can make things happen through their high commitment and
high performance management skill. Harris (1997) cited that in the world of business, capital is often scarce, and physical resources are not inexhaustible.

Middle managers are the prime movers and initiators in the college. They perform various tasks and functions which demand more expectations. These tasks and functions are meant towards the good performance of middle managers. According to Tucker and Bryn (1988), “doves, dragons and diplomats are the three roles that middle managers at various time assume in fulfilling the leadership responsibilities instructed to them by their respective colleges.” At times, middle managers should bring peace and harmony, intervening into some warring factions that may cause unacceptability among the workforce. There are times also when they must be dragons and drive away forces that may threaten the good flow of college operation. And many times they are diplomats employing conciliation in situations of stress. The position of the middle manager is a very meritocratic life and so he should always strive for excellence.

In order to carry out the tasks of the middle manager which is always in the state of change, it is necessary that he knows the area of his administration. The middle manager should have a clear definition of what he is supposed to do, the responsibility to carry out his responsibilities, and the respect which he feels he deserves for handling a job which become one of the most difficult and complex. (Gorton, 1996).

<table>
<thead>
<tr>
<th>Independent Variable</th>
<th>Dependent Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Middle Manager-Related Factors</td>
<td>Performance of Middle Managers</td>
</tr>
<tr>
<td>1. Civil Status</td>
<td>1. General Administration of School</td>
</tr>
<tr>
<td>2. Gender</td>
<td>2. Curriculum and Instructional Development</td>
</tr>
<tr>
<td>3. Age</td>
<td>3. Student Services and Welfare</td>
</tr>
<tr>
<td>4. Educational Background</td>
<td>4. Faculty Concerns and Development</td>
</tr>
<tr>
<td>5. Management/Administrative Training</td>
<td>5. Research, Extension and Production</td>
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<tr>
<td>6. Years of Experience</td>
<td></td>
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<tr>
<td>7. Commitment to the Work and School B. School-Related Factors</td>
<td></td>
</tr>
<tr>
<td>1. School Size</td>
<td></td>
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<tr>
<td>2. School Climate</td>
<td></td>
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<tr>
<td>3. Financial Resources/Budget</td>
<td></td>
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<tr>
<td>4. Category of the Schools (college or university)</td>
<td></td>
</tr>
<tr>
<td>5. School Facilities</td>
<td></td>
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</tbody>
</table>

Fig. 1: The research Paradigm showing the possible influence of the middle manager and school-related factors on the performance of middle managers.

3. Problem

1) What is the profile of the middle managers?
2) What is the school profile?
3) What is the level of performance of middle managers?
4) Which of the following variables, singly or in combination, predict the performance of middle managers?
   - Middle Manager-Related Factors
   - School-Related Factors

4. Findings

4.1. Profile of respondents
4.1.1. Civil status
The modal profile of the respondent is married – the data reveal that there are more married respondents than single.

Fig. 2: Distribution of respondents.

4.1.2. Gender
The data reveal that female dominates in the work force of educational institutions or more female go into teaching.

Fig. 3: Distribution of respondent’s gender.

4.1.3. Age
The modal age range of the respondents is from 41 to 50 years old comprising 87 out of 220 or 39.6%.

Fig. 4: Distribution of respondents’ age range.

4.1.4. Educational attainment / background
The greater majority of respondents are the bachelors’ degree holders only and the least are 5 with doctoral units.
4.1.5. Management / administrative training

The data reveal that 210 (95.5%) out of 220 have underwent training.

4.1.6. Years of experience

The profile shows that majority or 149 (67.7%) have 5 years or less experience in the current position. Only 5 indicate 16 years and above of job experience.

The overall mean of 4.17 indicates that the respondents have very satisfactory level of commitment to work.
Table 1: Mean Commitment to Work and School of the Respondents

<table>
<thead>
<tr>
<th>Indicators</th>
<th>X</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Defends the college against criticism</td>
<td>4.18</td>
<td>VS</td>
</tr>
<tr>
<td>2. Recommends the school to friends</td>
<td>4.18</td>
<td>VS</td>
</tr>
<tr>
<td>3. Works for efficient delivery of service</td>
<td>4.14</td>
<td>VS</td>
</tr>
<tr>
<td>4.Improves the image of the school</td>
<td>4.18</td>
<td>VS</td>
</tr>
<tr>
<td>5. Institutes control measures for the school</td>
<td>4.18</td>
<td>VS</td>
</tr>
<tr>
<td>6. Comes up early to get things done</td>
<td>4.14</td>
<td>VS</td>
</tr>
<tr>
<td>7. Uses available time to improve the job</td>
<td>4.15</td>
<td>VS</td>
</tr>
<tr>
<td><strong>Overall Mean</strong></td>
<td>4.17</td>
<td>VS</td>
</tr>
</tbody>
</table>

Legend:
Mean Range Interpretation

- 4.51 – 5.00 Outstanding (O)
- 3.51 – 4.50 Very Satisfactory (VS)
- 2.51 – 3.50 Satisfactory (S)
- 1.51 – 2.50 Fair (F)
- 1.00 – 1.50 Poor (P)

4.2. Profile of the school

1) School Size – on the average the school respondent is a state college with an enrollment of 7,606.55 students indicative of its school size or this is the total number for a given semester of students enrolled.

2) School Climate – is conducive it means that harmonious relationship is still exist in general between faculty members and superiors, faculty members and students and among themselves. Faculty members still enjoy the academic freedom and the students are generally disciplined and abide by the rules and regulations of the school.

3) Financial Resources/Budget – the respondents candidly indicated that the budget is inadequate. This arises from lack of funds to implement fully school programs such as: honorarium, prompt release of faculty benefits, budgetary allocation for staff development and support for research and extension programs of the college.

4) School Facilities – perceived by the respondents to be fairly adequate, means that the institutions covered by the study are not fully equipped.

5) Category/Status of the School – the respondent institutions were classified into State College and State Universities. There are 5 state colleges or 55.5% and 4 state universities or 44.5% participated.

4.3. Mean performance of middle managers

Table 2: Mean Performance of Middle Managers

<table>
<thead>
<tr>
<th>Indicators</th>
<th>X</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General Administration</td>
<td>4.09</td>
<td>VS</td>
</tr>
<tr>
<td>2. Curriculum and Instruction</td>
<td>4.06</td>
<td>VS</td>
</tr>
<tr>
<td>3. Student Services and Welfare</td>
<td>4.11</td>
<td>VS</td>
</tr>
<tr>
<td>4. Faculty Concern and Development</td>
<td>4.10</td>
<td>VS</td>
</tr>
<tr>
<td>5. Research and Extension and Production</td>
<td>4.07</td>
<td>VS</td>
</tr>
<tr>
<td><strong>Overall Mean</strong></td>
<td>4.08</td>
<td>VS</td>
</tr>
</tbody>
</table>

Legend:
Mean Range Interpretation

- 4.51 – 5.00 Outstanding (O)
- 3.51 – 4.50 Very Satisfactory (VS)
- 2.51 – 3.50 Satisfactory (S)
- 1.51 – 2.50 Fair (F)
1.00 – 1.50 Poor (P)

Generally the middle managers in the institutions involved have every satisfactory performance as revealed in this study.

- General Administration
  Issuance of rules and regulations, preparing budget, formulating academic policies and procedures and presenting ideas for the good of the school.

- Curriculum and Instruction
  They engage in continuous and systematic curriculum development, set academic standard, improve the quality of instructions and review cause outlines and grading system.

- Students Services and Welfare
  They initiate admission policies for students, preparing guidelines for subject loads of students, maintaining open communication system between students and administrators, and re-evaluating plans and plotting new course of action for the welfare of students.

- Faculty Concerns and Development
  They are very good in evaluating and determining faculty performance, involving faculty members in policy making, recommending faculty appointments and promotion and in taking corrective actions and re-evaluating standards for the welfare of the faculty members.

- Research Extension and Production
  This means that they are very good in monitoring the activities and programs of the organized community the whole year round, inform faculty members of resent trends and innovations in educational research, conduct research before implementing innovative programs, set criteria and procedure in accepting inside – outside job orders, recommend finished products to other schools or friends as income generating projects, and evaluate the output products’ quality, quantity and marketability.

5. Conclusions

1. The higher the commitment level of the middle managers, the higher is their performance in curriculum and instructional development, student services, faculty concern and development and research, extension, and production functions.

2. Civil status affects the performance of middle managers. Married managers perform better in faculty concern and development and student services than the unmarried counterpart.

3. Performance of middle managers in general administrations of the college is predicted positively by their educational attainment but negatively with training in management.

4. The status of the school predicts performance of middle managers in student services. Those in state universities perform better than those in state colleges.

The hypothesis is stating that the performance of middle managers is significantly affected by the middle manager – related and school – related factors is partly sustained.

6. Recommendations

Based on the findings and conclusions, this study sets forth the following recommendations:

1. In as much as commitment affected positively the managers’ performance a survey on the commitment level of managers and faculty member maybe conducted. Reorientation seminar to raise the commitment level of managers and faculty can create a productive aura toward the achievement of purpose of the organization.

2. In line with the finding that managers with educational attainment do better than those with lesser one, a functional development plan may be developed. In addition, consortia with graduate programs of another institutions may be established for the purpose.

3. Based on the finding that school climate was found to be conducive, more institutional variables like number of programs offered and accreditation level are interesting to be investigated in relation to performance of middle managers.
4. Considering that budget predicted was inadequate, budgetary allocation may be increased through outsourcing and strengthening the income-generating project of the school. Study the tuition fee in comparison with other government institutions to generate revenues through reasonable yearly increase.

7. Acknowledgements

Dr. Socorro R. Villamejor, adviser, Technological University of the Philippines. Dr. Nilo S. Salas, statistician, Technological University of the Philippines. The administrators of Bataan Peninsula State University – Philippines. The middle managers and faculty members of fourteen (14) State Colleges and Universities (SUCs) in Region III – Philippines, LORD ALMIGHTY – The MASTER TEACHER

8. References


