

Leadership Roles and Management Practices of Educational Managers and Their Relationships to Teachers' and Students' Performance

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ABSTRACT

A descriptive-correlational research was conducted to determine the extent educational managers in the four state universities in Panay Island portrayed their leadership roles and management practices and its relationship to teachers' and students' performance.

Ninety-three respondents were classified according to highest educational attainment, position occupied, and length of experience. Questionnaire was used to gather data and Performance Evaluation System (PES) of teachers and passing percentage in the Board Examination for students' performance.

Results were interpreted at 5% level of significance using One-Way Analysis of Variance and Pearson Product-Moment Correlation Coefficient. Descriptive data were analyzed using frequency, percentage, weighted mean, and standard deviation.

Results showed that majority were doctorate degree holders, first-line managers, and serve their positions for less than ten years. Leadership roles and management practices were rated "to a very large extent." Only management practices in physical facilities development were performed "to a large extent" although when taken as a whole in the five years of concern they were performed "to a very large extent."

Teachers' performance was mostly rated Outstanding and a lesser number rated Very Satisfactory. The passing percentage was above the national passing set by the Philippine Regulation Commission (PRC).

Leadership roles significantly affect teachers' performance and only leadership and human resource development were related to teachers' performance. Leadership roles and management practices were not related to students' performance except in physical facilities development. Only educational attainment was found significantly correlated to teachers' performance but not to students' performance.

Keywords: Educational Managers, Leadership Role, Management Practices, Performance Evaluation System

INTRODUCTION

The leadership roles and the management practices provided by managers in any institution is considered to be one of the most important activities in implementing the programs and projects and in the attainment of their vision and mission statements. Therefore, the success of any institution is on how managers play their leadership roles and their management practices that will contribute to institutional development.

According to Dessler (2001), managers do not just go from task to task, they do not just plan, organize, lead and control, but they have to play various roles that will create a responsive and change-oriented organization. Since management is a process of setting and achieving goals through the execution of the basic management functions, the very crucial role of managers according to Inigo (2002), cannot be ignored. Providing the leadership in undertaking relevant activities, determining appropriate approaches and strategies to be employed and making decisions are some of the crucial concerns of managers. In essence, effective and efficient management practices can result to effective and efficient organizational development.

In academic institutions particularly the state-funded universities, the primordial concerns are the effectiveness of teachers in the delivery of instructional services and the performance of their students. This study was conducted to determine the varied roles that educational managers play in providing the leadership in the organization and the practices they do such that organizational goals specifically on the teachers' and students' performance are attained.

Statement of the Problem

Universities and colleges have undergone a “sea of change” (Bennis and Movious, 2006) that makes them among the most difficult organizations in the world to lead. The success of leaders in these organizations can be determined from the quality of the outputs of the education process in terms of performance of the people in the workplace and the ensuing performance of their graduates that can be determined from the results of licensure examinations for their specific areas of discipline.

The very crucial role that educational managers' play and the practices they employ in providing the needed leadership in the academic institutions they belong cannot be over-emphasized. When roles are portrayed well and practices are effectively done, outputs in terms of teacher and student performance shall result to positive expectations.

On the basis of the above premise, this study attempted to identify the leadership roles and management practices of educational managers in state universities and their relationship to teachers' and students' performance. Specifically, it sought answers to the following questions:

1. To what extent do educational managers perform their interpersonal, informational, and decisional roles?
2. What is the extent of educational managers' management practices in

- terms of leadership, curriculum planning, human resource development, student development, and physical facilities development?
3. What is the level of students' performance in board/licensure examinations?
 4. Does teachers' performance significantly relate to the leadership roles of educational managers?
 5. Does teachers' performance significantly relate to the management practices of educational managers?
 6. Does teachers' performance significantly relate to the educational managers' profiles?
 7. Is students' performance significantly related to the leadership roles of educational managers?
 8. Is students' performance significantly related to the management practices of educational managers?
 9. Is students' performance significantly related to educational managers' profiles?

Theoretical Framework

This study is anchored on the categorization scheme for defining what managers do developed by Mintzberg (1987) on the description and measurement of a leader's behavior. Mintzberg's contention was "what managers do can be best described by looking at the roles they play at work. He concluded that managers perform ten different but highly interrelated roles which he clustered and categorized into interpersonal relations – those that involved people inside and outside of the organization; informational – those involving receiving, collecting, and disseminating information, ensuring that information is provided so that managerial works are coordinated and consolidated; and decisional – those that revolve around making choices and implementing them.

Conceptual Framework

Figure 1 illustrates the interrelationships between and among the variables covered in the study. As shown, the study focused on determining the extent to which educational managers perform their roles in accordance with the categorization of Mintzberg (1987) namely interpersonal, informational, and decisional; the extent of their management practices in the areas of leadership, curriculum development, student development, human resource development, and physical facilities development; and a description of their profiles specifically their highest educational attainment, position occupied, and length of administrative experience, all of which constituted the independent variables of the study. Likewise, the study tried to gather data on teachers' and students' performance in all four respondent universities, both performances constituted the dependent variables of the study.

This study used the non-experimental research design, specifically the descriptive-correlational design. The study covered a population of 93 educational managers from the four state universities in Panay Island. This constituted all personnel holding administrative positions from the topmost position of the President who is the head of the institution, down to the department chairmen

including research and extension coordinators. The population was considered because they are accessible to the researcher and so that an accurate and more complete data are collected.

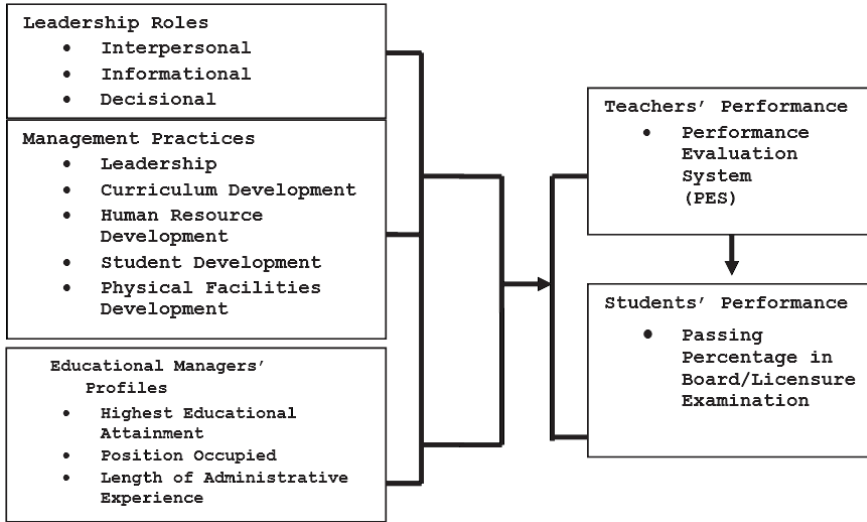


Figure 1. Conceptual framework showing the interrelationships between and among the variables covered in the study.

Table 1 shows the extent of performance of the respondents. These imply that educational managers in state universities portrayed their leadership roles according to expectations, that is, they are keen on keeping up with smooth interpersonal relationships with their staff; on providing and disseminating reliable, relevant and updated information to all personnel concerned; and on making firm decisions on matters that are beneficial to the institution.

Furthermore, the results of the study clearly point out that since educational managers of state universities covered in the study performed all three leadership roles “to a very large extent,” it can be said that they epitomize Gardner's view (1993) of a leader performing varied roles to keep the system functioning by working well with their personnel and staff, setting up clear communication

Table 1. Extent of performance of the respondents' interpersonal, informational, and decisional roles.

Interpersonal			Informational		
Categories	Frequencies	%	Categories	Frequencies	%
To a Moderate Extent	5.00	5.40	To a Moderate Extent	2.00	2.20
To a Large Extent	29.00	31.20	To a Large Extent	27.00	29.00
To a Very Large Extent	59.00	63.40	To a Very Large Extent	64.00	68.80
Total	93.00	100.00	Total	93.00	100.00
Mean	4.30		Mean	4.44	
Decisional			Taken As A Whole		
Categories	Frequencies	%	Categories	Frequencies	%
To a Moderate Extent	1.00	1.10	To a Moderate Extent	1	1.10
To a Large Extent	21.00	22.60	To a Large Extent	25	26.90
To a Very Large Extent	73.00	76.30	To a Very Large Extent	67	72.00
Total	93	100.00	Total	93	100.00
Mean	4.42		Mean	4.42	

systems and policies, and being able to make decisions that consider institutional objectives and goals.

Table 2. Summary table for means obtained in the five areas (management practices) of the respondents.

Management Practices	Mean Scores	Verbal Interpretation
Leadership	4.46	Very Large Extent
Curriculum Development	4.54	Very Large Extent
Human Resource Development	4.48	Very Large Extent
Student Development	4.40	Very Large Extent
Physical Facilities Development	4.06	Very Large Extent
Grand Mean	4.39	Very Large Extent

Extent of Management Practices in Different Areas as Perceived by the Respondents

Results indicate that educational managers covered in the study performed according to expectations. They perform as leaders, are much involved in curriculum development, are attentive to human resource and student development, and also with physical facilities development, although coming last in their priorities (Table 2). These results may be attributed to the fact that many of them, especially first-line managers are more concerned with the four other areas, and not very much focused on physical facilities. This result supports the idea of Lehtinen (1997) that the concept on the development of physical facilities evolved into a more complex structure where managers should take into consideration. In order to plan and construct effective physical learning environments, not only technical specifications need to be elaborated; qualitative aspects also need to be considered (Nuikkinen, 2009).

Level of Teachers' and Students' Performance

In an attempt to find out the extent to which educational managers perform their leadership roles and their management practices related to leadership, curriculum development, human resource development, student development, and physical facilities development to the performance of their faculty and students, records of their teachers' performance as reflected in their Performance Evaluation System and their students' performance as indicated by records of their passing percentage in Board or Licensure Examinations were obtained.

As shown in Table 3, teachers' performances were mostly rated as Outstanding (75.30%) with a lesser number of them rated as Very Satisfactory (24.70%).

Table 3. Level of Teachers' Performance in State Universities.

Category	Frequency	Percentage
Very satisfactory	23	24.70
Outstanding	70	75.30
TOTAL	93	100.00
MEAN	93.93 (Outstanding)	

Based on the passing percentage of the three degree programs, students' performance in board/licensure examinations were above the national passing percentage (Table 4).

Table 4. Students' Performance in the Board/Licensure Examination of the respondent Universities.

Programs	Date of Examination	Passing	Percentage
BEEd	April & Sept. 2010	17.51	15.44
	April 2011	54.60	
	Sept. 2011	19.58	
BSEd	April & Sept. 2010	24.59	23.32
	April 2011	42.38	
	Sept. 2011	25.86	
Agriculture	July 2010	41.52	36.00

Relationship Between Teachers' Performance and Management Practices (taken as a whole) of the Respondents

As shown in Table 5, when relationship between teachers' performance and respondents' management practices was tested as a whole, the obtained Pearson's r value of 0.222 was found significant at five percent level.

Table 5. Correlation matrix on teachers' performance and management practices (taken as a whole) of the respondents.

Variable	Teaching Performance		Management Practices	
	r	r prob	r	r prob
Teachers' Performance	1.000	1.0	0.222*	0.033
Management Practices	0.222*	0.033	1.000	1.0

* significant at 5% level

The result indicates that, when taken as a whole, the extent to which respondents perform their management practices influenced the teachers' performance. The larger the extent educational managers portrayed their management practices, especially those that are related to leadership and human resource development, the higher the teachers' performance.

On the basis of the findings obtained in this aspect of the study, the null hypothesis which stated that there is no significant relationship between teachers' performance and educational managers' management practices is accepted in the area of curriculum development, student development, and physical facilities development; but rejected in the area of leadership and human resource development.

Relationship Between Teachers' Performance and Respondents' Profiles

An attempt was also made to find out whether teaching performance is related to educational managers' profile. To test the relationship between and among variables, the one-way Analysis of Variance (ANOVA) and Pearson's r were used.

Results showed that the obtained F value of 4.632 for test of relationship between teachers' performance and the educational attainment of educational

managers was highly significant, however, position occupied with an F value of 0.710 was not found significant.

When teachers were classified according to respondents' educational attainment, results of the study revealed that between groups, a highly significant difference exists. This implies that the higher the educational attainment of the respondents, the higher is the teachers' performance.

Results revealed that educational qualification of managers significantly affect the teachers' performance. This further implies that the higher the educational qualification of the educational managers supervising them, the higher is the teachers' performance.

Teachers' performance was not significantly related to the position occupied by educational managers. Teachers' performance appeared to be similar regardless of the position occupied by the educational managers who supervise them.

The same result was obtained for the test of relationship between teachers' performance and the length of administrative experience of their educational managers. The number of years of administrative experience does not significantly relate to the high performance of teachers. These results point out that except for the respondents' educational attainment, teachers' performance remains similar regardless of the position occupied and the length of administrative experience of educational managers.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Profiles of educational managers. Educational managers in state universities are mostly first line managers, educationally qualified, and have been in the service for less than ten years. The organizational structure of state universities is – heavy at the bottom and light at the top.

Extent of educational managers' leadership roles. The leadership roles (interpersonal, informational, and decisional) were portrayed by educational managers “to a very large extent.”

Extent of educational managers' management practices. Out of the five areas of management practices considered in this study, four of them (leadership, curriculum, human resource, and student, development) were done “to a very large extent.” Only management practices in the area of physical facilities development were found to be mostly done “to a large extent” although when taken as a whole, the five management practices were portrayed “to a very large extent.”

Level of teachers' performance. Teachers' performance were mostly rated Outstanding (75.30%) with a lesser number of them rated as Very Satisfactory (24.70%).

Level of students' performance. The passing percentage in all three programs were above the national passing percentage set for the years covered in the study.

Relationship of teachers' performance to leadership roles of educational managers. When taken as a whole, all three leadership roles of educational managers (interpersonal, informational, and decisional) were significantly related to teachers' performance.

Relationship of teachers' performance and management practices of educational managers. Management practices in the areas of leadership and human resource development

were found highly significant and significant, respectively. For the rest of the areas, the obtained Pearson's r values were found not significant. However, when taken as a whole, the relationship between the variables was found significant.

Relationship between teachers' performance and educational managers' profiles. Teaching performance and educational managers' highest educational attainment was highly significant. As for position occupied and length of administrative experience, relationships were found not significant.

Relationship between students' performance and leadership roles of educational managers. The relationship between educational managers' interpersonal, informational, and decisional roles and student performance were found not significant.

Relationship between students' performance and management practices of educational managers. Among the five areas covered in the study, only management practices in the area of physical facilities development were found significantly related to students' performance. However, when taken as a whole, relationship was found insignificant.

Relationship between students' performance and profiles of educational managers. The highest educational attainment and position occupied and the length of administrative experience were found not significant.

Conclusions

1. Educational managers in state universities portray their leadership roles "to a very large extent" to establish good interpersonal relationship within the organization, create an open communication system from top to bottom and vice-versa within the organizational structure, and make decisions on the basis of priorities and needs of the institutions they belong.
2. Educational managers in state universities performed their management practices aimed at leadership, curriculum development, human resource development, and student development "to a very large extent." Only management practices in the area of physical facilities development were found to be mostly done "to a large extent."
3. Students' performance in the Board and Licensure examinations for Teacher Education and Agriculture programs in the four state universities were found above the national passing percentage.
4. Teachers' performance is significantly related to the leadership roles of educational managers.
5. Teachers' performance is significantly related to the management practices of educational managers particularly those that are focused on leadership and human resource development.
6. Teachers' performance is highly influenced by the educational managers' profile specifically their highest educational attainment.
7. Students' performance and leadership roles of educational managers are independent of each other.
8. When management practices are focused on the provision and proper utilization of physical facilities, these practices contribute to students' performance in the board and licensure examinations they take.
9. The performance of graduates in the Teacher Education and Agriculture programs in the board and licensure examinations remain the same

regardless of the profiles of educational managers.

Recommendations

Based on the findings and conclusions, the following recommendations are offered:

1. Presidents of state universities and their committees on appointments must always consider educational qualifications as a criterion in the designation of educational managers, particularly for those connected with Teacher Education and Agriculture programs.
2. Educational planners in state universities should plan, design, and implement programs that will assist in the development and enhancement of educational managers' interpersonal, informational, and decisional roles with the end in view of sustaining outstanding performance of teachers.
3. Educational managers must sustain management practices particularly those that are focused on leadership and human resource development and find ways to plan out and implement programs and activities related to curriculum development, student development and physical facilities development.
4. Educational managers in state universities should continue to address the provision, improvement, and proper utilization of physical facilities in the best interest of the students as this can best prepare them for the board or licensure examination they will take after graduation.
5. Educational managers in state universities especially those involved in instruction should devise strategies and approaches to further improve the board and licensure ratings of graduates particularly in Teacher Education and Agriculture programs and aspire for the inclusion of graduates in the upper categories of passers for academic excellence.
6. Educational managers in state universities involved in the Performance Evaluation System should look into the guidelines in giving appropriate ratings for teachers' performance and agree for a common rating scale.
7. The conduct of a more in-depth study on leadership roles and management practices in other areas of concern covering other regions and institutions is recommended to further verify results of this study.
8. Follow-up studies along the area of leadership roles and management practices considering all accredited programs, including other areas other than those covered in the study. It might also be insightful to look into management practices in relation to financial management of regular and special funds of the universities.

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