

# Managerial Practices of Administrators among Higher Education Institutions in Western Visayas: Their Influence on Faculty Work Satisfaction, Commitment and Productivity

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**Abstract:** This descriptive study aimed to determine the managerial practices of administrators among Higher Education Institutions in Western Visayas and their influence on faculty work satisfaction, commitment and productivity for SY 2013-2014. The subjects of the study were 61 administrators and 297 faculty selected through proportionate clustered sampling from 15 HEIs in Western Visayas. The researcher's made questionnaires which were subjected to validity and reliability testing were used to gather the data. The statistical tools used in this study were the mean, standard deviations, frequency, percentage, t-test, One-Way ANOVA and the Pearson's product-moment coefficient of correlation set at 0.05 alpha levels. The findings revealed that the managerial practices of administrators in planning, both when taken as a whole and when grouped as to antecedent variables were: incorporating the institutions' vision, mission, and goals; making plans and decisions according to the policies, guidelines and CHED Memo Orders and conducting meetings to discuss performance, accomplishments, plans and problems. In organizing, the prevalent practices of administrators were assigning tasks to qualified subordinates; disseminating information that helps in preventing resistance to change and motivating staff members to work towards the achievement of goals. In leading, the most prevalent managerial practices of administrators were acting as model of the group; leading all operations of the school and empowering members to achieve results. Moreover, in staffing, the most prevalent practices of administrators were hiring the best qualified personnel; forming selection committee and checking, commenting and approving the schedule prepared by the department heads and coordinators. In controlling, when administrators among HEIs were taken as a whole and when grouped as to antecedent variables, their dominant managerial practices were setting policies, procedures in work standards to obtain quality output; taking appropriate actions in response to approved policies and procedures, guidelines or code of conduct. Generally, the level of work satisfaction of faculty when grouped as to antecedent variables revealed that older, male, single, those with doctorate degree, those with shorter and longer length of service and those respondents from private HEIs had very high level of work satisfaction, while their counterparts had high level of satisfaction. The level of commitment and productivity of faculty revealed that when respondents were grouped as to antecedent variables all respondents have high level of commitment and productivity while as to educational attainment, those with doctoral degree had very high level of commitment and productivity. The results also showed that in planning, no significant differences were noted in the managerial practices of administrators in all categories except in civil status and in educational attainment. The managerial practices of married administrators were significantly lower compared to those of single administrators and the practices of administrators holding Baccalaureate degree with M.A. units and those with M. A. degree were significantly lower compared to those with Doctorate degree. Thus, the null hypothesis was statistically rejected. Moreover, no significant differences were noted in the practices of administrators in organizing, leading, staffing and controlling in all categories thus, the null hypothesis was accepted but as to educational attainment significant differences were noted in all managerial functions, hence, the null hypothesis was statistically rejected. No significant difference on

the level of faculty work satisfaction, commitment and productivity was noted when respondents were grouped as to antecedent variables except in educational attainment where managerial practices of administrators holding Baccalaureate degree with M.A. units was significantly lower compared to those with Doctorate degree. In productivity however, significant difference was noted as to type of institution. The result revealed that the productivity level among public HEIs was significantly lower compared to that of private HEIs. The Pearson product correlation coefficient test revealed that the managerial practices in planning, organizing, leading, staffing and controlling have statistically significant relationship with work satisfaction, commitment and productivity. The findings implied that managerial practices of administrators among HEIs in WV have positive relationship to work satisfaction, commitment and productivity. The results further suggested that the managerial practices implemented by administrators in their respective institution explain the work satisfaction, commitment and productivity of the faculty members.

**Keywords:** managerial practices, administrators, work satisfaction, commitment, productivity.

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## 1. INTRODUCTION

The success of higher education institutions greatly depends on the efficiency, suitability and expediency of the managerial practices that the administrators employ in their respective academe, organization, or institution. Managerial practices, according to Bratton & Gold (1999), play a predominant role in improving relations in the workplace; management choices shape the options and largely determine the outcomes.

Effective and efficient managerial practices are necessary in any organization in which the activities of different divisions, departments, and sections need to be coordinated and controlled. Axson (2003) stressed that by implementing proven practices, an organization eliminates waste, reduces risk, and frees up resources to focus on those tasks that can truly differentiate the organization in the market place.

The soundness of the managerial practices of the administrators of an organization perhaps reveals its performance level. How a learning institution is managed possibly plays a crucial role in the extent to which an organization remains competitive.

It is a common idea then that there must be appropriate managerial practices in an organization or institution to ensure that its mission, vision and goals are achieved. Hence, the need to look into the managerial practices of higher education institutions and their influence to faculty work satisfaction, commitment and productivity must be given consideration.

It is in the light of this thought that the researcher believed that perhaps the management practices employed by administrators in a learning institution have great influence to the work satisfaction, commitment and productivity among faculty members. It is also on this premise that the researcher was motivated to find out the managerial practices among higher education institutions in Western Visayas and to determine as well their influence to work satisfaction, commitment and productivity of the faculty, hence, this investigation.

### **Statement of the Problem:**

This study aimed at ascertaining the managerial practices of administrators among higher education institutions in Western Visayas and their influence to faculty work satisfaction, commitment and productivity.

Specifically, this study sought answers to the following questions:

1. What are the managerial practices of administrators among Higher Education Institutions in Western Visayas in terms of planning, organizing, leading, staffing, and controlling when they are taken as a whole and when classified according to age, gender, civil status, managerial experience/ length of service, educational attainment, managerial position, managerial training, and type of institution?
2. What is the level of faculty work satisfaction when they are categorized as to age, gender, civil status, educational attainment, teaching experience and type of institution?
3. What is the level of faculty commitment when categorized as to age, gender, civil status, educational attainment, teaching experience and type of institution?

4. What is the level of faculty productivity when categorized as to age, gender, civil status, educational attainment, teaching experience and type of institution?
5. Is there a significant difference in the managerial practices of administrators when grouped according to age, gender, civil status, managerial experience, educational attainment, managerial position, managerial training, and type of institution?
6. Is there a significant difference in the level of faculty work satisfaction when they are grouped according to age, gender, civil status, educational attainment, teaching experience and type of institution?
7. Is there a significant difference in the level of faculty commitment when they are grouped according to age, gender, civil status, educational attainment, teaching experience and type of institution?
8. Is there a significant difference in the level of productivity of the faculty when they are grouped according to age, gender, civil status, educational attainment, teaching experience and type of institution?
9. Is there a significant relationship between the administrator's managerial practices and work satisfaction, commitment and productivity of the faculty?

### **Hypotheses:**

In view of the preceding problems, the following hypotheses were advanced:

1. There is no significant difference in the managerial practices of administrators when grouped according to age, gender, civil status, managerial experience, educational attainment, managerial position, managerial training, and type of institution.
2. There is no significant difference in the level of faculty work satisfaction when grouped according to age, gender, civil status, educational attainment, teaching experience and type of institution.
3. There is no significant difference in the level of faculty commitment when grouped according to age, gender, civil status, educational attainment, teaching experience and type of institution.
4. There is no significant difference in the level of faculty productivity commitment when grouped according to age, gender, civil status, educational attainment, teaching experience and type of institution.
5. There is no significant relationship between administrator's managerial practices and work satisfaction, commitment and productivity of the faculty.

## **2. METHODOLOGY**

This study used the descriptive method of investigation and this described the influence of managerial practices of administrators on work satisfaction, commitment and productivity of faculty. The correlational approach was used to determine the extent to which different variables are related to one another. In this study, the relationship of administrators' managerial practices and work satisfaction, commitment and productivity of faculty among HEIs in Western Visayas was tested.

The participants of this study were two hundred ninety-seven (297) faculty respondents and sixty-one (61) top and middle level administrators. This number was obtained from the total of one thousand one hundred sixty (1,160) faculty and seventy-two (72) administrators of the fifteen (15) identified higher education institutions in Western Visayas.

The data gathering instruments utilized to determine the managerial practices of administrators and their influence to faculty work satisfaction, commitment, and productivity were the researcher-made questionnaires.

The questionnaires were divided into three parts. Part I was designed to gather the respondents' personal profile and this comprised of name (optional), age, gender, civil status, length of managerial experience/length of service, educational attainment, managerial position, managerial training and type of institution.

Part II was designed to gather data on managerial practices of administrators among HEIs in Western Visayas. It dealt with the five (5) managerial functions of administrators: a. planning b. organizing c. leading d. staffing e. controlling. Each

function contained 10 statements on managerial practices and each was based on Likert's five-point rating scale with weighted values of 1 to 5: 1-Never (N) 2-Rarely (R) 3-Sometimes (S) 4- Often (O) 5-Always (A).

Part III was designed to determine the influence of managerial practices of administrators to faculty work satisfaction, commitment and productivity. This part had three sub-areas namely: work satisfaction, commitment and productivity. Each sub-area contained 10 statements that could elicit perception of the faculty on the influence of managerial practices to each specified sub-area. Each item was also based on Likert's five-point rating scale with weighted values of 1-5: 1-Very Low (VL) 2-Low (L) 3-Moderate (M) 4- High (H) and 5-Very High(VH).

The said instruments were developed based on different questionnaires on managerial practices and other references and researches such that of Leavengood (2011), Jakavula (2006), Koontz and Weirich (2002).

The gathered data were subjected to computations using the SPSS software. The results and interpreted using the frequency count, percentage, mean, standard deviation, t-test, One- Way ANOVA, and Pearson r set at 0.05 level of significance.

### 3. SUMMARY OF FINDINGS

The following were the findings of the study:

1. In planning, the most prevalent managerial practices of administrators among Higher Education Institutions in Western Visayas when taken as a whole and when grouped as to antecedent variables were incorporating the institution's vision, mission and goals in all plans, making plans and decisions according to the policies, guidelines and CHED Memorandum Orders and conduct meetings to discuss performance and accomplishments, plans and problems of the institution.

The dominant managerial practices in organizing of respondents when taken as a whole and when grouped as to antecedent variables were assigning tasks to qualified subordinates; disseminating information that helps in preventing resistance to change and motivating staff members to work towards the achievement of goals.

In leading, the most prevalent managerial practices of administrators were acting as model of the group; leading all operations of the school and empowering members to achieve results and hold them accountable for their actions .

Moreover, in staffing, the most prevalent practices of administrators were hiring the best qualified personnel either from inside or outside the institution; forming selection committee to evaluate applicants and checking, commenting and approving the schedule prepared by the department heads and coordinators.

In controlling, when administrators among HEIs were taken as a whole and when grouped as to antecedent variables, their dominant managerial practices were setting policies, procedures in work standards to obtain quality output; taking appropriate actions in response to approved policies and procedures, guidelines or code of conduct and make them known throughout the school.

2. As to work satisfaction, respondents who are older, male, single, with doctorate degree, shorter length of service, and those who belonged to private institutions have very high level of work satisfaction whereas their counterparts and those with shorter and longer length of service have high level of satisfaction while respondents with Doctorate Degree have very high level of work satisfaction.

3. The level of faculty commitment among HEIs in Western Visayas when taken as a whole was high. Likewise, when they were grouped as to antecedent variables, the results showed that respondents have high level of commitments as to different antecedent variables except in educational attainment where Doctorate Degree holders obtained a very high level of commitment

4. The productivity level of faculty among HEIs in Western Visayas was high. Nonetheless, when grouped as to educational attainment and type of institution, faculty holding Doctorate Degree and faculty among private HEIs had very high level of productivity. However, their counterparts along with faculty when grouped as to other variables have high level of productivity.

5. In planning, significant differences existed when respondents were grouped as to civil status and educational attainment. While, in terms of age, gender, managerial position, managerial experience, managerial training and type of institution, no significant differences were noted.

In organizing, leading staffing and controlling, significant differences were noted in the managerial practices of administrators when respondents were grouped as to educational attainment. In contrast, no significant differences were observed when respondents were grouped as to other antecedent variables.

6. Significant differences existed in the level of faculty work satisfaction when respondents were grouped as to educational attainment. No significant differences were noted in the level of faculty work satisfaction when respondents were grouped as to other antecedent variables.

7. Significant differences existed in the level of faculty commitment when respondents were grouped as to educational attainment. However, no significant differences were noted in the level of faculty commitment when respondents were grouped as to other antecedent variables.

8. When respondents were grouped as to type of institution and educational attainment, the results showed that there were significant differences which existed in the level of faculty productivity.

However, no significant differences were observed when faculty were grouped as to other antecedent variables.

9. The Pearson product correlation coefficient test revealed managerial practices in planning, organizing, leading, staffing and controlling have statistically significant relationship with work satisfaction, commitment and productivity.

#### 4. CONCLUSIONS

In view of the preceding findings, the following conclusions were drawn:

1. In planning, administrators appeared to be effective and efficient in their tasks as they incorporate the vision, mission and goals in all plans and they make decisions according to policies and guidelines from higher authorities. They see to it that the institution is growing, changing and moving to a well-defined direction.

In organizing, administrators tend to form a well-structured pool of committed, satisfied and productive faculty by assigning tasks to qualified subordinates as this practice tend to challenge their employees, keeping their people well-informed and motivating their people to work towards the achievement of goals. These seemed to be their binding force in leading their people to accomplish goals.

As to leading, administrator seemed to be dynamic and hands-on leaders. The practices they prioritized to implement in their respective institution fostered quality outputs in all programs and activities thus making their people a satisfied, productive and inspired pool of workers.

In staffing, putting into practice the explicit implementation of policies and guidelines in hiring and selection of applicants would mean hiring the best qualified personnel that would be an asset of the institution.

Administrators are on guard in maintaining the status of the institution. Quality outputs, quality administration and quality employees are among the priorities of the administrators that they give emphasis to setting policies, procedures in work standards to obtain quality output when grouped as to antecedent variables and acting decisively to the strength and weaknesses of the school when grouped as to managerial position.

2. Achieving a higher degree is a factor in work satisfaction. Professionally trained faculty members have advantages over those who received less educational attainment. Moreover, additional responsibilities at home when merged with the responsibilities in school may result to lower work satisfaction.

3. Educational attainment is a factor in attaining very high level of commitment. Perhaps this is true in the sense that faculty with doctorate degree are well adept of the tasks and responsibilities to be done in school. They have the easy grasp of the practices implemented by the administrators. Their highest level of competence made them at ease and committed to their job.

4. Upholding productivity among faculty conveys great impact to educational institutions. The very high level of productivity of faculty with Doctorate Degree implies changes, development and great output because these people have achieved the highest level of competence, thus, they could effect change in the institution through research and extension. Moreover, the managerial practices like rigid supervision to accomplish the required tasks and the implementation of performance-based policy among private HEIs perhaps contributed greatly to their very high level of productivity.



5. Civil status and educational attainment are factors in the managerial practices of administrators in planning. The managerial practices of married administrators were significantly different compared to the managerial practices of single administrators. While with educational attainment, the managerial practices of administrators holding Baccalaureate degree with M.A. units and those with M.A. degree were significantly higher compared to those of administrators with Doctorate Degree.

Administrators' managerial practices in organizing, leading, staffing and controlling significantly differ when respondents were grouped as to educational attainment, thus the null hypothesis stating that there is no significant difference was rejected.

On the other hand, when faculty were categorized as to antecedent variables, except in educational attainment, no significant differences were revealed, thus, the null hypothesis was statistically accepted.

This means the managerial practices in organizing, leading, and staffing among administrators when grouped as to antecedent variables except educational attainment did not differ at all. Perhaps, they have the same techniques and styles in implementing them. Educational attainment therefore is a contributing factor in determining, prioritizing and implementing managerial practices. The higher the degree of the administrators, the more effective and efficient they become in determining and implementing their practices.

6. The work satisfaction among faculty significantly differs according to educational attainment but not in age, gender, civil status, length of service and type of institution. The hypothesis that there is no significant difference in the work satisfaction of faculty when grouped as to educational attainment was rejected but, the hypothesis that there is no significant differences as to age, gender, civil status, length of service and type of institution was accepted. This means that there is a significant difference in the work satisfaction of faculty as to educational attainment. The work satisfaction of faculty holding Baccalaureate degree with M.A. units and those with M.A. degree significantly differ to those of faculty with Doctorate Degree.

7. Educational attainment is a factor in the commitment of the faculty. Those with higher achievement tend to have better commitment than those with lower educational achievement.

8. The level of productivity of faculty significantly differs according to type of institution and educational attainment but not in age, gender, civil status and length of service. The hypothesis that there is no significant difference in the level productivity of faculty when grouped as to type of institution and educational attainment was rejected but, the hypothesis that there is no significant differences as to age, gender, civil status, length of service and type of institution was accepted. This means that there is a significant difference in the level of productivity of faculty as to type of institution and educational attainment. The productivity level of faculty holding Baccalaureate degree with M.A. units and those with M.A. degree significantly differ to those of faculty with Doctorate Degree.

9. The administrators' managerial practices could influence the work satisfaction, commitment and productivity of the faculty. The hypothesis which states that there is no significant relationship between administrators' managerial practices and work satisfaction, commitment, and productivity was rejected. This means that the managerial practices of administrators can bring a great difference in the satisfaction, commitment, and productivity of the faculty.

## 5. RECOMMENDATIONS

Based on the findings and the formulated conclusion, the following were recommended:

1. Administrators must also look into the practices that they gave less priority in planning such as allocating funds for the implementation of plans and projects and conduct curriculum review since these might affect the faculty work satisfaction, commitment and productivity.

2. Administrators must also give emphasis in explaining the responsibilities or expected contributions of faculty to the goals and programs of the institution as this, aside from obtaining the lowest mean score, was also suggested by faculty during the focused group discussion.

3. Administrators must also give concern in giving feedbacks to all undertakings as this was given less priority among the managerial practices in leading. Feed backing would serve as basis in planning the next move:

4. Hiring the best qualified personnel would bring quality teaching performance and other quality outputs. However, this could never be attained if employees are not aware of their specific tasks thus, it is necessary for administrators to explain to their employees their job descriptions and their specific duties and responsibilities for better service.
5. In order to maintain the status of the institution, administrators should give emphasis in scheduling the periodic formal review of plans as this appeared to be the least among the practices. Likewise, the less priority given to this practice might impede the attainment of vision, mission and goals and the quality performance of the institution.
6. Since faculty with higher educational attainment have very high level of satisfaction, commitment and productivity compared to their counterparts, it is recommended that administrators should encourage faculty to attend post graduate studies. Moreover, intensive investigation on the techniques in implementing the managerial practices among public and private institutions must be investigated further to give remedy to the perceived gap between them.
7. The perceived gaps in the productivity level among faculty with higher educational attainment and their counterparts along with that of faculty in public and private HEIs must be given attention. A careful study of the reasons why the gap exists is recommended. There might be some pertinent practices that were not given emphasis.
8. Since the managerial practices of single administrators are distinct and higher compared to that of married administrators and that of faculty with Doctorate Degree compared to their counterparts, a more thorough analysis on the impact of each of these practices among faculty must be considered. Moreover, a review on married faculty workloads and benefits must be revisited as these might affect the implementation of their managerial practices.
9. Since the managerial practices implemented by the administrators in their respective institution influenced the faculty members among HEIs in Western Visayas to become highly satisfied, highly committed and highly productive in their work, it is recommended for administrators to conduct intensive investigation on the managerial practices they are implementing to give priority to those practices which were not given emphasis. This must be done to upgrade the high mean score in work satisfaction, commitment and productivity into very high level of work satisfaction, commitment and productivity to enhance further the work performance of faculty or of employees.
10. Lastly, it is recommended that more related studies may be conducted using the instrument which must be submitted for factor analysis to ensure viability, consistency and validity of the items that would test the managerial practices of administrators.

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