

Instruction, Administration and Fiscal Management of Deans and Campus Directors of Nueva Ecija University of Science and Technology

Elena Guevara-Vicencio*

Nueva Ecija University of Science and Technology, Philippines

ABSTRACT

The study covered the management practices of deans/campus directors. The three areas cover sub-areas such as creating an environment within the school that is conducive to teaching and learning; implementing the school curriculum and being accountable for higher learning outcomes; developing the school education programs and the school improvement plan, and offering educational programs, projects and services that provide equitable opportunities for all learners in the community. The respondents in this study are ten (10) deans, four (4) campus directors and thirty-six (36) area chairpersons of the different departments and campuses of Nueva Ecija University of Science and Technology who are under the direct supervision of the subject deans and campus directors during the conduct of this study. The study suggested that the deans and campus directors are matured and well-educated married females who have considerable number of years in the managerial position. The instructional management practices of the deans and campus directors are not individually related with age, gender, civil status, number of years in the managerial position and highest educational attainment. For future researchers, topics focused on empowerment of leaders and manager's skills, superior's management practices in relation to faculty performance, and comparative study on the faculty and students' performance based on the deans and campus directors' management practices are hereby recommended.

Keywords: Management Practices, Instructional, Administrative, Fiscal

1. INTRODUCTION

In the academe, the deans and directors are the leaders designated by the University President. They conformed to be in-charge of overseeing instruction, finances and administration of the

department/college assigned to them. In performing all these functions, a dean or director must possess all the strength like physical, mental, intellectual, and emotional aspects. Being leader, the impression logically

connotes that he must possess a kind of leadership style which defines his management practices [1].

According to Business Dictionary (2016) [2] the Management practices refers to methods or techniques found to be most effective. It is the practical means in achieving an objective while making the optimum use of the organization's resources. This means that the attainment of an organization's goals and objectives largely depends on how the manager manage all the available resources and make unavailable resources appear and exist for purposes of attaining the organization's goals. The management practices are characteristic ways of making decisions and relating to subordinates [3]. This meaning implied the fact that management practices may vary from one leader to another depending on various factors such as the nature of subordinates, available financial resources, and prevailing administrative practices in the macro organization.

The Nueva Ecija University of Science and Technology is a state-owned University of higher learning. This institution is headed by a President and is composed of several departments and colleges. Every department or college is headed by a dean or a director. Deans and directors were selected by the University President from among the subordinates in the organization. Logically, these deans and directors were also part of the organization and came from the roster of rank and files, but that fact does not guarantee that he shall be a good leader of the team who practiced the best management practices. Just what best management practices of the deans and

directors produces the best results in an organization is the major concern of this study. It basically aimed at defining the management practices of the subject deans and directors in the areas of instruction, administration and financial management.

This study determined the management practices employed by deans and campus directors of Nueva Ecija University of Science and Technology in terms of three areas namely: instructional management, administrative management and financial management.

2. MATERIALS AND METHODS

2.1. Research Design

This study presents the research method, respondents of the study, data gathering procedure and statistical treatment used in the study in order to have a reliable analysis and interpretation of data.

The discussion was made on instruction, administration and fiscal management practices of deans and campus directors of Nueva Ecija University of Science and Technology. The research focused on finding its implications to educational management utilizing the descriptive method of research tried at describing the management practices of deans and campus directors. The finding was done for the areas of management instructional, administrative and fiscal utilizing the descriptive method of research.

Descriptive method of research was performed according to according to Pollit and Beck, (2004) [4], describes the status of events, people or subjects as they exist. This research method was chosen because it is the most appropriate

method of research to identify the management practices of the subject deans and directors.

2.2. Research location

In the research locale of this study the Nueva Ecija University of Science and Technology operates in six (6) campuses namely, The General Tinio Campus, the Sumacab Campus, The San Isidro Campus, The Fort Magsaysay Campus, The Atate campus and the Gabaldon Campus respectively. The main participants in this study are bonafide employees of NEUST composed of the ten (10) deans, four (4) campus directors and thirty-six (36) area chairpersons from six major campuses of Nueva Ecija University of Science and Technology.

2.3. Instruments used

The main instrument used in this study is a questionnaire. It is composed of two parts, the first part solicits data on the profile of the subject deans and campus directors, the second part of the instrument solicited the responses of the two sets of respondents on the management practices of the deans and campus directors.

The researcher solicits permission the university authorities before the actual conduct of the study. After obtaining the necessary permit the concerned authorities, the researcher visited the subject deans and campus directors in their respective departments and campuses and personally requested for their cooperation in filling out the research questionnaire.

2.4. Data Analysis

The data collected was properly analysed and prepared by using SPSS software version 16.1.

All the data was represented in frequency and percentage.

3. RESULTS AND DISCUSSIONS

3.1. Profile of the College Deans and Campus Directors

The profile of the subject deans and campus directors from the six campuses of NEUST was analysed. This includes variables such as age, sex, civil status, educational attainment, and length of service as a dean or campus director.

Age	Frequency	Percentage (%)
60-64	3	21.43
55-59	2	14.28
50-54	2	14.28
45-49	1	7.15
40-44	2	14.28
35-39	3	21.43
30-34	1	7.15
Total	14	100

The findings imply that the deans and campus directors are generally middle aged (table 1). The age range was described to be the age of individual is productive intellectually, emotionally and spiritually [5]. Hence, this may indicate that respondents were in better position to lead their faculty members in the pursuit of their department and campus' goals.

In term of gender, ten deans and campus

Variables	Frequency	Percentage (%)
Male	4	28.57
Female	10	71.43
Total	14	100

directors were females while four were males. The data shows that the teaching profession and the leadership of the NEUST administration is indeed dominated by females (table 2).

Table 3. Profile of the Deans and Campus Director in terms of gender

Civil status	Frequency	Percentage (%)
Single	0	0
Married	14	100
Total	14	100

This may be attributed to the fact that teaching was considered in the past as a profession for females. It can be due to the nature of tasks that teaching has (nurturing and caring for children-learners) [6].

All of the respondents were married. Their marital status defines their level of responsibilities and age factor. They are more likely to work at institutes and communities than in outside urban environments.

Table 4. Profile of the Deans and Campus Director in terms of gender

Highest educational qualification	Frequency	Percentage (%)
MA/MS Degree	3	21.43
Ed.D/Ph.D. Units	0	0
Ed.D./Ph.D.	11	78.57
Total	14	100

These findings likewise conform to the findings conducted where area heads in charge performing the task of deans and campus directors were mostly married [7]. These findings indicate that the deans and campus directors also obtained a higher degree of sense of responsibility in performing their tasks (table

4). The deans and campus directors claimed that they became more responsible to their career. They could not afford to lose their jobs and let their children starve, hence, they did their best in performing their tasks.

The length of service of the subjects in the position as dean or campus director was observed (table 5). It revealed that there were six deans or campus directors who were already in the service for less than 5 years, two were on the position for less than 10 years, and four were occupying their position for less than 15 years, while the two others have more than 15

Table 5. Profile of the Deans and Campus Director in terms of their service tenure

Service period	Frequency	Percentage (%)
< 15 years	2	14.28
11-15 years	4	28.57
5-10 years	2	14.28
> 5 years	6	42.85
Total	14	100

years of service as a dean or campus director.

These findings indicate that majority of the respondent deans and campus directors had gained ample time of experience by serving the campus for more than a year. As mentioned in the unstructured interviews, they had already been used to the managing committees, their respective department/campus for better working.

3.2. Management Practices of Deans/ Campus Directors

This shows the perception ratings of the deans and campus directors as well as that of the area heads and chairs on the instructional

Table 6. Management Practices by Deans and Campus Directors or Area Chairmen

Instructional Management Practices	WM	Deans and Campus Directors	WM	Heads and Area Chairman
I initiate the modification of the subjects in the curriculum so that they are congruent to the needs of the students and of the community	4.29	Always	4.69	Always
I endeavour to improve the academic offerings and to update courses to meet changing trends and requirements.	4.43	Always	4.56	Always
I ensure that teachers are innovative in their teaching by observing their classes.	4.57	Always	4.56	Always
I see to it that school programs vary from year to year without compromising the required time for each subject.	4.29	Always	4.47	Always
I inspire students and faculty to burnish academic profile of the department	4.5	Always	4.58	Always
I plan school activities that suit the needs of the poor students.	4.36	Always	4.19	Very Often
I make the school programs flexible such that they are based on priority needs.	4.50	Always	4.33	Always
I ensure the proper selection and procurement of institutional materials.	4.29	Always	4.56	Always
I initiate the use of instructional materials which are readily available in the community	4.36	Always	4.58	Always
I encourage my faculty to acquire technical knowledge from them to introduce new technologies in our department.	4.79	Always	4.69	Always
I coordinate and lead college strategic planning and development.	4.71	Always	4.50	Always
I supervise the preparation of class schedules and complying with instructional reporting requirements.	4.64	Always	4.72	Always
Average Weighted Mean	4.47	Always	4.53	Always

management practices of the subject deans and campus directors (table 6).

The findings imply that the instructional management is always practice by the college deans and campus directors of Nueva Ecija University of Science and Technology as seen by

both sets of respondents. All of the collected responses stated that instruction is always vital parts which need focus and attention in any management practices in the academe, since the institution caters to holding minds thus stressing its state of need. Instruction is

Table 7. Perceptions on Administrative Management Practices by Deans and Campus Directors or Area Chairmen

Administrative Management Practices	WM	Deans and Campus Directors	WM	Heads and Area Chairman
Recommend the recruitment, selection, and appointment of faculty when a position is vacated.	4.79	Always	4.69	Always
Supervise and maintain the good condition of our college/campus facilities and equipment	4.93	Always	4.75	Always
Request service providers (such as janitors and utility personnel) to ensure delivery of services.	4.93	Always	4.28	Always
Solicit comments/suggestions from faculty on matters pertaining to the overall operation of the college	4.71	Always	4.47	Always
Make the college programs flexible such that they are based on priority needs.	4.71	Always	4.61	Always
Design in service trainings for teachers to address their felt needs.	4.21	Always	4.33	Very Often
Make proper representation of our school to the board of trustees and any other regulating bodies such as the CHED.	3.86	Very Often	4.42	Always
In case of exigency, I assign regular faculty to handle classes missed by sick faculty or faculty on-leave	4.64	Always	4.36	Always
Assign faculty to take turns in performing some office tasks.	4.29	Always	4.44	Always
Make decisions based on periodic evaluation and research results	4.36	Always	4.31	Always
Maintain good working relationship with faculty and administration in all academic and non-academic areas.	4.93	Always	4.67	Always
Promotes and serve as a model for teaching professional achievement and professional service.	4.71	Always	4.64	Always
Average Weighted Mean	4.59	Always	4.49	Always

delegated to be managed by the deans and campus director following the prescribed curriculum approved by the Commission on Higher Education.

3.3. Perceptions on Administrative Management Practices as Rated by Deans or Campus Directors and Area Heads or Chairpersons

On administrative management practices, the collective ratings given by the deans and campus directors showed an average weighted mean equal to 4.59 while the collective responses of the area chairmen got an average weighted mean of 4.49, with the same equivalent verbal meaning of “always” (table 7). Furthermore, the highest weighted mean from among the

Table 8. Perceptions on Fiscal Management Practices by Deans and Campus Directors or Area Chairmen

Fiscal Management Practices	WM	Deans and Campus Directors	WM	Heads and Area Chairman
Prepares, defends to the Administrative council the budget of the college and implement the budget of my department.	4.43	Always	4.39	Always
Manages the fiscal affairs of the college	4.43	Always	4.39	Always
I approve allocations for priority projects in school.	4.21	Always	4.17	Very Often
I approve disbursements for different school projects	4.00	Very Often	4.08	Very Often
I initiate income-generating projects in school for school improvement.	4.57	Always	4.31	Always
I request for alignment of funds to cover urgent needs of the school	4.21	Always	4.17	Very Often
I use representation allowances when badly needed and prepare supporting evidence after.	3.93	Very Often	4.00	Very Often
I determine the amount of miscellaneous fees to be collected from students	3.07	Often	4.03	Very Often
I encourage fundraising in support of the college's goals and programs, as well as outreach and public service efforts	4.36	Always	4.58	Always
I articulate the budgetary needs of the college and supervise the allocation and expenditures of resources.	4.79	Always	4.69	Always
Average Weighted Mean	4.16	Very Often	3.91	Very Often

responses of the deans and campus directors was 4.93(always)

obtained by item number 11 while the lowest weighted mean was 3.86 obtained by item number 7 verbally interpreted as very often (table 8). On the ratings given by the area heads, item number 2 obtained the highest weighted mean of 4.75 while item number 3 obtained a weighted mean of 4.23 but both with corresponding verbal meanings of "always." The data implied that the deans and campus directors were accordingly well versed in

leadership. Administration deals on monitoring quality performance of faculty members in the tertiary level wherein observations and performance evaluation is done twice in every academic year to ensure the quality of education received by the students. Seminars, Workshops and training to be attended, are the responsibility of the dean and campus director to retool the strategies, methods and techniques needed by the faculty members in every departments and campus of NEUST.

3.4. Perceptions on Fiscal Management Practices

This may mean that under fiscal management majority of the items were observed under practice were very often applied by the dean and campus directors (table 9). As manager, the deans or campus directors are expected to apply various leadership styles to motivate the faculty members in their respective campus or department to take part in the attainment of the vision and mission of the institution and to maintain peace and harmony. Furthermore, there were some areas which noted to have differences in ratings. These noted differences were clarified through interviews and found that the area heads of faculty members were not fully aware of the tasks played by the deans and campus directors on fiscal matters in which decisions mostly and largely depends on the pleasure and decisions of the Board of Regents of the school such as on the issue of budget, approving allocations for priority projects in school, approving disbursements for different school projects and the like.

3.5. Comparison on the Perceptions of the Deans and Campus Directors

The comparison on the ratings of the deans and campus directors and the area chairmen on the fiscal management practices and data show that the computed sum of squares was 7.753; the mean square was 7.753, and the computed F value was 0.790 which indicated having significant difference.

ANOVA Summary Table 10 discusses on the differences in the management practices of Deans and Campus Directors as perceived by Themselves and the Area head/chairman

The stated null hypothesis of no significant difference on the ratings given by deans and campus directors and the area heads was rejected. Results showed that there is significant difference between the assessments made by the area head-respondents and dean and campus director-respondents with regards to instruction, administrative and fiscal management practices. The institution provides areas for growth and development to deans and campus directors and area heads of faculty members and that they are geared to provide quality instruction through seminars, training, and participation to competitions as coach, and promoting respect for rights of fellowmen and the needs of the students.

These findings mean that the two sets of respondents view their dean and campus directors' management practices differently. For instance, the dean or campus director may not have involved the area head or chairman in the performance of his instructional management roles such as modifying the subjects in the outcomes based curriculum so that they are congruent to the needs of the community, assigning the most qualified teachers/faculty members to handle each of the subjects taught in school, preparing school programs in such a way that all subjects offered have teachers to handle it and the like.

Likewise, in the area of administration, the faculty members may not also be involved in the recruitment, selection and appointment of faculty/support staff when a position is vacated and moreover, their suggestions are solicited on

Table 9. Comparison on the Perceptions of the Deans and Campus Directors

		Sum of Squares	Df	Mean Square	F	Sig
Fiscal Management	Between Groups	7.753	1	7.753	0.072	0.790
	Within Groups	5170.567	48	107.72		
	Total	5178.320	49			

Table 10. Differences in the Management Practices of Deans and Campus Directors as Perceived by Themselves

		Sum of Squares	Df	Mean Square	F	Sig.
Instructional Management	Between Groups	5.374	1	5.374	0.254	0.616
	Within groups	1013.746	48	21.120		
	Total	1019.120	49			
Administrative Management	Between Groups	13.813	1	13.813	0.700	0.407
	Within Groups	946.687	48	19.723		
	Total	960.500	49			
Fiscal Management	Between Groups	7.753	1	7.753	0.072	0.790
	Within Groups	5170.567	48	107.72		
	Total	5178.320	49			

matters pertaining to the overall operation of the school.

In the area of fiscal empowerment, there was also significant difference noted because the area head/chairman were not fully aware of the tasks played by the deans/campus directors such as defending to the Board the college/campus budget, approving allocations for priority projects in school, approving

disbursements for different school projects and the like.

This finding is related to the Chung & Chuang (2010) they classified financial management practice to the following five specific areas: Capital structure management, working capital management, financial reporting and analysis, capital budgeting and accounting information system.

Table 11. Comparison on the Perceptions of the Deans and Campus Directors

		Instructional Management	Administrative Management	Fiscal Management
Age	Correlation Coefficient	0.509	0.000	0.195
	Sig. (2-tailed)	0.197	1.000	-643
	N	14	14	14
Gender	Correlation Coefficient	-356	-240	0.295
	Sig. (2-tailed)	0.212	0.409	0.306
	N	14	14	14
Civil Status	Correlation Coefficient	0.000	-175	0.069
	Sig. (2-tailed)	1.000	0.549	0.815
	N	14	14	14
Highest Educational Attainment	Correlation Coefficient	-221	-346	0.049
	Sig. (2-tailed)	-448	0.225	0.867
	N	14	14	14
Number of years in Managerial position	Correlation Coefficient	0.037	0.327	0.462
	Sig. (2-tailed)	0.900	0.254	0.096
	N	14	14	14

Relationship between the Profile Variables and Management Practices

This finding is related to the study of Keedy (2004) examined the process through which a college dean/campus director learned to share power [9]. The dean/campus director and faculty members grappled with issues of shared governance, choice, and responsibility (table 11).

As can be seen from the table, across the three areas where the management practices of the subject deans and campus directors were rated namely instructional, administrative and fiscal, there found a significant relationship with the profile variables such as age, sex, civil status,

educational attainment, and length of service as dean or campus director.

On age, sex and educational attainment, the correlations were all found positive in all of the instruction, administration and fiscal management which basically tell that the more mature the leader and the higher their educational attainment the more is responsible and better leader they get.

3.6. Correlation Matrix between Profile Variables and Management Practices

Table 12. Comparison on the Perceptions of the Deans and Campus Directors

			Instructional Management	Administrative Management	Fiscal Management
Spearman's rho	Age	Correlation Coefficient	0.509	0.000	0.195
		Sig. (2-tailed)	0.197	1.000	-643
		N	14	14	14
	Gender	Correlation Coefficient	-356	-240	0.295
		Sig. (2-tailed)	0.212	0.409	0.306
		N	14	14	14
	Civil Status	Correlation Coefficient	0.000	-175	0.069
		Sig. (2-tailed)	1.000	0.549	0.815
		N	14	14	14
	Highest Educational Attainment	Correlation Coefficient	-221	-346	0.049
		Sig. (2-tailed)	-448	0.225	0.867
		N	14	14	14
	Number of years in Managerial position	Correlation Coefficient	-037	0.327	0.462
		Sig. (2-tailed)	0.900	0.254	0.096
		N	14	14	14

On civil status, administrative management practices of deans and campus directors was found on negative correlation while instruction and fiscal management areas gained positive correlation (table 12). These data implied that administrative function has something to do with marital status. Married individuals have family under their care and management and so thus a school or department.

On the length of service, there was negative correlation on instruction while administration and fiscal management both obtained positive correlation. This implied that number of years as teacher and leader is a factor which honed a good leader. As they expose to various

experiences, their leadership and management practices are shape along with time.

4. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings presented above, the following conclusions were derived:

1. The subject deans and campus directors were mostly on the middle age, great majority female, all married, majority were holder of doctorate degrees, and were serving as dean or campus directors for more than 5 years.
2. The two sets of respondents perceived the instructional, administrative and fiscal

management practices of the deans and campus directors descriptively similar. However, there were items in the listed practices under instructional and fiscal areas which were perceived being practiced as “very often.”

3. The perceptions of the two sets of respondents on the instructional, administrative and fiscal management practices of the deans and campus directors were statistically different as proven by ANOVA results.

4. The instruction management practices of the subject deans and campus directors were found positively correlated with sex, civil status, but has negative correlation with length of service. The administrative management practices has positive correlation with educational attainment while fiscal management was found not correlated with any of the profile variables of the deans and campus directors.

In light of the above enumerated findings and conclusions of the study, the following recommendations were drawn:

1. That results of the study be extended to the subject deans and campus directors for their information and proper action on areas that needs attention. Since there were still 3 deans or campus director who was not holders of any doctorate degree, it is parallel to recommend that they pursue said post graduate degree to meet the requirement of the position. This is for the betterment of the delivery of the services for the benefits of the school in general and the student clienteles in particular and to maintain harmonious relationship between superior and subordinates.

2. Since there were items in the listed practices under instructional and fiscal areas which were perceived being practiced as “very often, a monthly or bi-monthly meetings of superior and subordinates, as well as holding of social gathering in the department or college are hereby recommended to maintain open communication between the heads and the deans and campus directors.

3. The perceptions of the two sets of respondents on the instructional, administrative and fiscal management practices of the deans and campus directors were statistically different and the cause of these were variables on length of experience and age. Since these variables cannot be obtained unless time pass by, attendance to seminars, training, and conferences sponsored by civil service commission and other lead agencies both private and public are highly recommended to obtain experiences which are needed to better hone the leadership and management skills of the deans and directors who were generally young at age and in the service as dean or campus director.

4. For future researchers, topics focused on empowerment of leaders and managers skills, superior’s management practices in relation to faculty performance, and comparative study on the faculty and students’ performance based on the deans and campus directors’ management practices are hereby recommended.

5. CONFLICT OF INTEREST

NA

6. SOURCE/S OF FUNDING

No source of funding

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