

Leadership Influence of Deans in Relation to Instructor's Competence in JRMSU System

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Abstract

This study which focuses on leadership influence will serve as baseline data for planning and designing appropriate strategies in all campuses especially which take care training of quality education in the country. The main purpose of this investigation is to look into the relationship between leadership influence of the academic deans and instructor's competence in Jose Rizal Memorial State University System of Zamboanga del Norte during the school year 2014-2015. The descriptive survey method was used with the aid of a questionnaire checklist in gathering the needed data. There were 20 academic deans and 144 instructors who were the respondents and subject of the study. Mean computations, t-test and Pearson r Product Moment Coefficient of Correlation were the main tools used in treating the data. Further, it was revealed that the more influential the deans are the more competent instructors are produced. Conversely, less effective academic deans produce incompetent instructors. Generally, academic deans' performance greatly affects the competence of instructors.

Keywords: *Leadership Influence, Competence.*

Introduction

Management, as defined by Stoner (2006) is the act of getting things done through people. People herein referred to are the workers who are in direct access to the job which the management wanted to accomplish. They are the real workers with whom the management has hired in order to perform different task which is aimed at the accomplishment of certain goals set forth by managers.

Management, on the other hand, does not focus alone on the direct workers. It also looks into how people in the management group did their role as administrators or managers.

In the advent of management not only stock corporations or profit earning establishments need to be managed. The educational institution also took its part in the area of management. The State Universities and Colleges (SUCs) as one of the non-profit, non-stock institutions also need careful scrutiny when it comes to management.

Mentors as the direct workers of the SUCs should be well equipped with the necessary skills, qualities and competencies needed in order for them to be very effective and efficient in the field. Moreover they should also possess the necessary competencies and qualities which are worthy to be emulated by the students.

Deans on the other hand should be able to motivate or even coerce instructors to perform well in the job. In the Jose Rizal Memorial State University System, Deans possess the necessary qualifications needed in the position. However, they might have these necessary competencies in the field but the researcher wanted to look into how effective are these deans and directly how competent are their instructors also. This prompted the researcher to conduct this investigation.

This study is anchored on the theory of Miranda (2004) that effective managers produce competent workers.

Determining the effectiveness of the school considers varied measures. These measures include: capable and dynamic leaders, competent and committed instructors, highly motivated learners, adequate and wholesome learning environment and harmonious school-parent-community relationship.

One factor to be considered and is inherent in every school manager is influence. Influence is not simply derived from the individual himself. Raven (2002) has identified the sources or bases of influences which may occur at certain level.

Connectively, Lardizabal (2001) said that a dean has to observe instructors, evaluate their competence, and give suggestions for improvements. As a member of the community, he/she has to participate in community activities and lend its school facilities for such activities.

The dependent variable of the study is the instructor's competence along guidance, motivational, evaluation and personal and social competencies.

In relation to the study, the researcher wishes to investigate the leadership influence of the Deans and the level of instructors' competence in Jose Rizal Memorial State University System of Zamboanga del Norte during the school year 2014-2015.

Specifically, it sought answers to the following questions:

1. How do the deans themselves and the instructors rate the leadership influence of the deans along: reward, legitimate, referent and coercive?
2. Is there a significant difference between the perceptions of the deans and instructors on the above mentioned variables?
3. What is the perceived level of competence along: guidance, motivation, evaluation and personal and social competence?
4. Is there a significant relationship between leadership influence and instructor's competence?

Methodology

This study focused on the leadership influence of the deans of Jose Rizal Memorial State University (JRMSU) System in relation to instructor's competence. The source measures on leadership influence were limited to reward, legitimate, referent and coercive influences.

The respondents of the study were the five (5) campuses of JRMSU System. There were 20 academic deans and 144 instructors one, two and three. No sampling was done since the population was used as respondents of the study.

The descriptive survey was used, with the aid of a questionnaire checklist in getting the desired data. There were two types of questionnaires used in the study. First is the questionnaire on the leadership influences of the deans based on the four areas namely: reward, legitimate and coercive influences. The questionnaire to find out the leadership influences of the deans contains four items each with respective indicator. For the

questionnaire on instructor’s competence, there were also four subdivisions namely: guidance, which has nine items; motivational skills, six items; evaluation, 4 items; and personal and social competencies, 10 items.

To answer the problems on respondents’ profiles, weighted mean was used. The t-test was used to find out the difference in the perceptions of the two groups of respondents. To find the significant correlation between the two variables, the Pearson r Product Moment was used.

Results and Discussion

Table 1. Respondents’ Perception on the Reward Influence Executed by Deans.

Reward Influence	Academic Deans		Instructors	
	AWV	D*	AWV	D*
Acknowledges instructors for outstanding job performance.	4.14	ME	4.19	ME
Acknowledges instructors for their continuing struggle for higher education.	4.01	ME	4.20	ME
Gives awards to instructors for outstanding performance in community-related activities.	3.85	ME	4.15	ME
Gives due rewards for instructor’s achievements.	3.41	ME	4.09	ME
Weighted Mean	3.85	ME	4.16	ME

*ME – more effective

Table 1 depicts the respondents’ ratings on the reward influence of the academic deans of Jose Rizal Memorial State University Zamboanga del Norte. A closer look at the table revealed that all the items were being agreed upon by both respondents as more effective with values ranging from 3.41-4.14 for administrators; and for 4.09-4.20 for instructors. This indicates that the deans were more effective in the post as they acknowledge and give rewards to instructors for a job well done; when the instructor’s struggles in her continuing search for high education; when the instructors bind herself in community-related activities; and when the instructor have made their achievements, be it as a coach on athletics/literary/musical contest or any achievement that the instructor has done. This means that the academic deans really valued the achievements of the instructors.

The mean of 3.85 for academic deans and 4.16 for instructors, both described as “more effective” proved that the academic deans were more effective in executing reward influence. This means that the instructors have really experienced what their academic dean is doing for their own good. Instructors were really rewarded for whatever accomplishments, achievements or any good they have done not only in the university but also in community.

Table 2. Respondents’ Perception on the Legitimate Influence Executed by Deans.

Legitimate Influence	Academic Deans		Instructors	
	AWV	D*	AWV	D*
Influence instructors’ performance on their job.	3.96	ME	4.02	ME
Exercises his command in the office.	3.85	ME	4.05	ME
Utilizes available resources.	3.47	ME	4.15	ME
Observes his span of control and authority in his subordinates.	3.61	ME	4.16	ME
Weighted Mean	3.72	ME	4.10	ME

*ME – more effective

Table 2 discloses the ratings of the respondents on the effectiveness of the legitimate influences of the academic deans. Legitimate influence in this study is the authority vested on the academic deans which is inherent in him which goes along his authority being the university head.

A closer look at the table revealed that the calculated values yielded were 3.96, 3.85, 3.47 and 3.61 for academic deans; while 4.02, 4.05, 4.15 and 4.16 for instructors. All the values were qualitatively described as “more effective”. This shows that academic deans have found themselves and were found by the instructors as more effective. Thus, the former influence the instructor’s behavior, exercise command in the office, utilize available resources and observes span of control and authority in his office. This means that academic deans are really making use at his influence and authority to the extent where it is needed. The academic deans help minimize expenses by utilizing to the fullest the available resources in the university.

Moreover, academic deans also have the influence the instructors’ performance on their job by making him a good example to it. Academic deans did their best by displaying a work performance which is worthy enough to be emulated by the instructors. Finally, the academic deans know his span of control on his subordinates. They made a proper delegation of authority so that his subordinates will know his immediate superior in certain cases where the subordinates opinions or actions do not merit to solve a certain case.

Table 3. Respondents’ Perception on the Referent Influence Executed by Deans.

Referent Influence	Academic Deans		Instructors	
	AWV	D*	AWV	D*
Influences instructors’ behavior	3.47	ME	4.17	ME
Is being looked up by his subordinates	3.61	ME	4.05	ME
Is being idolized by the community people	3.93	ME	4.07	ME
Acts as role model among his co-academic deans	3.75	ME	4.01	ME
Weighted Mean	3.69	ME	4.08	ME

*ME – more effective

Table 3 presents the respondents’ ratings on the effectiveness of the referent influence as exercised by the academic deans. There are four indicators considered along this line. Both respondents revealed that the academic deans were “more effective” in their referent influence. This shows that academic deans have influenced the instructors’ behavior towards their job, themselves and co-instructors. They act as role model with their co-academic deans. Academic deans also were being looked up by the instructors and the community people.

Furthermore, these means that the academic deans of the JRMSU System really have displayed good manners by respecting their subordinates, co-academic deans and the community people, which made them worthy of approval for community folks, and deemed appropriately designated as department heads.

Table 4. Respondents’ Perception on the Coercive Influence Executed by Deans.

Coercive Influence	Academic Deans		Instructors	
	AWV	D*	AWV	D*
Encourages instructors’ for educational advancement	3.77	ME	3.91	ME
Motivates instructors to work hard for student development	3.91	ME	3.87	ME
Works with instructors in accomplishing the university thrust for quality education	3.88	ME	4.02	ME
Prod instructors to take part in community-related activities	3.66	ME	4.05	ME
Weighted Mean	3.80	ME	3.96	ME

*ME – more effective

Table 4 is the respondents’ ratings on coercive influence as executed by academic deans. There are four items in this treatise. A closer look at the table reveals that all the indicators were rated by both respondents as more effective with values ranging from 3.41 to 4.20. This shows that the academic deans of the JRMSU System have the influence to coerce instructors especially along lines of educational advancement and student development. They also have the influence to encourage instructors to join in community related activities and works with them in achieving the university thrust for quality education. In this manner, the

academic deans do not only have the qualities of influencing instructors, but also induces good workmanship together with them as far as camaraderie is concerned.

Table 5. Summary on Academic Dean’s Leadership Influence

A. Reward Influence	Academic Deans		Instructors	
	AWV	D*	AWV	D*
Reward Influence	3.85	ME	4.16	ME
Legitimate Influence	3.72	ME	4.10	ME
Referent Influence	3.69	ME	4.08	ME
Coercive Influence	3.80	ME	3.96	ME
Weighted Mean	3.76	ME	4.08	ME

*ME – more effective

Table 5 presents the summary on the four indicators of leadership influences. As seen in the table, both respondents reveal that the academic deans have the highest performance in executing his reward influence. This was proven by the values of 3.85 and 4.16 for academic deans and instructors, respectively. This shows that academic deans really give worth for instructor’s sacrifices and struggles for advancement. Not just that, he also acknowledges instructors’ struggles in relation to student’s development, community development and classroom development.

The findings were supported by Mondigo’s (2008) findings when she revealed that the leadership roles of administrators are very influential to the performance of their teachers.

Table 6. Test of Difference on the Respondents’ Ratings on the Leadership Influence

Variables	Academic Deans		Instructors		Computed t value	Tabled t value
	Mean	SD	Mean	SD		
Reward Influence	3.85	2.21	4.16	3.14	0.92	1.96
Legitimate Influence	3.72	2.18	4.10	3.12	1.17	1.96
Referent Influence	3.69	2.07	4.08	3.09	1.37	1.96
Coercive Influence	3.80	2.19	3.96	2.71	0.45	1.96

Table 6 presents the test of difference between the academic deans’ and instructors’ ratings on the leadership influence of academic deans. As revealed, all the computed t-values of 0.92, 1.17, 1.37 and 0.45 were lesser than the table t-value of 1.96 at 0.5 level of significance with 162 degrees of freedom.

Thus, there is no significant difference between the ratings of the academic deans and instructors on the leadership influence of the academic deans along lines of reward influence, legitimate influence, referent influence and coercive influence. This means that the ratings of the two groups fall at the same level. The level of effectiveness displayed by the academic deans is directly proportional to the way the instructors valued it.

Mondigo (2008) revealed that the leadership roles of administrators did not influence the teacher’s performance along pupil’s development.

Table 7 shows clearly the academic deans’ ratings on the instructors’ guidance competence. Of the nine indicators which were taken into consideration, two (2) items were rated by the academic deans as “very competent”, with values of 4.21 for both. This means that the instructors made it sure that the instructional materials used while teaching a certain topic fits well with what is really needed. Moreover, they also made sure that they have common point of direction in evaluating students’ performance in consonance with the University’s thrust for quality education.

Table 7. Guidance Competence of Instructors as Perceived by the Academic Deans.

Indicators	AWV	D*
1. Shows interest in student's problems	3.97	MC
2. Provides for maximum involvement of students in university activities	4.12	MC
3. Stimulates and compliments students to elicit positive interaction.	4.06	MC
4. Functions effectively as a member of the learning group	4.12	MC
5. Selects and encourages available and appropriate community resources in achieving educational goals	4.06	MC
6. Reviews curriculum objectives and programs	4.06	MC
7. Uses appropriate instructional materials	4.21	VC
8. Orients students on class schedules.	4.18	MC
9. Evaluates students' achievements in relation to JRMSU thrust and objectives	4.21	VC
Mean	4.11	MC

*MC – More Competent ; VC – Very Competent

On the other hand, the remaining seven (7) items were all rated by the academic deans as “more competent” with values ranging from 3.41-4.20. This means that as perceived by the academic deans, instructors did their guidance functions by guiding the students, utilizing material and human resources and giving merits to students and community folks where needed. Madali (2000) pointed out that every teacher in the school is a guidance counselor so they have to exert effort to guide the pupils in whatever they are doing in the school.

Table 8. Motivational Competence of Instructors as Perceived by the Deans.

Indicators	AWV	D*
1. Prepares adequately for the day's work	4.18	MC
2. Specify the learning activities and other university activities	4.18	MC
3. Encourages students to raise questions and suggestions to solve certain problems	4.12	MC
4. Has contributed a lot in achieving organizational goals	4.20	MC
5. Motivates students to ask questions as one way of developing their critical thinking ability	4.06	MC
6. Communicates ideas effectively	4.20	MC
Mean	4.16	MC

*MC – More Competent

Table 8 discloses the academic deans' ratings on the motivational competence of the instructors. As depicted on the table, all the items were rated by the academic deans as more competent with values ranging from 4.06 to 4.20. This shows how instructors work and do their job as educators. The mean of 4.16 proved that instructors possess the necessary competencies in motivating and being motivated. The instructors of the JRMSU System are really motivated enough to do their job and as such they also know how to motivate and influence the students during class hours to make learning process more possible.

Table 9. Evaluation Competence of Instructors as Perceived by the Deans.

Indicators	AWV	D*
1. Uses specific criteria for student evaluation	4.18	MC
2. Selects and utilizes test effectively to measure individual performance.	4.12	MC
3. Analyzes and interprets evaluation results skillfully	4.18	MC
4. Utilizes evaluation results as basis for improving instruction	4.20	MC
Mean	4.17	MC

*MC – More Competent

Table 9 shows the academic deans' ratings on the competence of instructors along the area of evaluation. A closer look at the table revealed that all of the items were rated by the academic deans as "more competent" with values ranging from 4.12 – 4.20. This means that academic deans were very confident that their instructors were really more competent along this line since they have seen it the way the instructors did it.

Moreover, the weighted mean of 4.17 proved the instructors' evaluation competence to be more competent. This means that instructors really know how to evaluate performance of the students by using specific criteria and utilizing appropriate testing materials.

Table 10. Personal and Social Competence of Instructors

Indicators	AWV	D*
1. Observes code of ethics and regulations of the University	4.12	MC
2. Sets as example in moral and ethical behavior for students and co-workers	4.06	MC
3. Shows honesty and integrity in all activities of the university and community	4.12	MC
4. Shows evidence of cultural and professional growth	4.18	MC
5. Gets along well with students and co-instructors	4.26	VC
6. Participates actively in community activities	4.12	MC
7. Shows evidence of mental health and emotional stability	4.20	MC
8. Shows evidence of physical health	4.02	MC
9. Observes proper grooming at all times	4.08	MC
10. Prepares and submits clear and accurate report on time	4.12	MC
Mean	4.13	MC

*MC – More Competent ; VC – Very Competent

The academic deans' ratings on personal and social competence of instructors were presented in Table 10. As seen in the table, only one item was rated by the academic deans as very competent. This shows that the instructors very well know how to get along with co-instructors and students in the university. They have the ability to get along with them or they know how to socialize with their co-instructors and their students.

The other nine items were revealed to have values ranging from 3.41 – 4.20, described as more competent in the continuum. This shows that the instructors know well how to keep themselves well groomed with proper dress code. They were also physically and mentally fit. As to their professional aspect, the instructors were known to the academic deans as observant of professional ethics. They also possess the values of honesty and integrity, which are innate characteristics of being instructor.

The mean of 4.13 proved that instructors were professionally, personally and physically competent. This means that the instructors possess refined manners in and outside of the university. Moreover, they are also very much conscious of how they look thus they possess good personal hygiene and grooming when going to university for work. The overall physical and professional competence could well be described as "more competent".

Table 11. Summary of Instructional Competence

Indicators	AWV	D*
Guidance	4.11	MC
Motivational	4.16	MC
Evaluation	4.17	MC
Personal and Social Competence	4.13	MC
Mean	4.14	MC

*MC – More Competent

Table 11 presents the summary on instructors' competence with the four indicators namely: guidance, motivation, evaluation and personal and social competence. Of the four indicators, evaluation competence

was known to have the highest rating given by the deans, with a mean of 4.17 described as more competent. The least rating goes to guidance with 4.11 still described as more competent. This means that deans have seen the instructors to be more competent in all the competence however, instructors performed best in evaluation competence and least in guidance skills.

Lardizabal (2001) pointed out that a school head has to observe teachers evaluate their competence, and give suggestions for improvements. As a member of the school community, he/she has to motivate, guide, teach the students in all school activities so as to develop the students' personalities and social dimensions; thus, making them ready for the competitive world.

Table 12. Relationship between Deans' Leadership Influence and Instructors Competence

Variables	Mean	SD	r	t	t.v.
Leadership Influence vs. Guidance	3.76 4.11	2.33 3.01	0.32	3.38*	1.96
Leadership Influence vs. Motivational	3.76 4.16	2.33 3.03	0.34	4.18*	
Leadership Influence vs. Evaluation	3.76 4.17	2.33 3.04	0.35	3.74*	
Leadership Influence vs. Personal & Social Competence	3.76 4.13	2.33 3.02	0.33	3.50*	

Table 12 is the test of relationship between Dean's leadership influence and instructors' competence along guidance, motivational, evaluation and personal and social competences.

Along leadership influence and guidance competence, the computed r was 0.32 and when subjected to t-test, the result was 3.38 which is significantly greater than the tabled value of 1.96 at 0.05 level of significance with 162 degrees of freedom. Hence, there is a significant relationship between leadership influence and guidance competence of the instructors. This means that effectiveness of the academic deans greatly affected the guidance competence of the instructors. In the same way, the instructors' competence in guidance depends to a large extent on how effective are the academic deans.

On leadership influence and motivational competence, it was revealed that there is a significant relationship between leadership influence of deans and motivational competence of instructors. This means that the leadership influence of the academic deans has great bearing on the competence of the instructors' motivation. How effective are the instructors, that is also how motivated are the instructors.

In addition, it was shown in the table that there is significant relationship between leadership influence of deans and instructors' evaluation competence along leadership influence by deans and instructors' evaluation competence. This means that the evaluation competence of the instructors depends to a large extent on the effectiveness of the academic deans. Effective academic deans produce competent instructors. In the test of relationship between leadership influence of deans and personal and social competence, it was found out that there is a significant relationship between leadership influence and instructors' competence in personal and social aspect. This means that instructors display their competence personally and socially greatly depends on the deans' influence in executing his influence over them. Leadership has great influence on the instructors' personal and social competence.

Conclusion

The researcher hereby concludes that the more influential the deans are, the more competent instructors are produced. Conversely, less effective academic deans produce incompetent instructors. Academic deans performance greatly affect the competence of instructors.

Recommendations

In the light of the findings and conclusions, it was recommended that the leadership influence of the deans should be enhanced through attending more seminars and training relative to administration and supervision. Additionally, the instructors' competence could still be improved from more competent to very competent through personal advancement; hence instructors should proceed to graduate studies and attend in-service education relative to guidance and counseling and personality development.

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