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RESEARCH ARTICLE

FILIPINO-VALUE -BOUND MANAGEMENT FUNCTIONS AMONG THE MIDDLE-LEVEL MANAGERS OF STATE UNIVERSITIES AND COLLEGES IN A REGION

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ABSTRACT

This study aims to evaluate Filipino-value bound management functions among the middle-level managers of States University and Colleges at Region 8 assessing their strengths and weaknesses to enhance Filipino way of management. Filipino values are rarely studied because of the insufficiency of tools that can accommodate it. A descriptive-developmental method of research was used to assess three-hundred sixty-six (366) respondents from selected State Universities and Colleges. A two-part survey questionnaire was used as the main instrument to gather the needed data. The results were analyzed and interpreted through statistical tools such as Mean, Percentage, and ANOVA. The role of a parent (family cohesiveness); implementing curriculum initiatives (no cultural differences); orienting and modeling to students and stakeholders (walking the talk); not tolerating *kumpadre* system; managing school resources (avoid stealing); and promoting *pakikisama* (comradeship) to community network were revealed among all others that based on Filipino value-bound management functions. These suggest that the results of the study could serve as basis for the development of a Resource Material for Filipino middle-level managers.

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INTRODUCTION

Educational management is a crucial factor in the effective accomplishment of educational goals and objectives. Over the years, management has become the center stage of interest for discussion and research both in business and academic enterprise. Its indispensable significance has earned a worldwide recognition of being useful as a way of life and as a means to advance the frontier of knowledge and progress. Most authorities in literature appear to have a common idea about management. A man who looks at his job as a manager in an institution does his/her work as a creative endeavor and an enjoyable one where performance and satisfying results are considered above rewards and honors, feels self-actualized and self-fulfilled. Performance in the workplace is motivated by a set of behaviors, practices, practical skills and interpersonal relationships. It is also influenced by set of values that either strengthens or adulterates the performance. The middle-level manager's relationship with his employees has direct bearing on the manner on which they do their work. He is the direct liaison between the teachers and students and higher management, the connecting link; the "man in the middle". He has to manage the subordinates at the bottom level and of the organization in order to get results- turn out production, maintains quality and has to keep his subordinates satisfied.

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All these could be realized through effective management. Contemporary managers, particularly in rapid changing institutional organization seldom possess cultural awareness, knowledge necessary to make intelligent decisions and perform culturally accepted behavior. Hence, complex organizations in education demand enhanced managerial capacities and skills. In view of this, for the state universities and colleges' functions, attuned and viable to the ever-changing needs and conditions of the society they serve, it becomes imperative for administrators to employ efficient, effective and competent directors, deans and department heads to run the system. Executive leaders in institutional organization just like any other dynamic enterprise should embrace, integrate and incorporate leadership, managerial and supervisory and instructional reforms. In dealing with the challenges and innovations of such magnitude that the Philippines is facing, the case of a better education necessitates a very Filipino way of management. The battle cry of every state university and college president of the country today is the pursuit of excellence in the four dimensions of educational endeavor, namely: excellence in instruction, research, extension and production (Velasco, 2003). Andres (2005), postulates five ways how leaders can achieve success by positive cultural Filipino values. *First step* is to identify what the prevalent cultural values are at work and scrutinize them. *Second* is to look for the positive polarity of those values. *Third* is to design and implement a plan of action.

Data Analysis and Interpretation

Table 1. Distribution of the Participants According to School

School	Frequency			TOTAL
	MLM	Faculty	Students	
1.Eastern Samar State University	18	37	32	87
2.Eastern Visayas State University	4	15	15	34
3.Leyte Normal University	8	19	19	46
4.Southern Leyte State University	6	11	21	38
5.Samar State University	16	23	24	63
6.University of Eastern Philippines	12	16	20	48
7.Visayas State University	8	18	24	50
TOTAL	72	139	155	366

Table 2. Summary on the Extent of Filipino Value-Bound Management Functions Demonstrated by Middle – Level Managers

Domains	Mean	Interpretation	Rank	Gap
1.Educational Leadership for School Development	4.01	D	1	0.99
2.Curriculum Management for Student Learning	3.99	D	2.5	1.01
3.School Environment	3.92	D	4	1.08
4.Staff Management	3.99	D	2.5	1.01
5.Resource Management	3.93	D	3	1.07
6.Community Building	3.81	D	5	1.19
Average Weighted Mean	3.94	D		1.06

Legend: DMT – Demonstrated Most of the Time; D – Demonstrated; DS – Demonstrated Satisfactorily; DF – Demonstrated Fairly; DNI Demonstration Needs Improvement

Fourth, is to continue practicing the identified positive values and stop the practice of negative values. Lastly, is to start the reinforcement to the positive values. The reviewed conceptual and research literature have close bearing to the present study as all of them were in one way focused on management, management functions, management styles and Filipino cultural values and the effects of these values in the effective management and quality education. This study has the assumption that the Filipino middle-level manager manifests Filipino values as he demonstrates management functions. The findings under the weak categories of management functions will serve as basis for an enhancement program for Filipino middle-level managers.

Statement of the Problem

The purpose of this study was to assess the Filipino value-bound management functions of the middle-level managers of State Universities and Colleges in Region 8.

Specifically, this study aims to:

1. Assess the extent of Filipino value-bound management functions as demonstrated by Middle-Level Managers themselves, faculty and students with regard to the following:
 - A. Educational Leadership for School Development
 - B. Curriculum Management for Student Learning
 - C. School Environment
 - D. Staff Management
 - E. Resource Management
 - F. Community Building
2. Identify the strengths and weaknesses of middle-level managers based on the six Filipino value-bound management functions.

The study hypothesize that there are significant differences among the perceptions of Middle-Level Managers, Faculty and

Students in terms of the extent of Management functions demonstrated by middle-level managers.

MATERIALS AND METHODS

Design: This research made use of the descriptive-developmental design to determine if the middle-level managers observe Filipino value-bound management functions in State Universities and Colleges (SUC) in Region 8 using a culture-bound instrument.

Sample: The participants of this investigation were from the seven (7) selected State Universities and Colleges (SUC) in Region 8 with the middle level managers, teachers and senior students. The middle level managers (MLM) included the department heads, unit heads, coordinators and chairmen/chairwomen with faculty members under their direct supervision. The participants are distributed according to schools. There were 366 respondents in all. Of these, 72 are middle-level managers, 139 are faculty and 155 are students.

Tools used: The researcher used the validated questionnaire of Pablo, Jonardo (2008) entitled, A Culture-Bound Instrument to Assess School-Based Management Functions of Public Elementary School Managers. One of the recommendations in his dissertation says, that the developed instrument can be used to generate data and use as basis for values reorientation of school managers. In light of this, the researcher got interested of using the instrument. The instrument underwent stages in order to establish its reliability and validity. Several methods were considered in estimating the reliability of the test such as Internal Consistency methods using the Cronbach Alpha, Item-Total Correlation and the Inter-Item Correlation as well as Test-retest method external reliability. He applied the generally agreed upon lower limit for the diagnostic measure to assess internal consistency of an instrument which is 0,70. The researcher got Pablo's personal permission to use the said questionnaire for gathering data.

The parts of the instrument used in this study are the following:

Part I. Respondent's Profile Checklist.

Part II. The Filipino Value-Bound Instrument to Assess the Management functions Of Middle- Level Managers. To determine the extent of Filipino value-bound management functions demonstrated by middle level managers', situations and conditions were cited covering six domains namely: a. Educational Leadership for School Development; b. Curriculum Management for Student Learning; c. School Environment; d. Staff Management; e. Resource Management; C Community Building.

Statistical Treatment

The following statistical tools were used to analyze the data gathered:

- Mean and Percentage. This was used to describe the extent of Filipino value-bound management functions of the middle-level managers as perceived and rated by the students, faculty and the middle-level managers themselves.
- One-Way Analysis of Variance (One-Way ANOVA). This was used to determine if there is a significant difference among the ratings or perceptions of the students, faculty and middle-level managers themselves on the extent of Filipino value-bound management functions or the middle-level managers.

RESULTS AND DISCUSSION

Management behavior at the most general level is influenced and affected by the values in which a middle-level manager operates. On the extent of Filipino value- bound management functions demonstrated by Middle-level managers, the study reveals that SUC in Region 8 got the highest mean in the first domain which is Educational Leadership for School Development. High premium is demonstrated by those who are highly educated because top executives and middle-level managers are selected among masteral and doctoral holders. On the other hand, Community Building appears to be the least demonstrated or last of their priorities in their management functions. Therefore, there is a need for them to reinforce their value formation and social responsibility program towards community building.

There is a need for the middle- level managers to have a systematic reporting of schools' activities that have social impact and through volunteerism, repeated trips to the provinces to hold dialogues and consultations with government officials and executives of state universities and colleges. Results reveal the strengths and weaknesses of Middle-level managers based on the Filipino value-bound six management functions. The first function: Educational Leadership for School Development, the highest mean and considered strength of Middle-level managers states, "I assume the role of a parent and motivate students to continue to grow, learn and

Table 3. Strength and Weakness of Middle-Level Managers based on the Filipino Value-Bound Management Function

Functions	Strengths	Weakness
1. Educational Leadership for School Development	<ul style="list-style-type: none"> • I assume the role of a parent and motivate students to continue to grow, learn and reflect on practice to give them a feeling of family cohesiveness. 	<ul style="list-style-type: none"> • I provide direction and support to staff, parents, students and community using <i>Bayanihan, batarisan or balikatan system</i>.
2. Curriculum Management for Student Learning	<ul style="list-style-type: none"> • I implement curriculum initiatives to accommodate cultural differences regardless of religion, cultural or regional affiliation. 	<ul style="list-style-type: none"> • I ensure that the range of assessment considering individual differences of school expenses or a <i>Pagkukuripot attitude</i>.
3. School Environment	<ul style="list-style-type: none"> • I orient and model to students, parents and other stakeholders school rules and regulations by <i>walking the talk</i>. 	<ul style="list-style-type: none"> • I maintain school safe from hazards by constantly calling the attention or apply <i>kulit system</i> to maintenance personnel.
4. Staff Management	<ul style="list-style-type: none"> • I don't tolerate <i>kumpadre system</i> in sustaining professional relationship with colleagues. 	<ul style="list-style-type: none"> • I discourage tsismis and instead provide teachers with update/information with openness about what's going on in the good or bad and do not keep it by myself (<i>makasarili</i>) even if I am involved.
5. Resource Management	<ul style="list-style-type: none"> • I manage school resources in accordance with CHED policies and avoid stealing or using them for personal or family purposes. 	<ul style="list-style-type: none"> • I accept donations, gifts, bequests, and grants and do not insinuate or require cuts and commissions.
6. Community Building	<ul style="list-style-type: none"> • I promote pakikisama to community network to publicize school events and achievements using media. 	<ul style="list-style-type: none"> • I conduct regular Parent-Teacher Community Association meetings to promote community involvement and encourage productive relationship through <i>Bayanihan or barangayan system</i>.

Table 4. One – Way ANOVA for the Perception of Middle-Level Managers, Faculty and Students on the Extent of Filipino Value-Bound Management Functions Demonstrated by Middle-Level Managers

Domains	Mean ²	F	F- Value	Interpretation
1.Educational Leadership for School Development	4.985 0.500	9.98	0.000	Significant
2.Curriculum Management for Student Learning	1.850 0.433	4.27	0.015	Significant
3.School Environment	8.536 0.612	13.94	0.000	Significant
4.Staff Management	1.834 0.492	3.73	0.025	Not Significant
5.Resource Management	0.396 0.861	0.46	0.632	Not Significant
6.Community Building	5.550 0.816	6.80	0.001	Significant
Weighted Mean	2.021 0.357	5.668	0.004	Significant

reflect on practice to give them a feeling of family cohesiveness". It implies that most of the middle-level managers in SUC's of Region 8 assume the role of a parent to their followers in order to create a feeling of family unity. This is so because the family constitutes the core unit of the Filipino social system. The central concern of every Filipino is the welfare of the family. This parent- children model of relationship is extended over to other forms of relations outside of the family. The middle-level managers' weakness states, "I provide direction and support to staff, parents, students and community using Bayanihan, Balarisan or Balikatan system"(cooperative efforts). It implies that the middle-level managers do not fully adhere to bayanihan, batarisan or balikatan system in providing direction and support to staff, parents, students and community. Since most of the middle-level managers in Region 8 are younger and highly educated, their perceptions and experiences were heavily influenced by foreign concepts and practices. Thus, those who had found schooling on higher education institution acquired a different orientation and many of them have been influenced by foreign books and foreign authors or have gone abroad where they acquired exposure to western ideas and management techniques. Thus, furthering the gap between the people and the managers.

In the second function: Curriculum Management for Student Learning, the middle-level managers' strength states, "I implement curriculum initiatives to accommodate cultural differences regardless of religion, cultural or regional affiliation". This implies that in following curriculum, cultural differences were considered, taking into account differences in religion, cultural or regional affiliations. On the other hand, the middle-level managers' weakness states, "I ensure the range of assessment considering individual differences of school expenses or a pagkakuripot attitude". This implies that although individual differences of students were considered, student's expenses or the pagkakuripot (tightwad) attitude were disregarded in implementing and enhancing the curriculum. Curriculum development design in the form of syllabi, guides the implementation of the instructional activities in the classroom. As a common practice, most teachers prepare lesson plans or syllabus based on the text books available in the library for they hardly afford to buy new instructional materials. Scarcity of books is one of the problems in provinces, like in Region 8 especially, of availing new books.

In the third function, School Environment, the strength of middle-level states, "I orient and model to students, parents and other stakeholders school rules and regulations by walking the talk". As "gabay" (guide) in the institution, managers need not to be older. As managers, people look up to them as their leaders, their guides. Therefore, they must behave like elders of the group, as authority figures from whom teachers can seek counsel or guidance and whose moral leadership they cannot question. The lowest mean and the weakness of middle-level managers states, "I maintain school safe from hazards by constantly calling the attention or apply kulitsystem (having annoying persistence) to maintenance personnel". It implies that the use of kulitor having annoying persistence is oftentimes considered negative value but many managers resort to "management by kulit" to be able to reach their goals. Many conflict between a manager and a Filipino subordinate is bounded on kulit. A "makulit manager" closely supervises his subordinates repeatedly to the point of shouting at and scolding them with a view that in this way they will not achieve what is expected of them.

A Filipino should be approached as an individual personality. His cultural values and patterns of pakikisama (get along with people), utangnaoob (debt of gratitude), hiya (shame) and kinship network in the managers interaction should be considered.

The fourth function: Staff Development, the middle-level managers showed strength in the item that says. "I don't tolerate kumpadre (close friend or buddy) system in sustaining professional relationship with colleagues". This implies that middle-level managers do not use the "kumpadre system" in sustaining professional relationship with colleagues. Traditionally, godparents (ninong/ninang) have the responsibility of functioning as surrogate parents to the godchild by helping in the upbringing and education of their godchild and when needed. In turn, the child is expected to help his godparents when in need, obey and respect them as though they are his own parents. But at present, kumpadre (close friend or buddy) system is abused by so many that they use kumpadre system or padrino (sponsor or protector) to have connection with officials in order to get things done. In other words, graft and corruption practices such as palakasan, or personalan (nepotism) which prioritizes or give favors to some friends, relatives or acquaintances are at present part of kumpadre system (close friend or buddy system). On the other hand, weakness of middle -level managers states, "I discourage tsismis (gossip) and instead provide teachers, with updated information with openness about what's going on in the good or bad, and do not keep it by myself (makasarili) even if I'm involved". It implies that "tsismis" (gossip) is discouraged while information or updates about what is going on in the system is not kept to themselves but is open to all concerned.

The fifth function: Resource Management, the middle-level managers showed strength in item saying, "I manage school resources in accordance with CHED policies and avoid stealing or using them for personal or family purposes". It implies that Middle-level managers are conscious and guided with courage to take care of their reputation and dignity when it comes demonstration of function in Resource Management which deals with financial and others resources of institution. While the weaker value states that "I accept donations, gifts, bequests and grants in and do not insinuate or require cuts and commissions". It implies that middle-level managers receive donations, bequests and grants and refrain from insinuating or requiring cuts and commissions. This is consistent with the middle-level managers' strength in such domain, living and working with dignity or dangal, trying to avoid from cuts or commission known as pangungumisyon or kotongan (act of asking commission or cut in business transaction). Kagandahang-asal or good manners is strongly adhered and used in the work place by the middle-level managers described by the respondents.

Lastly, the sixth function: Community Building, the strength of the middle-level managers states, "I promote pakikisama (get along with people) to community network to publicize school events and achievements using media". This implies that middle level managers practice this positive value of pakikisama or being together as the ability to get along with people. This is also a Filipino principle of public relations, getting along with colleagues, peers and stakeholders.

However, its weakness says, "I conduct regular Parent-Teacher Community Association meetings to promote

community involvement and encourage productive relationship through *Bayanihan* (spirit of communal unity) or *Barangay System*(community system)". It shows that the middle-level managers' weakness is in the conduct of Parent-Teacher Community Association meetings and activities. According to some respondents, the institutions in the tertiary level do not usually organize Parent-Teacher Community Association that's why they rated lowest. Community involvement or *barangayan/bayanihan system* should be part of every college or department yearly activities in response to community needs, sharing the local community its goals and vision which give way to utilizing varied expertise of the school to the community.

Conclusion

The primary objective of this study was to provide a baseline data to administrators in the Philippines on the kind of values Filipino Middle-level managers have. From the results, it can be concluded that, Middle-level managers of State Universities and Colleges (SUC) in Region 8 generally demonstrated the six Filipino-value bound management functions such as: a.) Educational Leadership for School Development, b.) Curriculum Management for Student Learning, c.) School Environment, d.) Staff Management, e.) Resource Management, f.) Community Building. In the world of management, an effective leader should perform his/her management functions as the study reveals their strengths and top priority which is the Educational Leadership for School Development function. On the contrary, their least priority is on the Community Building function. To enhance Filipino Middle-level managers' weaknesses as well as improve good relationship in the community surrounding him/her, this study is proposing for a resource material for Filipino Middle-level managers. It is further recommended that similar studies should be conducted in other places in order to discover whether these findings cut across national/international groups.

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