

Academic Administrators' Performance: Proposed Enhancement Activities

MARIA NANCY Q. CADOSALES

lsureseacher@yahoo.com

La Salle University
Ozamiz City, Philippines

Abstract - The purpose of this study was to evaluate the academic administrators' performance at La Salle University, Ozamiz City as rated by the teachers for the first semester of the academic year 2006-2007. Based on the findings of the study, enhancement activities were designed. The study employed the descriptive research to evaluate the academic administrators' performance. These academic administrators were the coordinators, program heads and college deans. It gathered data from the analysis of the academic administrators' performance rating to evaluate their competencies in management and administration; and professional and public service. Included in the year-end evaluation, are the personal qualities and interpersonal relationship skills of the academic administrators. Results reveal that academic administrators are performing multiple duties. They perform well in some areas as shown in the very satisfactory ratings. There are areas that the academic administrators had low ratings. Thus, there

is a need to evaluate them regularly in order to identify the areas that they need further training.

Keywords - Academic administrators, performance, enhancement activities

INTRODUCTION

A manager is someone who works with and through other people and is responsible for directing their efforts (Stoner, Freeman and Gilbert, 1995:7) by coordinating their work activities in order to accomplish organizational goals (Robbins, Bergman, Stagg and Courter, 2006:8). He/She develops certain managerial competencies, which refer to the underlying characteristics of an individual which is causally related to effective or superior performance within a job (Boyatzis: 1982 in Mallorca, 2005:17) and deals with the behaviors people need to display in order to do the job effectively (Woddruffe, 1993 qtd. in Mallorca, 2005:17).

In the educational setting, managers refer to administrators whose function is to oversee the overall condition of the school and how its vision-mission is being realized. These administrators perform various functions. Thus, at the end every academic year, there is a need to evaluate their performance.

Performance is the end result of an activity (Wheelen and Hunger, 2000:231). Managerial performance is the measure of how efficient (doing things right) and effective (doing the right things) a manager achieves appropriate objectives (Stoner, Freeman and Gilbert, 1995:9) and uses the organization's resources to satisfy customers and organizational goals (Jones and George, 2006: 5). Further, these managers/administrators are concerned with the organizational performance which is the accumulated end results of all the organization's work processes and activities (Robbins, Bergman, Stagg and Courter, 2006:551).

Thus, it is the aim of this evaluative study to examine closely if the college administrators are performing well in their respective administrative assignments.

OBJECTIVES OF THE STUDY

The purpose of this study was to evaluate the academic administrators' performance at La Salle University, Ozamiz City as rated by the teachers for the first semester of the academic year 2006-2007. Based on the findings of the study, enhancement activities were designed. Furthermore, the study pursued the following objectives:

1. To determine the level of the academic administrators' performance in terms of:
 - 1.1 management and administration
 - 1.2 professional and public service
 - 1.3 personal qualities and interpersonal relationship
2. To determine what enhancement activities may be designed to enhance the academic administrators' performance

MATERIALS AND METHODS

The study employed the descriptive research to evaluate the academic administrators' performance. These academic administrators were the coordinators, program heads and college deans. It gathered data from the analysis of the academic administrators' performance rating to evaluate their competencies in management and administration; and professional and public service. Included in the year-end evaluation, are the personal qualities and interpersonal relationship skills of the academic administrators. The teachers' responses to the questionnaire were normally distributed.

The primary tool used in this study was the evaluation tool secured from the Office of the Institutional Planning and Evaluation. It covered the first semester of the academic year 2007-2008. The evaluation of the academic administrators' performance was based on the teachers' rating. There were twenty (20) academic administrators who were evaluated in the first semester. Only the academic administrators in the College Unit, La Salle University, Ozamiz City were included in the study.

In determining the profile of the academic administrators' performance, weighted mean was utilized in the following areas: management and administration; professional and public service; and personal qualities and interpersonal relationship.

RESULTS AND DISCUSSION

The academic administrators' performance were evaluated in three areas namely, management and administration; professional and public service; and personal qualities and interpersonal relationship.

Academic administrators' management and administration. The faculty believed that the academic administrators show concern for their welfare since this indicator has the highest mean rating (4.68). Academic administrators' concern for faculty welfare is observed on the way they handle the faculty professionally and personally, looking into best ways on how to mentor the faculty in teaching, research and community extension in realization for the university's vision-mission.

The academic administrators were rated very satisfactorily in their ability to recruit, select and recommend faculty for hiring and for termination. Every end of the semester, a deliberation for probationary teachers was conducted. It is in this moment that the teacher will be recommended for hiring or termination. The academic administrators play a vital role in the deliberation since their objective evaluation of the faculty was considered as one of the components in the decision for faculty hiring or termination.

The College Council of Deans composed of the seven college deans and the Vice – President for Academics meets once a week. The academic administrators were rated very satisfactorily in their attendance in the council meetings and other meetings called by the Vice – President for Academics and the university President. Important matters on how to run the college are discussed in the council meetings. Their attendance show that they responded positively to the call for meetings. Thus, the academic administrators' attendance to the said meetings is very important for them to align their college's plans to the university's over-all plans. Important matters discussed in the Council of Deans are also echoed to the department heads and program heads and finally to the faculty.

Submitting monthly reports and other reports as may be needed are required from the program heads, coordinators and college deans. In this area, the academic administrators are rated very satisfactory. The submission of reports are required for the consolidation of departments/colleges' activities. It will be submitted to the Vice –

President for Academics and monitored for its implementation. These reports also may be considered in the President's report in the Board of Trustees meetings done quarterly.

There are indicators of the academic administrators' management and administration skills that were satisfactory such as organizing programs of activity for faculty development and ensuring effective implementation of the different training programs (3.92); monitoring library acquisition for the area/college (4.03); communicating/formulating policies, rules and regulations adequately and seeing to their implementation (4.07); observing classroom activities for the purpose of improving instruction and faculty evaluation (4.08); holding meetings with his/her faculty regularly (4.08); and recruiting and selecting students for admission to area/college (4.09).

Academic administrators' professional and public service. The academic administrators were rated very satisfactory in their professional and public service. As noted, they have good diction and communication skills (4.28). This is a very important skill for the academic administrators to possess since the nature of their work requires them to facilitate/mediate between the top level administrators and teachers, teachers and students, and parents.

One of the main duties of the administrators is to do pop-in visits and formal classroom observations. They observe classroom activities for the purpose of improving instruction and faculty evaluation. The teachers rated the academic administrators very satisfactory in showing objectivity in evaluating their teaching performance. They agree to what the academic administrators observed during the classroom observations as discussed during the post conference.

Showing leadership and creativity in the college/department activities; involving the faculty in updating/revising the curriculum, courses of programs; and supporting student activities and endeavors were also considered by the teachers as important management professional skills of the academic administrators.

Furthermore, the least rated indicators of the academic administrators' professional and public service skills as rated by the teachers were initiating, implementing, and supervising community extension service in his/her area/department/college in coordination with the CES Coordinator (4.12). As reported, the CES plans,

implementation, supervision and evaluation are done independently by the different colleges. The dynamic development and sustainability of the CES program depend upon how each college performs. However, the college's CES programs were reported to the coordinator. The academic administrators have low ratings in encouraging/inspiring students and faculty to participate in academic and non-academic affairs (4.13); sharing ideas, skills, knowledge and resources with other members of the school community (4.15); showing examples by positive image of the school in the community (4.17); and establishing work-related linkages with other college/departments (4.17.).

Academic administrators' personal qualities and interpersonal relationship. Part of the areas evaluated in the academic administrators is their personal qualities and interpersonal relationship. Table 3 depicts the indicators of the academic administrators' personal qualities and interpersonal relationship.

The academic administrators' personal qualities and interpersonal relationship were rated very satisfactory by the teachers. Teachers believed academic administrators should be respectful and understanding of students and their concerns (4.26); cordial, respectful and cooperative with other administrators, faculty, staff and students (4.22). Although rated very satisfactory by the teachers, but the academic administrators need to observe prudence, discretion and confidentiality (4.14) and be well-groomed and dignified (4.18).

Summary of the academic administrators' performance. Management and Administration turned to the most evident trait of the academic administrators over their professional and public service; and personal qualities and interpersonal relationship. This is a very good indicator that the academic administrators have the ability to manage and lead the college/department; possess certain personal qualities needed to lead people and maintain healthy personal relationship in the college/department. There are areas in the academic administrators' professional and public service that need to be enhanced more as shown in the overall rating of 4.19.

Areas of the academic administrators' performance with low ratings. In this study, the areas that have a rating of 4.15 and below will be considered in developing enhancement activities to improve the performance of the academic administrators.

There are more areas in management and administration that had low ratings than professional and public service; and personal qualities and interpersonal relationship. These areas with low ratings will be the bases for the proposed enhancement activities. Hopefully, these proposed activities will develop the academic administrators' management skills. As Medina (2006:93) asserts that the development/enhancement of the employees will make them productive as a result of using appropriate technical skills and abilities in communicating, making better decisions, and influencing others. Thus, there is improvement in the employees, quality and quantity of productivity; effectiveness in the present job; more favorable attitudes, loyalty and cooperation which help the organization respond to the dynamic market conditions and changing customer demands (Corpuz, 2006: 78).

Rationale and objectives of proposed enrichment activities. Based on the findings of the study, there are areas that were rated low (4.15 and below) which will be the bases for the proposed enrichment activities. These enhancement activities are intended for the academic administrators to improve their management and administration; and professional and public service skills.

PROPOSED ENRICHMENT ACTIVITIES

PROGRAMS	WEAK AREAS ADDRESSED	ACTIVITIES
1. Administrative functions	- organizing activities for faculty development and ensures effective implementation of the different training programs - communicating / formulating policies, rules, and regulations adequately and sees to their implementation - preventing, reducing and resolving conflicts among faculty members and between areas/departments	- update the faculty with the university's policies, evaluate the faculty according to the rules and regulations set by the university - intensify the discussion on the university's policies, rules and regulations in faculty meetings - organize activities for the faculty on: - team-building - conflict resolution - stress management * time management

2. Faculty meetings, evaluation, and development	• holding faculty meetings regularly • managing meetings efficiently and competently • evaluating faculty performance regularly • involving faculty members in decision-making • designing program of activities for in-service trainings • sharing ideas, skills, knowledge and resources with other members of the school community	• set a regular meeting once every two weeks and as the need arises • prepare the agenda before the meeting is called; take the minutes of the meetings • schedule the pop-in and formal classroom visits regularly; conduct the post conference right after the observation was done; mentor the faculty on how to improve the weak areas identified • conduct faculty assessment to identify their needs; coordinate with local experts or the Office of the Teaching Learning Center (TLC) for in-service faculty development • recommend faculty for seminars outside the university; require for a re-echo of the seminars attended • conduct reading circle activities, research colloquia, professionally stimulated gatherings/ discussion during meetings or even informal talk in the faculty room
3. Student development	○ monitors students' attendance and development ○ recruits students for admission to area / school	○ impose the university's policy on students' attendance; follow up teachers in requiring students to pass an admission slip after two (2) absences had been incurred ○ plan ways on how to adventure the college's programs; coordinate with the Admission Office regarding student campaign and recruitment; conduct exit interview for students who wish to transfer to other schools to find out students' common reasons for dropping or transferring ○ feature the college's best areas in the advertisements to attract parents and students

4. Curriculum Development	▪ involves the faculty in updating / revising the curriculum, courses, and programs	▪ academic administrators should review each of the curriculum pacing guide (CPG) and let teachers revise it based on recommendations on standards of learning, content, methodology, course requirements and list of references ▪ work with teachers to plan new courses and programs; commission faculty to do research on curriculum evaluation and new courses demanded by the community ▪ schedule a consultation with alumni, experts in the area and practitioners for CPG revisions
5. Resources management	• monitors library acquisition for the area / school	• coordinate with faculty on new books to be used in the course taught • recommends to the Director of Libraries on book acquisitions and multi-media resources; ensure maximum utilization of the books acquired • include in the curriculum simple research papers to develop among students the habit of reading and researching
6. Community Service	• initiates, implements and supervises community extension service (CES) in his/her area/school in coordination with the CES coordinator	• commission teachers to conduct researches on community needs and development; results will be the bases for the programs on community extension service in coordination with the CES coordinator • evaluate the implementation and sustainability of the CES programs; results will be the bases for the next program of activities in the succeeding years
7. Personal Development	• observing prudence, discretion and confidentiality	• self-assessment • retreat • team building • stress management

CONCLUSIONS

Academic administrators are performing multiple duties. They perform well in some areas as shown in the very satisfactory ratings. There are areas that the academic administrators had low ratings (4.15 and below). Thus, there is a need to evaluate them regularly in order to identify the areas that they need further training.

RECOMMENDATIONS

In view of the findings, the following recommendations are advanced:

1. Induction of the newly appointed administrators will be conducted during the middle part of April until May. This is to give them enough time to get acquainted with the assigned tasks.
2. Monthly enhancement activities will be continually conducted once a month. This could be one of the agenda in every meeting of the Council of Deans. This is to provide support system to the newly appointed administrators.
3. Enhancement activities will be planned, implemented and evaluated by the top administrators every school year.

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