Managerial Skills Development of Selected Private Institutions of Higher Learning in Batangas, Philippines

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Abstract - Institutions of higher learning face a new situation on higher education. It holds some novel threats and presents some fresh opportunities. Given the uncertainty of the future, collage and university administrators cannot allow their organizations to drift. This study assessed the managerial skills development of the administrators of the five (5) well-established private institutions of higher learning in Batangas, Philippines. A combination of descriptive-purposive research design and survey method was used to determine the managerial dimensions exhibited by the administrators. Mean, Likert Scale, Analysis of Variance (ANOVA), Pearson Product Moment Correlation Coefficient and and Bivariate Correlation were used. There is no significant difference in the assessment of the three groups of respondents in terms of communication skills and solving problems effectively. However, there is a significant difference in terms of self leadership, managing the task effectively, managing the people effectively, and managing interpersonal relations effectively. There is a very high significant relationship among all the managerial skills dimensions required of the institution administrators using the same managerial dimensions. The managerial skills of the administrators have to be enhanced to improve the quality of people in the institution. The Proposed Executive Development Program and Training Model are strongly recommended.

Keywords – managerial skills, institution of higher learning, private institutions, education

INTRODUCTION

Today, management experts continue to trumpet the idea that human resources are the most important asset of the organization. They make a difference in the success and failure of the organization. Times are changing; and changes are based not only on the global economy but also on changing technology, workforce, cultural and demographic changes, and finally work itself. These changes indeed permanently affect the way how people are managed in the workplace.

These scenarios hold bright prospects as well as uncertainties in higher education. Faced with the issue and concern for the delivery of quality education, the Commission on Higher Education (CHED) addresses the challenge by defining its policies and thrusts. These will help make its clients, the students, to be more productive and globally competitive graduates.

In response to the mandate of the CHED, institutions of higher learning feel the need for competent and skillful administrators, and the need has never been greater than before. Institutions of higher learning face a new situation on higher education. It holds some novel threats and presents some fresh opportunities. Given the uncertainty of the future, college and university administrators cannot allow their organizations to drift. Careful, expert management is now an imperative (Angehrn and Maxwell, 2010).

In the current rapidly changing knowledge society, the question of quality is the most important almost for each organization. This aim is also relevant for higher education institutions. Changes in higher education worldwide do seem to confront shared issues as well as well as those specific to distinctive national arrangements (Stanleigh, 2008). The expansion of expenditures in higher education has been associated with demands for enhanced accountability and effectiveness. These demands have required a more active managerial approach to the administration of universities (Shattock, 2007). It is also important for a higher education to manage change in order to maintain the same ability of its activities (Stanleigh, 2008).

There will be even greater pressure to perform and be accountable combined with the challenges of new forms of learning, new technologies for teaching, and new requirements for graduate competence. Underlying all this is deep uncertainty about the proper role and function of different universities in systems of mass higher education. It is the task of academic leaders to revitalize and energize their colleagues to meet the challenge of tough times with eagerness and with passion. The new tasks confronting higher education require changes in the administration of this vital link in education. The most substantial advantage a university in a competition and resource-hungry higher education system can possess is effective academic leadership. Moreover, a good leadership can make academic work a more enjoyable and more productive experience for everyone. The lack of managerial abilities, a complete understanding of the needs and objectives of the institutions, and a selfless dedication to achieving these objectives can leave an institution floundering and defenseless (Eliseeva, 2010). Thus, the leaders and managers of HEIs must have the skills and flexibility to thrive within this volatile environment (Hoff, 1999).

In the Philippines, during the academic year 2009-2010, there are 1,573 private higher educational institutions (HEIs) as compared to 607 public HEIs (CHED, 2010). A number of major HEIs in Manila are planning to set up campuses in the South Luzon area. For instance, the University of Santo Tomas has started to develop upcoming campuses at Santa Rosa City, a nearby locality in Batangas. This poses threat to the HEIs in the Batangas province as there will be more competitions for resources and increase competition for enrollees. Furthermore, new tertiary schools in Batangas were also established which also compete with the HEIs under study. It was also observed that some faculty members and rank and file employees have transferred from one HEI to another. This scenario may mean possible loss of enrollees and transfer of workforce. Morley (2003) claimed that higher education is a product that one buys rather than a process that one enters. The overt market forces, profit motives and commodification of private sector higher education mean that the concept of best value is paramount.

It is in this view that the researcher undertook this study to assess the status of the managerial skills of the administrators from selected

institutions of higher learning in Batangas so that a sustainable enhancement training and development model may be proposed. Such model may aid the administrators in addressing the current issues that HEIs face.

FRAMEWORK

A more fundamental change process may be needed using the concept and practice of a learning organization. This assumes a leadership role which is primarily to manage learning (Senge, 2000).

Garatt (1999) also describes the conditions which would prevail in an organization where learning is central: (1) people at all levels of the organization are encouraged to learn regularly and religiously from their work and to feedback such learning to other parts of the organization which could use them; (2) systems are set up to ensure that the learning is moved to those parts of the organization which need it; (3) learning is valued and rewarded in the organization; and (4) the organization is seen to continuously transform itself through the application of its learning, led by the attitudes and behaviors of its directors.

OBJECTIVES OF THE STUDY

This study aims (1) to assess the managerial skills of the administrators of selected private HEIs in Batangas with regard to communication skills, self-leadership, managing the task effectively, managing the people effectively, managing interpersonal relations, and solving problems; (2) to determine if there is a difference in the assessment of the administrators, faculty members, and rank and file employees with respect to the managerial skills variables; (3) to determine how significant is the relationship among the management skills of the administrators; and (4) to formulate an executive development program and training model based on the findings.

MATERIALS AND METHODS

Research Design

A descriptive-purposive research design and a survey method were used in the study. The face validated questionnaire was patterned from the survey instrument of Development Academy of the Philippines (DAP) agency, SKILLSCOPE evaluation tool (Kaplan, 2008) and that of the University of Rizal System.

Setting of the Study

Five (5) of the seven (7) well-established private institutions of higher learning in the province of Batangas, Philippines participated in the study. These are the De La Salle University-Lipa (DLSL) in Lipa City; First Asia Institute of Technology and Humanities (FAITH) in Tanauan, Batangas; Golden Gate Colleges (GGC), Lyceum of the Philippines University-Batangas (LPU), and St. Bridget College (SBC) in Batangas City.

Subjects of the Study

The sample consisted of 533 respondents, classified as administrators (Vice Presidents, Deans, Directors, Chief/Heads, Coordinators and Department Chairmen); the faculty; and rank and file employees from the five HEIs such as LPU (45.2%), DLSL (21.8%), FAITH (18.8%); GGC (9.4%); and SBC (4.9%) as shown in Table 1.

Table 1. Stratified sampling of the groups of respondents

RESPONDENTS	F (A)	%	F (F)	%	F (R)	%	OVERALL	%	RANK
DLSU - Lipa	15	19.5	59	19.9	42	26.2	116	21.8	2
FAITH – Tanauan	9	11.7	70	23.6	21	13.1	100	18.8	3
GGC – Batangas	6	7.8	26	8.8	18	11.2	50	9.4	4
LPU – Batangas	41	53.2	128	43.2	72	45.0	241	45.2	1
SBC – Batangas	6	7.8	13	4.4	7	4.4	26	4.9	5
TOTAL	77	14.4	296	55.5	160	30.0	533	100.0	

LEGEND: A – Administrators; F – Faculty; R – Rank and File

Table 2 shows the demographic characteristics of the groups of respondents. More than half are female (57.4%); many are married (47.1%); between 26-30 years old (24%), 31-35 years old (18.8%), and between 36-40 years old (15.8%). A high number of them have masters degree (31.0%). Nearly half (49.3%) have below 5 years of working experience. There are also 24.2% and 11.4% who served for the past 6-10 and 11-15 years, respectively.

Table 2. Profile of the respondents

Gender	Frequency	Percentage	Rank
Male	183	34.3	2
Female	306	57.4	1
Missing System	44	8.3	3
TOTAL	533	100	
Civil Status	Frequency	Percentage	Rank
Single	139	26.1	2
Married	251	47.1	1
Widow/Widower	8	1.5	4
Others	2	0.4	5
Missing System	133	25.0	3
TOTAL	533	100	
Age Range	Frequency	Percentage	Rank
Below 25 years old	78	14.6	4
26-30 years old	128	24.0	1
31-35 years old	100	18.8	2
36-40 years old	84	15.8	3
41-45 years old	51	9.6	5
46-50 years old	37	6.9	6
51-55 years old	23	4.3	8.5
56 and above years old	27	5.1	7
Missing System	5	0.9	8.5
TOTAL	533	100	
Educational Attainment	Frequency	Percentage	Rank
Bachelors degree	126	23.6	3
With Masters degree	153	28.7	2
Masters degree	165	31.0	1
w/ doctoral Units	50	9.4	4
Doctoral degree	33	6.2	5
Missing System	6	1.1	6
TOTAL	533	100	

No. of Years	Frequency	Percentage	Rank
Below 5 years	263	49.3	1
6-10 years	129	24.2	2
11-15 years	61	11.4	3
16-20 years	35	6.6	4
21-25 years	16	3.0	6
26 and above years	25	4.7	5
Missing System	4	0.8	7
TOTAL	533	100	

Statistical Treatment of Data

Mean, Ranking, and Verbal Interpretation were used to assess the management skills of the administrators while the Analysis of Variance (ANOVA) was used to determine the difference in the assessment of the respondents. Moreover, Pearson Product Moment Correlation Coefficient and Bivariate Correlation were used to determine the significant relationship among the management skills of the said administrators using the same managerial dimensions.

RESULTS AND DISCUSSION

The following are the salient findings of the study:

1. On the Assessments by the Administrators, Faculty, and Rank and File Employees on the Managerial Skills of the Administrators of Selected Private HEIs in Batangas

Table 3 shows that all areas in the communication skills are rated often by all respondents with overall means of 4.43, 4.39 and 4.30, respectively. The item that rank first is "uses internet, email", followed by "develops physical skills" with means of 4.49 and 4.48, respectively. On the other hand, they all agreed that the following communications skills rank last: "develops letter of reference/introduction effectively and efficiently" and "prepares letters of recommendations and endorsement effectively and efficiently" with means of 4.25 and 4.27, respectively. The overall obtained mean is 4.37 with a verbal interpretation of often.

This implies that all respondents exhibited no differences in their opinions about the communication skills exhibited by the administrators. They believe that communication is an important managerial skill that administrators must possess in an organization like HEIs. The finding is in agreement with the study of Hoff (1999) that sharing of information by a comprehensive system of communication is probably one of the strongest and most effective modes of empowering people within an organization. Moreover, communication between managers and employees provides the information necessary to get work done effectively and efficiently according to Robbins and Coulter (2007).

Table 3. Assessment of the managerial skills of the administrators as to communications skills

COMMUNICATION SKILLS	Administrators N = 77			Faculty N = 296			Rank and File N = 160			Overall N = 533		
	Mean	VI	Rank	Mean	VI	Rank	Mean	VI	Rank	Mean	VI	Rank
1. Oral communication skills: 1.1 develops physical skills	4.52	A	4	4.54	A	1	4.36	O	4	4.48	O	2
1.2 speaks with proper diction, intonation, choice of words	4.30	O	13	4.39	O	8	4.21	O	14	4.32	O	11
1.3 speaks clearly and fluently	4.30	O	13	4.43	O	6	4.28	O	10	4.36	O	8.5
2. Judgment skills 2.1 does not have personal biases when communicating to people	4.48	O	5.5	4.27	O	14.5	4.21	O	14	4.28	O	13
3. Listening skills 3.1 listens to his/ her people and maintains an atmosphere of trust and mutual respect	4.67	A	1	4.37	O	10.5	4.44	O	1	4.43	O	3.5
4. Reflecting skills 4.1 thinks and analyzes what to say before talking	4.48	O	5.5	4.37	O	10.5	4.30	O	8.5	4.36	O	8.5
5. Questioning skills 5.1 asks accurate information	4.61	A	2	4.42	O	6	4.39	O	3	4.43	O	3.5

6. Oral presentation skills: 6.1 prepares a clear presentation	4.39	O	8	4.44	O	4	4.31	O	5.5	.4.40	O	6
6.2 handles different types of audiences	4.42	O	7	4.42	O	6	4.31	O	6.5	4.39	O	7
7. Written communication skills 7.1 writes letters, office orders, memos, reports, proposals effectively and efficiently	4.33	O	11	4.35	O	9	4.30	O	7.5	4.33	O	10
7.2 prepares letters of recommendations and endorsement effectively and efficiently	4.30	O	13	4.30	O	13	4.23	O	12	4.27	O	14
7.3 develops letter of reference/ introduction effectively and efficiently	4.30	O	13	4.27	O	14.5	4.21	O	14	4.25	O	.15
7.4 writes personal business and social letters effectively and efficiently	4.37	O	9	4.33	O	13	4.24	O	11	4.30	O	12
8. Computer skills 8.1 knows the basic computer programs	4.36	O	10	4.46	O	3	4.35	O	5	4.42	O	5
8.2 uses internet, email	4.53	A	3	4.52	A	2	4.42	O	2	4.49	O	1
OVERALL MEAN	**4.43**	**O**		**4.39**	**O**		**4.30**	**O**		**4.37**	**O**	

LEGEND:
- 5 = Always = 4.5 - 5.00
- 4 = Often = 3.5 - 4.49
- 3 = Sometimes = 2.5 - 3.49
- 2 = Seldom = 1.5 - 2.49
- 1 = Never = 1.0 - 1.49

Table 4 presents the self-leadership skills of the administrators. As shown, the administrators believe that they always exemplify the components of self-leadership from sets priorities well, distinguishes clearly between important and unimportant tasks, to make needed adjustment in own behavior with an overall mean of 4.50. On the other hand, such skills of the administrators were rated often both by the faculty (4.36) and the rank and file (4.27).

They assigned the highest ratings to "optimistic, takes the attitude that most problems can be solved", followed by "sets priorities well,

distinguishes clearly between important and unimportant tasks" with overall means of 4.44 and 4.43, respectively while the lowest ratings to "willing to admit ignorance" and "can deal with setbacks, bounces back from failure and defeat" with overall means of 4.21 and 4.30, respectively. The overall obtained means is 4.35 with a verbal interpretation of often.

Table 4. Assessment of the managerial skills of the administrators as to self-leadership

SELF-LEADERSHIP	Administrators N = 77			Faculty N = 296			Rank and File N = 160			Overall N = 533		
	Mean	VI	Rank	Mean	VI	Rank	Mean	VI	Rank	Mean	VI	Rank
1. Sets priorities well, distinguishes clearly between important and unimportant tasks	4.52	A	3.5	4.45	O	1.5	4.37	O	1.5	4.43	O	2
2. Deals with interruptions appropriately knows when to admit interruptions and when to screen them out	4.49	O	5	4.33	O	5	4.22	O	5.5	4.32	O	5
3. Can deal with setbacks, bounces back from failure and defeat	4.41	O	7	4.32	O	6	4.22	O	5.5	4.30	O	6
4. Is willing to admit ignorance	4.45	O	6	4.21	O	7	4.13	O	7	4.21	O	7
5. Is optimistic, takes the attitude that most problems can be solved	4.61	A	1	4.45	O	1.5	4.37	O	1.5	4.44	O	1
6. Strives a reasonable balance between his/her worklife and private life	4.52	A	3.5	4.39	O	3	4.33	O	3	4.39	O	3
7. Makes needed adjustment in own behavior	4.56	A	2	4.37	O	4	4.27	O	4	4.36	O	4
OVERALL MEAN	4.50	A		4.36	O		4.27	O		4.35	O	

This implies that these groups of respondents vary in their opinions as to the self-leadership skills of their administrators. The finding is similar to the study of Goldberg (2006) that the quality of educational

leadership and the culture of individual schools vary from leader to leader and from place to place. According to Cheung et. al. (2001), leadership roles are difficult to evaluate; yet, it can be expressed by leader's behavior. Leaders displaying leadership behavior can increase the level of satisfaction of the team members and improve the performance of the team.

Table 5 presents the skills of the administrators on managing the tasks effectively.

All areas are rated often by all the respondents with overall means of 4.45, 4.30 and 4.24, respectively. Of the eight areas covered, the item that ranks first is "prepares plans and sets goals for the College/Department/Institution effectively", followed by "checks if the plans are being accomplished based on targets, scheduled deadlines and if they meet the quality standards" with means of 4.45 and 4.43, respectively. On the other hand, they all agreed that the following items rank last: "implements career planning in staff appraisal" and "maintaining control measures in budgeting, fiscal planning, accounting and control" with means of 4.20 and 4.22, respectively. The overall obtained mean is 4.30 with a verbal interpretation of often.

This implies that all respondents expressed parallel assessment that all the areas covered are only exhibited to often level of effectiveness.

Table 5. Assessment of the managerial skills of the administrators as to managing the tasks effectively

MANAGING THE TASKS EFFECTIVELY	Administrators N = 77			Faculty N = 296			Rank and File N = 160			Overall N = 533		
	Mean	VI	Rank	Mean	VI	Rank	Mean	VI	Rank	Mean	VI	Rank
1. Prepares plans and sets goals for the College/ Department/ Institution effectively	4.54	A	2.5	4.45	O	1.5	4.42	O	1	4.45	O	1
2. Checks if the plans are being accomplished based on targets, scheduled deadlines and if they meet the quality standards	4.54	A	2.5	4.45	O	1.5	4.35	O	3	4.43	O	2

3. Implements career planning in: 3.1 staff appraisal	4.33	O	13	4.21	O	12	4.12	O	13	4.20	O	13
3.2 exploring opportunities	4.46	O	6	4.24	O	11	4.15	O	11	4.24	O	10
3.3 preparing plans	4.49	O	4	4.30	O	4.5	4.24	O	5.5	4.30	O	4.5
3.4 implementing plans	4.46	O	6	4.28	O	6	4.24	O	5.5	4.39	O	6
4. Practices management control in: 4.1 selecting, training and development of resources	4.42	O	9	4.27	O	7.5	4.21	O	9	4.27	O	8
4.2 maintaining control measures in budgeting, fiscal planning, accounting and control	4.37	O	11	4.19	O	13	4.22	O	8	4.22	O	12
5. Has designed and efficiently monitoring mechanisms to ensure quality of activities and operation	4.34	O	12	4.25	O	10	4.17	O	10	4.24	O	10
6. Implements productivity techniques	4.41	O	10	4.27	O	7.5	4.25	O	7	4.28	O	7
7. Changes management skills: 7.1 uses computer in preparing communication	4.58	A	1	4.40	O	3	4.39	O	2	4.42	O	3
7.2 goes online	4.45	O	8	4.30	O	4.5	4.26	O	4	4.30	O	4.5
8. Organizational and political sensitivity	4.46	O	6	4.26	O	9	4.13	O	12	4.24	O	10
OVERALL MEAN	4.45	O		4.30	O		4.24	O		4.30	O	

This supports the claim of Thompson (2002) that leadership is needed at all stages of change, and the type of leadership may be different at different stages, but it is arguably most needed when initiating and planning change.

Furthermore, the data, indeed, are in support of the philosophy that the researcher has adopted where according to the human resource experts, the performance of a subsystem also affects the performance of the other subsystems (Jacob, 1999). Therefore, if the administrators

of these institutions only often exhibit their managerial skills in the operation and management of the other aspects of the organization, expectedly, there is only average performance experience and average productivity output of the people and which findings significantly affect the quality and capability of people to carry out the vision, mission and goals of the institutions, and eventually, affect, not only the internal but also external environment of the institutions.

Table 6 reveals that the administrators always exhibited the skills in managing the people effectively in twelve (12) areas; and often level in two of the areas covered with an overall mean of 4.59. However, both the faculty and rank and file respondents believed that their administrators only often demonstrated their managerial skills with overall means of 4.33 and 4.32, respectively.

Table 6. Assessment of the managerial skills of the administrators as to managing the people effectively

MANAGING THE PEOPLE EFFECTIVELY	Administrators N = 77			Faculty N = 296			Rank and File N = 160			Overall N = 533		
	Mean	VI	Rank	Mean	VI	Rank	Mean	VI	Rank	Mean	VI	Rank
1. Practices shared decision making	4.64	A	4	4.32	O	9	4.34	O	7	4.36	O	7.5
2. Motivates people to work effectively and efficiently	4.69	A	2	4.34	O	5	4.36	O	5	4.39	O	4
3. Empowers subordinates by delegating tasks	4.63	A	5	4.33	O	7.5	4.32	O	8.5	4.37	O	6
4. Maintains quality services through effective supervision	4.61	A	6	4.30	O	11	4.32	O	8.5	4.34	O	9
5. Manages through increased autonomy	4.51	A	11.5	4.25	O	13	4.17	O	14	4.26	O	14
6. Enhances human productivity through training and professional growth	4.55	A	9	4.31	O	10	4.26	O	10.5	4.33	O	10
7. Is sensitive to the needs of his/her people	4.60	A	7	4.24	O	14	4.26	O	10.5	4.29	O	13
8. Conducts regular meetings and consultations	4.49	O	13	4.33	O	7.5	4.23	O	13	4.32	O	11

Item	Mean		Rank	Mean		Rank	Mean		Rank	Mean		Rank
9. Monitors and evaluates performance of his/her people in regular basis	4.51	A	11.5	4.29	O	12	4.25	O	12	4.30	O	12
10. Strictly implements the policies, rules and regulations of the institution	4.54	A	10	4.34	O	5	4.38	O	4	4.38	O	5
11. Implements new philosophy based on: 11.1 school vision/ mission	4.67	A	3	4.46	O	1	4.41	O	2	4.46	O	1
11.2 existing needs	4.58	A	8	4.41	O	2	4.41	O	2	4.46	O	2
12. Knows very well how to manage and attends to the needs of his/her people and has confidence to assert his/her authority and impose discipline when it is necessary	4.48	O	14	4.34	O	5	4.35	O	6	4.36	O	7.5
13. Recognizes the contributions of his/her people to the College/ Department/ Institution	4.76	A	1	4.38	O	3	4.41	O	2	4.43	O	3
OVERALL MEAN	4.59	A		4.33	O		4.32	O		4.36	O	

The item with the highest level of assessment is in "implements new philosophy based on school mission/vision and existing needs" followed by "recognizes the contributions of his/her people to the College/Department/Institution" with overall means of 4.46 and 4.43, respectively. The least in rank are "manages through increased autonomy", sensitive to the needs of his/her people" and "monitors and evaluates performance of his/her people in regular basis" with overall means of 4.26, 4.29 and 4.30, respectively.

This implies that there is diversity of opinions by the groups of respondents since they seem to disagree on the managerial skills utilized in the management of people and divergent views on the conduct of the administrators in how they relate themselves to their subordinates and the same trigger strong reactions on how people are managed and governed in the organizations.

According to the human resource experts, Rothwell and Kazanas (2004), these all boil down to one thing: people, people, people, people . . . and it is the people whether one can organize those people to achieve an end result that counts. Moreover, Thomson (2002) stated that managing people is the most complex dimension of management, and arguable one which is the most difficult to learn.

Table 7 shows that the administrators believe that they always (4.51) exemplify the managing interpersonal relation skill.

On the contrary, both the faculty and rank and file employees seem to contradict the assessment of their superior since their assessment obtains only means within the often level with obtained means of 4.29 by the faculty and 4.30 by the rank and file. The overall obtained mean is 4.32 with a verbal interpretation of often.

The items with the highest rank are "has a good rapport and friendly relations with personnel/staff", followed by "practices interpersonal sensitivity", and "works well with others using creative development skills" with overall means of 4.40 and 4.31, respectively. On the other hand, the following items get an overall mean of 4.30 and are ranked last: "effectively handles conflicts among personnel/staff arriving at a win-win solution to the problem", "works with others using team building" and "possesses networking and building partnership skills".

Table 7. Assessment of the managerial skills of the administrators as to managing interpersonal relations

MANAGING INTERPERSONAL RELATIONS	Administrators N = 77			Faculty N = 296			Rank and File N = 160			Overall N = 533		
	Mean	VI	Rank	Mean	VI	Rank	Mean	VI	Rank	Mean	VI	Rank
1. Practices interpersonal sensitivity	4.54	A	2	4.27	O	5	4.30	O	2.5	4.31	O	2.5
2. Effectively handles conflicts among personnel/staff arriving at a win-win solution to the problem	4.48	O	5	4.26	O	6	4.30	O	2.5	4.30	O	5
3. Works with others using: 3.1 team building	4.51	A	4	4.28	O	3.5	4.25	O	5	4.30	O	5
3.2 creative development skills	4.55	A	1	4.28	O	3.5	4.27	O	4	4.31	O	2.5

4. Possesses networking and building partnership skills	4.45	O	6	4.30	O	2	4.23	O	6	4.30	O	5
5. Has a good rapport and friendly relations with personnel/staff	4.52	A	3	4.35	O	1	4.45	O	1	4.40	O	1
OVERALL MEAN	4.51	A		4.29	O		4.30	O		4.32	O	

This implies that there is a difference in the assessment of administrators and the faculty and rank and file. This is due to the fact that any organization does not exist in a vacuum and is not without problem and difficulties, especially when people are concern.

These findings lend support to what Cabochan (2008) emphasizes on the significance of using people-driven strategy and the need to utilize people since they are at the heart of the corporate culture and developing effective interpersonal relations redounds to progress and productivity of the institution's output.

Table 8 presents the five areas covered under the dimension on solving problems. All areas are rated often by the three groups of respondents with an overall mean of 4.41 by administrators, 4.32 by faculty, and 4.35 by rank and file. Using the overall ranking of the obtained means of the subjects, they rank "seeks information, analyzes them before making a decision" as the highest with an obtained mean of 4.38, followed by 4.35 in "analyzes problems using critical skills", while "conducts needs analysis" and "formulates strategic plans" are ranked as fourth and fifth with obtained overall means 4.26 and 4.34, respectively.

Table 8. Assessment of the Managerial Skills of the
Administrators as to Solving Problems Effectively

SOLVING PROBLEMS EFFECTIVELY	Administrators N = 77			Faculty N = 296			Rank and File N = 160			Overall N = 533		
	Mean	VI	Rank	Mean	VI	Rank	Mean	VI	Rank	Mean	VI	Rank
1. Conducts needs analysis	4.27	O	5	4.24	O	5	4.29	O	5	4.26	O	5
2. Analyzes problems using critical skills	4.45	O	3	4.31	O	3.5	4.37	O	3	4.35	O	2
3. Seeks information, analyzes them before making a decision	4.48	O	1.5	4.33	O	2	4.43	O	1	4.38	O	1

4. Formulates strategic plans	4.39	O	4	4.32	O	3.5	4.35	O	2	4.34	O	4
5. Designs and implements action plan	4.48	O	1.5	4.34	O	1	4.32	O	4	4.35	O	3
OVERALL MEAN	4.41	O		4.31	O		4.35	O		4.33	O	

This implies that the three groups of respondents consensually expressed that they often encountered and solved their problems effectively. The ability to handle conflicts is undoubtedly one of the most important interpersonal skills an administrator needs.

Definitively, the crux of the problem met is in needs analysis and in the formulation of strategic plans needed to arrive at decisions to resolve problems. According to Hoff (1999), identifying needs by conducting an environmental scan is a good first step in determining possible strategic direction.

A synthesis of the overall composite mean on the assessment of the three groups of respondents is presented in Table 9. From the six dimensions listed, the leading managerial skills are the communication skills, self-leadership and managing people effectively with composite means of 4.37, 4.35 and 4.34, respectively. On the other hand, the bottom three managerial skills are solving problems effectively, managing interpersonal relations effectively, and managing the task effectively, with composite means of 4.33, 4.32, and 4.30, respectively.

Table 9. Composite Mean in the Assessment
of Administrators, Faculty Members, and Rank and File on the
Six Dimensions of Managerial Skills

Dimensions	X	VI	Rank
Communication Skills	4.37	O	1
Self-Leadership	4.35	O	2
Managing the Task Effectively	4.30	O	6
Managing the People Effectively	4.34	O	3
Managing Interpersonal Relations Effectively	4.32	O	5
Solving Problems Effectively	4.33	O	4
Overall Composite Mean	4.34	O	

The overall composite mean of 4.34 under the often level of assessment indicates very strong evaluation that these dimensions on the management skills of administrators influenced how human resources are managed in the institution which also brings to fore the need to further enhance the human resource skills of the institution under study to optimize delivery of quality services to the personnel.

2. Significant Difference in the Assessments of the Respondents on the Effectiveness of the Managerial Skills of the Administrators of Selected HEIs

Table 10 shows the significant difference in the assessment of the three groups of respondents on the managerial skills of their institution administrators.

Table 10. ANOVA table on the difference in the assessment of administrators, faculty members, and rank and file on the managerial skills of their institution administrators

		Sum of Squares	Df	Mean Square	F	Sig.	Ho	Verbal Interpretation
Communication Skills	Between Groups	1.108	2	.554	2.090	.125	Accept	Not Significant
Self-Leadership	Between Groups	2.579	2	1.290	3.961	.020	Reject	Significant
Managing the Task Effectively	Between Groups	2.012	2	1.006	3.079	.047	Reject	Significant
Managing the People Effectively	Between Groups	4.027	2	2.013	5.623	.004	Reject	Significant
Managing Interpersonal Relations Effectively	Between Groups	2.689	2	1.345	3.261	.039	Reject	Significant
Solving Problems Effectively	Between Groups	.649	2	.325	.758	.469	Accept	Not Significant

The computed F values for communication skills and solving problems effectively, do not exceed the critical value; thus, there is no significant difference on the assessment of the three groups of respondents.

On the other hand, the computed F values for self-leadership, managing tasks effectively, managing people effectively, and managing interpersonal relations, exceeds the critical value; thus, there is a significant difference in the assessment of the three groups of respondents.

Interestingly, the results provide confirmation of the dominance of the magnitude of variance in the assessment of the groups of respondents since differing views seem to prevail on how the institution administrators manage their human resources particularly on the self-leadership, managing the task, managing the people and managing interpersonal relations. This shows that the extent of how the managerial skills are utilized in their respective institutions varies. Considering the setting of the study which includes selected HEIs in Batangas, the manner on how they manage their human resources differs.

This implies that these groups of respondents do not only express their perception, but also equal concern on the greater need to enhance the management of people in these institutions. The academic community just cannot ignore these concerns since these are issues commonly encountered by faculty and rank and file and should be given the highest priority in the institution.

The finding is similar with the study of Broadbent (2007) that since HEIs activities are incredibly complex, the management of such is correspondingly complicated. Bajaj (2001) highlighted the paradigm shift in management of Colleges due to all around changing environment. Guiley et. al. (2008) demonstrated that the perceived importance of specific managerial skills and abilities are necessary for successful change and innovation. Thus, to enhance the effectiveness of the skills, organizations will be interested in assessing and improving the managerial skills of the administrators. As suggested by Dessler (2002), a management and training program where managers and executives are exposed to actual problems and tasks evaluation will serve as a fertile ground where they can be honed and developed, not only as excellent administrator, but also as excellent leader.

Correlation of the Managerial Skills of the Administrators of Selected HEIs as to the Managerial Dimensions

To determine if significant correlation exists among the managerial skills dimensions of the administrators of selected HEIs in Batangas, Pearson r is applied.

Table 11 presents the correlation analysis of the dimensions of managerial skills of the administrators of selected institutions of higher learning in Batangas. As shown, there is a consistent verbal interpretation of very high significant relationship or correlation because the obtained r values were between .115-1.00.

In summary, all the managerial skills dimensions required of the institution administrators are found to have strong relationship in all the various variables in the dimensions. The finding supports the claim of Kaifi (2010) and Mujtaba (2010) that modern managers and leaders must be effective by having relevant technical, human and conceptual skills based upon their ranks in the leadership hierarchy. Moreover, the lack of managerial abilities, a complete understanding of the needs and objectives of the institutions, and a selfless dedication in achieving these objectives by the leaders can place the college or university into a confused, defensive position (Elisseva, 2010). Developing different skills requires lifelong learning, and a degree of initiative about personal development among the managers and leaders (Thomson, 2002).

Table 11. Correlation analysis of the dimensions of managerial skills of the administrators of selected HEIs in Batangas

Dimensions	r-value	P-value	Ho	Interpretation
Communication Skills vs:				
- Self-leadership	.741	.001	Reject Ho	Very High Significant Relationship
- Managing Task	.723	.001	Reject Ho	Very High Significant Relationship
- Managing the People	.738	.001	Reject Ho	Very High Significant Relationship

- Managing Interpersonal Relations	.692	.001	Reject Ho	Very High Significant Relationship
- Solving Problems	.713	.001	Reject Ho	Very High Significant Relationship
Self-Leadership vs:				
- Managing the Task	.739	.001	Reject Ho	Very High Significant Relationship
- Managing the People	.755	.001	Reject Ho	Very High Significant Relationship
- Managing Interpersonal Relations	.730	.001	Reject Ho	Very High Significant Relationship
- Solving Problems	.707	.001	Reject Ho	Very High Significant Relationship
Managing the Task vs:				
- Managing the People	.835	.001	Reject Ho	Very High Significant Relationship
- Managing Interpersonal Relations	.701	.001	Reject Ho	Very High Significant Relationship
- Solving Problems	.781	.001	Reject Ho	Very High Significant Relationship
Managing the People vs:				
- Managing Interpersonal Relations	.844	.001	Reject Ho	Very High Significant Relationship
- Solving Problems	.829	.001	Reject Ho	Very High Significant Relationship
Managing Interpersonal Relations vs:				
- Solving Problems	.805	.001	Reject Ho	Very High Significant Relationship

LEGEND:

r obtained from .115 to 1.00 = very high significant relationship at .01 level

df = 531

CONCLUSION AND RECOMMENDATIONS

From the salient findings of the study, the following conclusions were drawn. All the managerial dimensions exhibited by the administrators, namely communication skills, self leadership, managing the task effectively, managing the people effectively, managing interpersonal dimension effectively, and solving problems effectively, were rated often. There is no significant difference in the assessment of the three groups of respondents in terms of communication skills and solving problems effectively. However, there is a significant difference in terms of self leadership, managing the task effectively, managing the people effectively, and managing interpersonal relations effectively. There is a very high significant relationship among all the managerial skills dimensions required of the institution administrators using the same managerial dimensions. The managerial skills of the administrators have to be enhanced to improve the quality of people in the institution. The Proposed Executive Development Program and Training Model are strongly recommended.

Proposed Executive Development and Training Model

Using the social systems dimensions, the Model hopes to enhance the knowledge, skills and competencies of the administrators of the universities and colleges' through series of professional training and development seminars. Virtually, all the accountability system of an educational system calls for numerous and systematic changes in organizing, teaching and management and administering schools.

There are dimensions of a social system which serve as leverage points for change. These include enhancing individual education knowledge and motivation through professional training and development, changing the institution structure to a professional bureaucracy, modifying institution culture and climate with participative decision making and two-way communication and upgrading the technical core with the most innovative and latest instructional methodology and curriculum.

To do these takes a lot of initiative on the part of the institution administrators and managers. Making the transformations is a difficult task since the plethora of initiative demand professional training and development of the administrators if they want to ensure success in their professional and academic growth.

It is therefore important for the researcher to put in place the development program and training for educational administrators which will focus both on the professional accountability development and training model which will require the administrators develop new knowledge, skills and beliefs for them to face the challenge and demand. The proposed model is a comprehensive training package.

Rationale of the Proposed Executive Development and Training Model

In recognition of the pressing need for a new form of professional development and training and the institutions' strategies to face the challenges and demands of innovation and responsive development of people in the organization, this Executive Development Program and Training Model is designed and developed focusing on the professional working of institutional administrators of higher education institutions. It will explore how HEIs administrators promote the synergic and multi-disciplinary learning to increase their innovativeness and the impact on the management of people in the organization. This intended model is for human resource administrators, executives, managers, educational administrators, professional educators, policy makers, and other interested researchers.

The OUTPUT concentrates on the human resources roles, functions, and processes viewing educational institutions for its setting and considering the need for the administrators to be competent and efficient leaders in the management and operation of institutions of higher learning.

Though, a successful school administrator is aware of the major human resources roles and functions, his administrative performance depends greatly upon maintaining a high quality of human resources.

To further accomplish the institution goals and objectives, a strategic human resource planning is needed to ensure that the human

resources requirements of the education system are efficiently and effectively complied. One of the system requirements is the competency and skills of the people who manage the institution. To do this, an analysis of the environment is conducted to determine the human resources' compliance to the adequacy, availability, competence, and qualification of people who manage the institution and what follows is a comprehensive matrix of the proposed executive development program and training model (Exhibit 1).

In crafting and articulating the fundamentals of the organization requirement – VISION, MISSION, GOALS and OBJECTIVES, the organization needs to define the key result areas KRAs) from the strategies and thrusts and translate them into key performance indicators (KPI).

To do this, the Human Resource Manager (HRM) should be armed with the appropriate managerial tools and vision of how he expects to realize the Vision/ Mission/ Goals and Objectives of the organization.

From the findings of the surveys conducted by the researcher, she submits a Proposed Executive Development Program and Training Model for the perusal of the institutions under study.

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