

**LEADERSHIP STYLES, MANAGEMENT FUNCTIONS AND  
PRODUCTIVITY OF COLLEGE DEANS AMONG  
SUCs IN EASTERN VISAYAS: INPUT FOR A  
TRAINING PROGRAM**

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**A Dissertation  
Presented to  
The Faculty of College of Graduate Studies  
Samar State University  
Catbalogan City**

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**In Partial Fulfillment  
of the Requirements for the Degree  
Doctor in Philosophy major in  
Educational Management**

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**LANIE M. PACADALJEN  
March 2012**

## APPROVAL SHEET

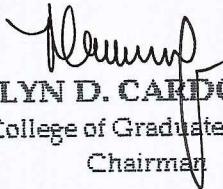
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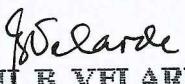
  
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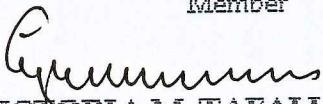
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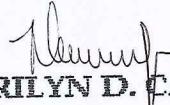
  
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## ACKNOWLEDGMENT

With profound gratitude and sincere appreciation, the researcher wishes to acknowledge the following persons who contributed much to the completion of this work without whose effort, generous support, unfailing guidance and concern, this work would not have been possible.

First and foremost, to God Almighty, for the gift of life and for the enormous and countless blessings He has bestowed upon the researcher.

To Dr. Eusebio T. Pacolor, SSU President, the researcher's adviser, for his brilliant ideas, expertise and encouragement in the completion of this work.

To the distinguished chairman and members of the oral evaluation committee, Dr. Marilyn D. Cardoso, Dean, College of Graduate Studies/ Vice President for Academic Affairs, Dr. Felisa E. Gomba, Vice-President for Planning, Research and Extension Services, Dr. Ronald L. Orale, Director, Planning Research and Extension, Dr. Letecia R. Guerra, Education Supervisor , DepEd Samar Division, Dr. Gail B. Velarde, retired Dean of the College of Education, and Dr. Victoria M. Tafalla, the current Dean, College of Education for their constructive criticisms and valuable suggestions that contributed much to the refinement of the manuscript.

To Dr. Simon P. Babalcon, Jr., President Emeritus, whose concern for professional development of his employee have extended genuine concern by granting the researcher the time to travel on official time basis during

distribution and retrieval of questionnaires in 10 State Universities and Colleges in Region VIII, and providing financial aid for her dissertation work;

To her understanding and very supportive Dean of the College of Engineering , Engr. Ma. Lourdes P. Amante for granting her application for leave for this purpose thereby causing missed sessions in her engineering classes.

To all her mentors in the College of Graduate Studies who have shared their best to achieve excellence in the program, Dr. Eusebio T. Pacolor, Dr. Simon P. Babalcon, Jr., Dr. Lydia A. Gonzales, Dr. Jose S. Labro, Dr. Alfredo D. Dacuro, Dr. Deborah Marco, Dr. Luisito M. Quitalig whose brilliance inspire the researcher to finish this work;

To Dr. Rebecca Sabarre, University Librarian, for providing the researcher the needed books, dissertations, magazines and clippings .

To Engr. Rafael Escareal, and the teaching staff of the College of Engineering namely: Engr. Lady Ann Fabillar, Engr. Aprille Ellen E. Quebada , Engr. Gilbert Hilvano, Engr. Mirador Labrador, Engr. Constancio Mercolita, and Dr. Rodrigo Estrada, for the gift of friendship and acceptance despite her frailties.

To her classmates whom she found true friendship, Nora L. Lopez, Maria Annabelle Daca, Esther Natividad Alvarez, Elena S. de Luna, and Acela Buen.

To the College of Graduate Studies staff, Miss Aileen Abayare and Mrs. Emma Q. Tenedero, for the countless assistance they have extended during the various facets of this study;

To the Deans, Associate Deans/Department Heads and Faculty Members of State Universities and Colleges in Region VIII during the school year 2011-2012 who served as respondents of this study for their cooperation in the distribution, accomplishment and retrieval of questionnaire-checklist;

To my late parents, Manuel and Adelina for their ever special nurturing whom I become who and what I am today;

To my siblings, Mano Boyboy, Nocnoc, Mana Baby and Ate Eday for their genuine love and care;

To my son, Kim Lawrence and husband Randy, whose love, care and understanding motivate the researcher to aspire for the best. They gave me the reason to live, smile, explore and enjoy the marvelous beauty of life.

*Lanie*

# *Dedication*

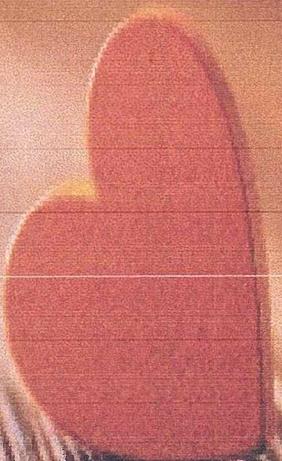
This humble piece of work is heartily and lovingly dedicated to the most treasured people in my life...

To my late parents, brothers and sisters for their genuine love and care.

My husband Randy and son, Kim Lawrence, who made me feel worthy, happy and complete,

And above all to Almighty God who have given me knowledge and wisdom to face the challenges of life...

*Lanie*



## ABSTRACT

This study determined and assessed the leadership styles, management functions and productivity of College Deans among State Universities and Colleges in Eastern Visayas as the basis for developing a training program. This study employed the descriptive research design. The aforementioned research design was used in discerning the degrees of correlation of leadership styles, management functions and productivity of College Deans as perceived by themselves, department heads and faculty members. As regards to department heads' perceptions towards participative leadership style on the extent of preference, they rated "much preferred" as evidenced by the obtained grand mean of 4.26; on the extent of knowledge and manifestation, the assessment was "much knowledgeable" and "much manifested" as evidenced by the obtained grand means of 4.26 and 4.22, respectively. Performance rating correlated significantly with the extent of preference of college deans while international training and performance rating for the extent of knowledge and manifestation along supportive style. Among the demographic variables only academic rank and international trainings attended by the college deans influences their preference towards participative style, and educational attainment and monthly income on the extent of knowledge. The College deans must be provided with ample information on leadership styles, management functions and productivity to improve their leadership, management and productivity skills.

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## Chapter 1

### THE PROBLEM AND ITS SETTING

#### Introduction

Modern civilization depends largely on organizations as the most rational and efficient form of social interaction for it combines personnel and its resources, weaving together leaders, experts and workers. It continually evaluates the performance of the people behind it and adjusts accordingly in order to achieve goals and meet desired outcomes.

In the Philippines, the higher education system is a key player in the educational and integral formation of competent, service-oriented, principled and productive citizens. It has four-fold functions of instruction, research, extension and production. Through these, it becomes the prime mover to the nation's socio-economic growth and sustainable development. The mission of the higher educational system is to educate and train Filipinos for enhanced labor productivity and responsible citizenship in an environment where educational access is equitable, at the same time inculcating nationalism and patriotism in the hearts and minds of the students and graduates. More particularly, the Commission on Higher Education is mandated to accelerate the development of high-level professionals ready to meet international competitions and to serve as Centers for Research and Development. The CHED recognizes the enormous contribution of higher education institutions in

the growth, and the prominence of tertiary education in the country and in the Asia-Pacific. It is responsible for formulating and implementing policies , plans and programs for the development and efficient operation of the system of higher education in the country (Cabada, 2008:29-30).

Clearly, managers and leaders of our educational institutions must be of the highest quality if that institution wants to become effective and efficient in the delivery of services to their target clientele (Rodriquez and Echanis, 2001: 5). Meanwhile, the issue on proliferation on tertiary level institutions such as State Universities and Colleges in the country continues unabated even as concerned authorities hold on to various moratorium schemes as far as the opening of new colleges and programs is concerned, in accordance with the Presidential Commission to Survey Philippine Education (PSCPE) recommendation to have more and more programs for fewer and fewer students.

In a recent survey of Asia's Best Universities, the most prestigious schools in the country could not make it to the top 20. University of the Philippines , however , took pride in having been ranked 35<sup>th</sup> out of 79 state universities in the Asia-Pacific Region in 2001, showing according to its newsletter , a 13-step improvement on its 2000 ranking of 48<sup>th</sup> in the field of 75, and on its median ranking of 27 in the 1999 survey (Lasan, 2002: 11).

Three leading private universities of the country placed 71<sup>st</sup>, 76<sup>th</sup>, and 78<sup>th</sup> via ranking based on academic reputation (20.00 percent), research output (20.00 percent), and financial resources (10.00 percent). In the light of these realities, the

Commission on Higher Education (CHED) should be clothed with more authority to implement rules and regulations vis-à-vis its responsibility of safeguarding the standards of higher education. For its part, the CHED carries on faithful compliance of its constitutional mandate to supervise and oversee the effective delivery of quality education institutions of the country through enhancing quality and excellence, ensuring relevance and responsiveness, improving efficiency and effectiveness, and broaden access and equity in higher education to steadfastly incise the local Filipino (Lasan, 2002:11). Moreover, the Commission on Higher Education acknowledged the deteriorating quality education for tertiary education which can be attributed to the critical areas of concern, including the lack of overall vision, framework, plan and the limited access to higher education by which administrators usually fail to address (Lasan, 2002:11).

In a survey conducted by Castano as cited by Cabada (2008:45) that assessed the efficiency of 59 State Universities and Colleges (SUCs) in the Philippines from 1999-2003, using Data Envelopment Analysis-Productivity Model, empirical results show that SUCs ranked high in managerial efficiency, 49 (83.00 percent) out of 59 SUCs of the educational institutions are efficient. However, it is alarming to note that six (10.17 percent) out of 59 SUCs are showing technological progress. In terms of total factor productivity, SUCs have an index score of 1.002 which implies a positive productivity growth. The main source of productivity growth is due to technical efficiency rather than

innovation. In general, SUCs show a 5.2 percent technological regression over the time period. Furthermore, technical efficiency has an average of 95.4 percent compared with 96.6 percent (variable returns to scale). Finally, the SUCs obtain a below frontier efficiency score.

Not all management occurs in the form of an organizational system. Management may be a single human individual. Thus, a Dean in particular, who leads a certain College in a University, manages not only himself but his faculty members as well. Management functions of these Deans should be utilized to an extent that everybody in the organization benefits his management. Management success is gained through accomplishment of mission, goals and objectives. However, accomplishing mission, goals and objectives is not sufficient. Success requires both effectiveness and efficiency on the part of the Dean.

Recognizing the importance of the College Deans' role in the educative process and in the organization, this study is conceived to assess the leadership styles, management functions and productivity of College Deans among State Universities and Colleges in Eastern Visayas.

#### Statement of the Problem

This study determined and assessed the leadership styles, management functions and productivity of College Deans among State Universities and Colleges in Eastern Visayas as basis for developing a training program.

Specifically, it sought answers to the following questions:

1. What is the socio-economic profile of the College Deans among SUCs in Eastern Visayas as to:

- 1.1 age and sex;
- 1.2 civil status;
- 1.3 educational attainment;
- 1.4 academic rank ;
- 1.5 teaching experience;
- 1.6 administrative experience;
- 1.7 relevant in-service training;
- 1.8 performance rating, and
- 1.9 monthly income?

2. To what extent do College Deans have preference , knowledge and manifestation with the following leadership styles?

- 2.1 participative;
- 2.3 supportive;
- 2.4 directive, and
- 2.5 achievement-oriented?

3. As perceived by the College Deans, Associate Deans/ Department Heads and faculty members, to what extent do College Deans have knowledge, importance and implementation with respect to the following management functions:

- 3.1 planning;
- 3.2 organizing;
- 3.3 leading, and
- 3.4 controlling?

4. Are there a significant differences on the extent of knowledge, importance and implementation on the aforementioned management functions of the College Deans by:

- 4.1 by group of respondents, and
- 4.2 by type of College?

5. Is there a significant relationship between the extent to which College deans have knowledge, importance and implementation on their management functions in terms of their profile?

6. What is the level of productivity of the College deans along the following areas:

- 6.1 instruction;
- 6.2 research;
- 6.3 extension, and
- 6.4 production ?

7. Are there significant relationships between leadership styles, management functions and productivity of College deans?

8. Based on the findings of the study, what inputs for a training program can be developed?

## Hypotheses

Based on the questions proposed, the following null hypotheses were tested using the appropriate statistical measures:

1. There are no significant differences on the extent of knowledge, importance and implementation on the aforementioned management functions of the College Deans by:

1.1 by group of respondents, and

1.2 by type of College? .

2. There are no significant relationships between the extent to which College deans have knowledge, importance and implementation on their management functions in terms of their profile.

3. There are no significant relationships between leadership styles, management functions and productivity of College deans.

## Theoretical Framework

The foundation of this study is anchored on Management Dimensions of Drucker (1978:40-48) who viewed management dimensions in terms of economic performance , productive work and worker achievement, social impact and social responsibilities of the enterprise, time administration and entrepreneurship. Economic performance refers to the purpose or specific mission of an institution. To be productive, it must perform by making its human

resources productive. Moreover, fundamental concern of the institutions must be the improvement of the quality of life of man in relation to his physical, human and social environment. For the matter, management has to be conscious of time , with respect to the long range impact of short run economic decisions of the economic environment and natural resources to harmonize the present and the future.

The study is also anchored on the path-goal theory of leadership effectiveness of House (1971: 321-328). This theory states that the leader's job is to use structure, support and rewards to create a work environment that helps employees reach the organization's goals. The two major roles involved are to create a goal orientation and to improve the path toward the goals so that they will be attained. In this theory, the leaders identify employee needs, provide appropriate goals, and then connect goal accomplishment rewards by clarifying expectancy and instrumentality relationships. Barriers to performance are removed, and guidance is provided to the employee. The expected results of the process include job satisfaction, acceptance of the leader, and greater motivation. These should pay off further in effective performance and goal attainment.

According to path-goal theory, the leader's roles are to help employees understand what needs to be done (the goal) and how to do it (the path). Furthermore, leaders need to help employees see how achieving the goals will be beneficial to them and the organization. This should result in perceptions of high expectancy (effort leading to goal achievement and hence to valued

reward). Leaders, however, have to decide which style to use with each employee, and the path-goal model identifies four alternatives to wit: 1) participative leadership in which the leader invites employees to provide input to decisions , and seriously seeks to use their suggestions as final decisions are made; 2) supportive leadership in which the leader demonstrates concern for employee well-being and their needs , while trying to create a pleasant work environment, 3) directive leadership in which the leader focuses on clear tasks and assignments, standards of successful performance, and work schedules, and 4) achievement-oriented leadership in which the leader for employees , communicates in their ability to achieve challenging goals, and enthusiastically models the desired behavior.

On the other hand, another theory which serves as important anchorage of this study is the Scientific Management Theory espoused by Frederick Taylor as cited by Fajardo (1997:86-93) which stresses the need to increase productivity of workers through work methods and introduced the differential rate system which encouraged employers to pay more productive workers. According to this theory, differential rate system would increase production. It is concerned with the development of management principles to increase productivity of complex organizations like learning institutions. Such principles serve as guidelines for managers. Taylor believed that managers are not made, which means management can be learned, thus, classifying business operations into six activities to wit: a) technical-production of goods; b) commercial- purchase of

raw materials and sale of finished products; c) financial-acquisition and use of funds; d) security- protection of employees and properties; e) accounting-recording of financial statements; and f) management-operation of the business.

The idea of Toffler (1991:77-80) about new model of production has reinforced the idea of Taylor and sees production as increasingly simultaneously and synthesized. The parts of the new process are not the whole. They cannot be isolated from one another. Information gained by the sales and marketing people feed the engineers, whose innovations need to be understood by the financial people, whose ability to raise capital depends on how well satisfied the customers are, which depends in a part on employee motivation, and paycheck plus a sense of achievement.

### Conceptual Framework

This study was conducted to determine and assess to what extent do College Deans have preference, knowledge and manifestation with the different leadership styles and to what extent do College deans have knowledge, importance, and implementation with the management functions with the hope that this may develop a functional training program for College deans among SUCs in Eastern Visayas.

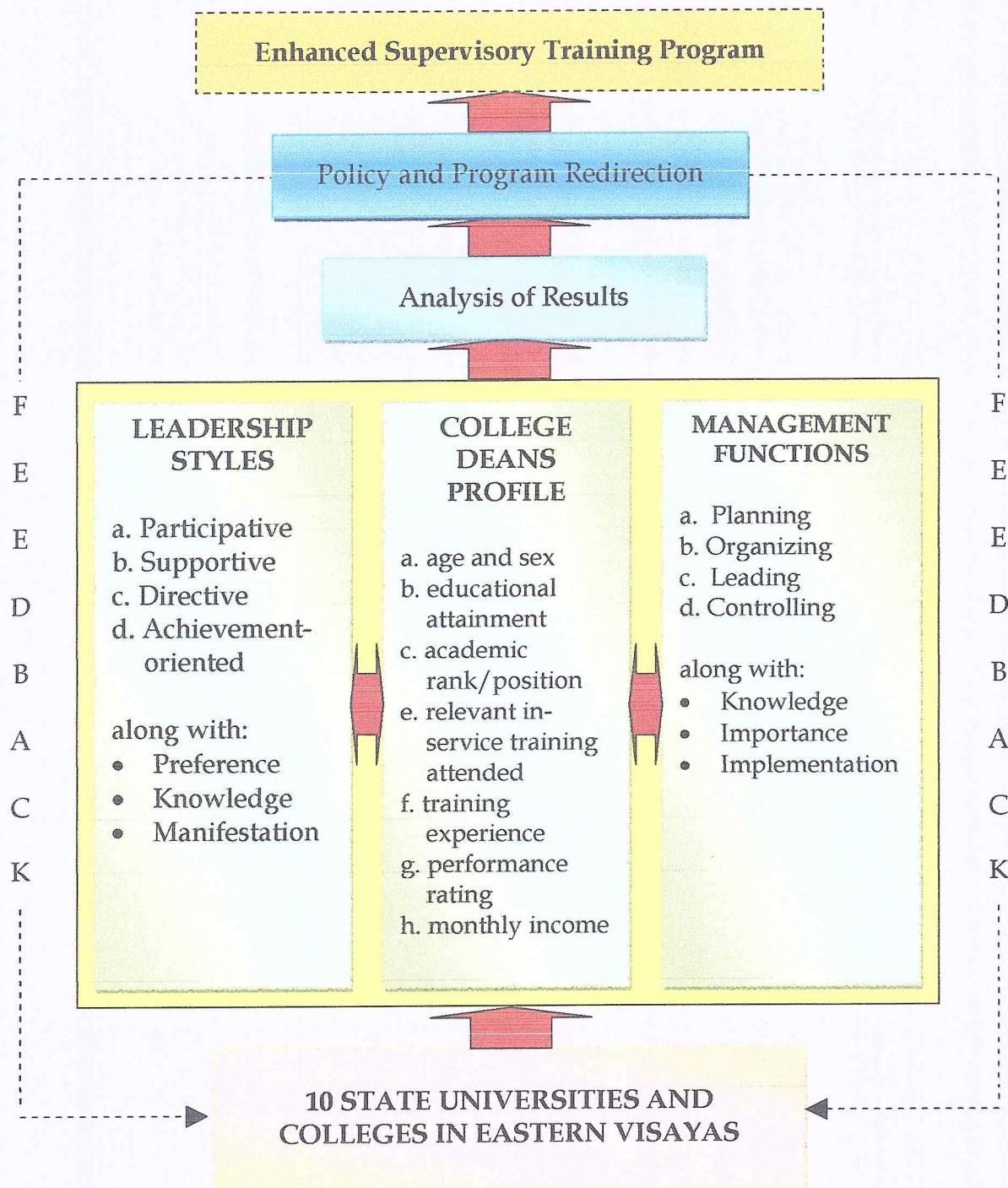


Figure 1. Conceptual Framework of the Study

The researcher assessed the leadership styles and management functions of College Deans among SUCs in Region VIII. As shown in the schema, at its base are the respondents of the study namely: the 38 college deans, 52 department heads and 261 faculty members among 10 State Universities and Colleges in Eastern Visayas who provided the data derived from their responses.

The information on the College Deans' socio-economic profile variables such as age and sex, civil status, educational attainment, academic rank, teaching experience, administrative experience, relevant in-service training attended, performance rating and monthly income was illustrated on the lower box of the biggest frame of the schema. The profile of the College Deans was considered as prospective correlates of the leadership styles and management functions with another box shown at the rightmost part of the frame containing productivity functions.

The results and findings of the analysis provided an anchorage for developing recommendations for policy and program redirection as illustrated in the upper box.

Feedbacks coming from the research beneficiaries would ultimately serve as input for a training program for college deans as shown in the apex box.

### Significance of the Study

This study was undertaken to assess the leadership styles, management functions and productivity based on the survey conducted among College deans in Eastern Visayas. Hopefully, the results of this study would contribute to the realization of an effective and efficient university/ college thereby bringing about quality education in tertiary education. Moreover, the result of this study would benefit CHED officials, Board of Regents/ Board of Trustees, College Deans, Associate Deans/Department Heads, College faculty members, and other universities and colleges as well as future researchers.

CHED officials. The findings of the study would provide the CHED officials some insights on what areas in the field of leadership, management and production need immediate attention. Hence, it will be the basis to make further planning for innovations and the change of leadership and managerial paradigm in the implementation of CHED programs and projects.

Board of regents/ board of trustees. The findings of the study would give them the opportunity to formulate plans, programs and actions for the betterment of tertiary education in the country which caters the needs and demands of its society.

College deans/associate deans/department heads. This study may serve as mirror of their leadership, management and production capability in their respective College. It is hoped that through this study, they could adapt and adjust the best management functions suited to the organization where they are

in. Hence, this would make them aware of their present capability and strive to improve on them. They will be given the opportunity to upgrade themselves and be fully equipped with the relevant and needed managerial functions as College administrators. In addition, the result of the study will give them the will to strive for excellence not only in instruction, research, extension but production as well.

Faculty members. The result of this study may also give them insights about the leadership styles of their College Deans for them to easily adjust, avoid misunderstanding and conflict between them. Hence, the findings would also indirectly benefit faculty members because the transformation of their College dean would make working conditions inspiring, encouraging, motivating, enjoyable and fulfilling.

Other universities. The outcome of this study would provide inputs in the management of other universities/tertiary schools in the Philippines especially the nature, practices and scope of leadership, management , and productivity.

Future researchers. This study may give them ideas on the future researches they may intend to conduct especially in the field of leadership, management, and productivity.

### Scope and Delimitation

This research undertaking tried to find out and assess the leadership styles, management functions, and productivity of College Deans among State Universities and Colleges in Eastern Visayas. The college deans who have served an administrative functions for at least one year were chosen as respondents of the study. Moreover, the dean of the College of Graduate Studies and those deans who were assigned in external campuses of the respondent colleges and universities were not included in this study.

To assess the current leadership styles and the extent to which College Deans practice the four management functions, indicators were chosen carefully and were scrutinized well to generate an in-depth understanding about these areas while the indicators that were utilized for the productivity skill of College deans were lifted from the Master Survey Instrument of the Accrediting Agency of Charted Colleges and Universities (AACCUP). There were three groups of respondents involved in the study, namely: the College Deans, the Associate Deans/ Department Heads and Faculty members. There were a total of 351 respondents involved in this study to wit: 38 college deans, 52 department heads and 261 faculty members. The College Deans and Associate Deans / Department Heads were selected through total enumeration while the College faculty members were selected through simple random sampling. There were ten State Universities and Colleges in Eastern Visayas namely: University of Eastern Philippines (UEP) in Catarman Northern Samar, Northwest Samar State

University (NwSSU) in Calbayog City, Samar State University (SSU) in Catbalogan, Samar, Eastern Samar State University (ESSU) in Borongan, Eastern Samar, Visayas State University (VSU) in Baybay, Leyte, Eastern Visayas State University (EVSU) in Tacloban City, Leyte Normal University (LNU) in Tacloban City, Naval State University (NSU) in Naval, Biliran, Palompon Institute of Technology (PIT) in Palompon, Leyte and Southern Leyte State University (SLSU) in Sogod, Southern Leyte.

The primary instrument that was used in this study is the questionnaire-checklist. Respondents were asked to give information which served as inputs in the analysis of the problems of the study.

The study dealt with the comparison of perceptions of the College Deans, Associate Deans/ Department Heads and College faculty members relative to the practice of leadership styles, management functions, and productivity of the College Deans among SUCs in Eastern Visayas.

This study was conducted for the school year 2011-2012.

#### Definition of Terms

To ensure accuracy, understanding and clarity, and establish a common frame of reference to the readers, the following terms are herein defined conceptually and / or operationally.

**Administrative leadership.** The process of influencing people to strive willingly and enthusiastically towards the accomplishment of goals (Koontz,

1993: 106). As used in this study, it refers to the ability of the College Deans to lead and influence faculty members towards the attainment of the goals of the College.

**Controlling.** The process of ensuring that actual activities conform to planned activities (Stoner, et al., 2005: 12). Operationally, this refers to a wise utilization of available resources of an institution.

**Directing.** The process of influencing the task-related activities of group members or an entire organization (Stoner, et al., 2005: 12). Operationally, this term refers to how the College Deans influence their faculty members in an organization.

**Extension.** Is an extra period of time for which something continues to exist or be valid (Student's Dictionary, 1993:142). As used in this study, it refers to the SUCs function which is directed towards the development of a healthy, self-reliant and self-disciplined individuals who can participate actively in the development of a better college/ university and the society in general.

**Leadership styles.** The various patterns of behavior favored by leaders during the process of directing and influencing workers (Stoner, 2005: 475). As used in this study, it refers to the four leadership styles such as participative, supportive, directive and achievement-oriented.

**Management.** It is a process of planning, organizing, leading and controlling the work of organization members and of using all available organizational resources to reach stated organizational goals (Stoner, 2005: 7). As

used in this study it refers to the manner by which deans manage their people in their College.

Management functions. These are the management processes such as planning, organizing, directing and controlling (Lorenzana, 1993: 26). The same management functions were considered in this study.

Organizing. The process of engaging two or more people working together in a structured way to achieve a specific goal or set of objectives (Stoner, 2005: 11). In this study, this was used in the same manner as it is defined above.

Organization. Refers to the structure created as a result of grouping functioning separately like a department that work harmoniously so that all the different powers within the system can operate efficiently and effectively (robbins and Coulter, 2004:16). As used in this study, this refers to a group of faculty members under the leadership of a dean who work together effectively and efficiently for the attainment of College's objectives.

Planning. The process of establishing goals and suitable courses of action for achieving those goals (Stoner, 2005: 11). As used in this study, it refers to the actions performed by the College deans to achieve the goal of the college which requires decision-making.

Production. The process by which the goods and services are created. This consists of bringing together restricted sets of resources like materials, labor, equipment, and structures and operating them in strict observance of the

processes to attain the desired product (Andres, 2001:2). As used in this study, it refers to the distinct function of dean to produce graduates who are productive in their chosen field of specialization and its passing percentage results in Board examinations.

**Productivity.** The ratio of outputs to inputs, a decline in outputs or an increase in inputs automatically means lower productivity (Shetty and Buehler, 1985:6). As used in this study, it refers to the four-fold functions of the University such as instruction, research, extension and production as concerns of deans in their respective College.

**Programs.** Are a complex of goals (objectives), strategies, policies, procedures, rules, tasks assignments, steps to be taken, resources to be employed, and other elements necessary to carry out a given course of action; they are ordinarily supported by budgets (Aquino, 2005: 35). As used in the study, it refers to the curricular offerings of a college in a state university or college.

**Research.** Refers to scientific investigation of phenomena which includes the collection, presentation, analysis, and interpretation of facts that link man's speculation with reality (Calmorin, 1994:1). As used in this study, it refers to the ability of College deans to conduct researches along his/her field of specialization.

## Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the review of related literature and studies that have similar bearing to the present study which establish the theoretical as well as the conceptual foundation of the study. The researcher made readings on books, general references, periodicals, science journals, dissertations, magazines, surf the internet and other reading materials related to her study.

#### Related Literature

This section contains the review of literature from the context of local and international issues that are closely related to the present study. It mostly focuses on the leadership styles, management functions and productivity of College Deans from the State Universities and Colleges in Region VIII.

Leadership is an art and the process of influencing and supporting others to work enthusiastically toward achieving objectives (Aquino, 2005:46). It is the critical factor that helps an individual or a group identify their goals and then motivates and assists in achieving the stated goals. Without leadership, an organization would be only a confusion of people and machines.

Leadership is also regarded as responsibility as contented by Zamora (1983:378). Hence, leaders must have the ability to make sound decisions, oftentimes even when they cannot get hold of all the facts necessary to make

such decisions. This requires courage and boldness to accept risk which he must face in the exercise of that leadership, if he wants to achieve the organizational goals. In fact, leadership is essential for the attainment of success and initiative. It is the very foundation upon which the necessary quality of leadership is built.

On the concept of leadership styles, Aquino (2005: 48-50) emphasized that leadership styles are the total pattern of explicit and implicit leaders' actions as seen by employees. It represents a consistent combination of philosophy, skills, traits and attributes that are exhibited in a person's behavior.

The concept on leadership styles by Aquino was supported by Fiedler (1970: 53) who stated the distinctions between the task and employee orientation, and suggested that the most appropriate leadership style depends on whether the overall situation is favorable, unfavorable, or an intermediate stage of favorability to the leader. As the situation varies, leadership requirements also vary. He added that a leader's effectiveness is determined by the interaction of employee orientation with the three dimensional variables that relate to the followers, the task, and the organization. These additional variables are leader-member relations, task structure and leader position power.

Leader-member relations are determined by the manner in which the leader is accepted by the group. If for instance, there is a group friction with the leader, rejection of the leader, and reluctant compliance with orders, then leader-member relations are low. Task structure reflects the degree to which one specific way is required to do the job. Leader position power describes the

organizational power that goes with the position the leader occupies. Examples are power to hire and fire, status symbols, and power to give promotions and pay raises.

Brittle and Newstrom (1990: 272-274) expressed the idea that the leadership style that a particular leader applies in order to be effective in addressing a challenging educational scenario depends on the type of situation he is dealing with, the style of leadership should complement to his leadership skills and invaluable for a leader in directing, activating, stimulating or otherwise providing motivational atmosphere for employees.

Brittle and Newstrom stand was corroborated by Miles (1969: 72) who suggested the five broad groupings in terms of leadership functions of the many leadership roles listed as follows : 1) motivating function which is keeping the group action moving or getting the group, such as suggesting steps to be taken, pointing out goals, proposing procedure and clarifying; 2) regulating the group function which influencing the tempo of the group's work, such as summarizing, pointing out limits, restating goals; 3) informing function which bring information or opinion to the group; 4) supporting function which is creating the necessary emotional climate which holds the group together and makes it easy for the members to contribute to work on the task such as harmonizing, relieving tension, voicing group feeling; and 5) evaluating function which is helping the group to evaluate its decisions , goals or procedures, such as testing for consensus, noting group processes.

A group needs all five of these functions if it is to survive and get the job done. At the beginning of the group work, initiating functions are much needed. Later, as solutions are proposed, regulating and informing functions are needed all the way, but especially as the group moves towards final decisions.

Posner (2004: 4) pointed out that a leader exercises free will, using heart and mind with the willingness to accept challenges and obstacles in the name of service. A person may not be born with one personality trait, but he/ she must be prepared to keep growing, adapting and constantly enhancing himself to become a well-rounded personality. Hence, this provides insights into the behaviors of others. It helps develop a role essential for today's leaders and managers, coaching for improvement (Brocato, 2003: 33). This does not mean that there is a blueprint for creating a good leader for it depends a number of factors such as timing, circumstances, economic climate and organizational make up to name a few.

Effective leaders go through good and bad times. During the bad times, even effective leaders can be distracted from their goals and objectives and may temporarily appear to be less attentive to their network of organizational relationships. According to Cribbin (1982: 85), effective leadership generates close person-to-person relationship. It is rooted in the feelings and attitude that have grown up between people over the entire time they work together. It is a never-ending process, with actions and reactions flowing both ways. Such active

leadership serves two purposes. It seems from the impact of the leaders on others - he cultivates cooperation and commitment, and it results from the impact of others on the leaders - they give him information and responses that modify his behavior and future plans.

Maxwell (2007:222) in his book, "The Seven Demands of Leadership", presented a formula for effective leadership to wit: The first demand is visioning by which successful leaders are able to look out, cross, and go beyond the organization. They have a talent for seeing and creating the future. They utilize highly visual languages in order to achieve results; they seem to create a collective mindset that propels the people to help them make their vision a reality. The second demand of leadership is maximizing values. By highlighting what is important about work, great leaders make clear what is important to them in life. They clarify how their own values - particularly a concern for people - relate to their work. They also communicate a sense of personal integrity and a commitment to act based on their values. The third demand focuses on challenging experiences. By galvanizing people with a clear vision and strong values, the leaders are able to challenge their teams to achieve significant work goals. In fact, those leaders themselves had been assigned to significant challenging experience at key points in their careers while being given the freedom to determine how they would achieve outcomes. When others run from the challenge before them, leaders rise to the challenge before them.

The fourth demand emphasizes the importance of mentoring. Relationships define who we are and what we become. It identifies people's strengths and uniqueness. When you value people, then a leader has a lot to reap. The fifth demand is building a constituency. A leader understands networks and linkages and the importance of these linkages. The sixth demand is making sense of experience. In all relationships, effective leaders enlighten others because they can make sense of experience. Experience is to be cherished and absorbed. Experience is not the best teacher—evaluated experience is. Reflection turns experience into sight, and finally, the seventh demand of leadership is about knowing thyself. Knowing thyself enables the leader to make sense of his own strengths and weaknesses, by doing so, they could identify if the challenge he/ she is confronting would only lead to failure. A leader's value is to lead them through difficult challenges by providing hope and bestowing courage.

Covey (1991: 269-276) pointed out that there are seven habits of highly effective people. They are as follows: 1) Proactivity- which is more than being aggressive or assertive. It is both taking initiative and responding to outside stimuli based on one's principle. Proactive people and organizations are self-aware; accept responsibility for their own actions; work continuously within their circle of influence, and develop themselves first in order to have greater influence with others; 2) The principle of leadership and mission. Leadership focuses more on people than on things; on the long term rather than the short

term; on developing relationships rather than on equipment; on values and principles rather than on activities; on mission, purpose and direction rather than on methods, techniques and speed; 3) Managing time and priorities around roles and goals. Most people and organizations approach time management within the context of prioritizing one's schedules. It embraces the principle of implementing one's action plans to achieve worthy purposes; 4) The principle of seeking mutual benefit. In any interdependent relationship thinking win-win is essential to long term effectiveness. It requires an abundance mentality, an attitude that says, "There is enough for all". It cultivates the genuine desire to see the other party win as well, the orientation that any relationship should seek mutual benefit for all concerned; 5) The principle of emphatic communication. The most powerful principle of human interaction is by genuinely seeking to understand another deeply before being understood in return. At the root of all interpersonal problems in failure to thoroughly understand each other. True emphatic communication shares faithfully not only words, ideas and information, but also feelings, emotions and sensitivities; 6) The principle of creative cooperation. The whole is greater than the sum of its parts. This is usually attained through synergy, fostered and nurtured through empowering management styles and supportive structures and systems. In an environment of trust and open communication, people working interdependently are able to generate creativity, improvement and innovation beyond the total of their individual but separate capacities; 7) The principle of continuous improvement.

People and organizations have four major needs or characteristics as follows: a) physical or economic; b) intellectual or psychological; c) social or emotional; and d) spiritual or holistic. Developing within human beings and organizations consistent commitment and continued performance in refining and expanding their abilities in these four areas is the key to overall continuous improvement in all other areas.

According to Fayol, managerial functions involved the personal supervision of subordinates and involved inspiring them to put forth unified effort to achieve objectives. He emphasized the importance of managers and leaders' understanding for people who worked for them, setting a good example, treating subordinates in a manner consistent with the rules and policies of an institution. As managers, everything should be looked into so that everything occurs within the parameters of the plan and accompanying principles. In this way, if everything goes wrong, a corrective action will be undertaken.

Fayol added that management is a distinct intellectual activity consisting of several functions. The process theorists believe that all managers regardless of their industry, organization or level of management became a dominant paradigm for studying management and the functions of management became the most common way of describing the nature of managerial work. Moreover, according to the words of Andres (1995: 3), a professional manager is a humane leader, a specialist in the work of planning, organizing, executing and controlling. He is one who subscribes to the standard of practice and code of

ethics established by a recognized body and common vocabulary and can realize higher individual, family and organizational goals and objectives. He added that achievement of objectives and results requires action, and effective action requires a plan. Success in work necessitates planning one's work and then working one's plan.

Another important aspect in the field management is production. According to Martinez (2004:14) production is the act of utilizing efficiently and effectively available economic resources in the manufacturing of products to satisfy human wants. Production managers are concerned with the design and implementation of systems and processes for getting work done. They are responsible for transforming input resources into desired outputs of some specified quality at a minimum cost. They must examine the objectives of the firm and the work within the constraints of the system to operate most effectively and efficiently. Increasingly, optimization- systems-oriented (total organization) measures are being used to evaluate production managers.

The production manager's aim is to create the end-product in the market in the right quantity, of the right quality at the right time economically. To achieve this objective, a manager must involve himself in product planning, production planning and control , and quality control. To meet the economic objective, the manager is concerned with such things as methods improvement and work measurement, physical facilities management, materials management , and personnel management.

The aspect of the production manager's work referred to as production control includes: 1) scheduling the required work; 2) giving the go signal to start and providing the necessary instructions to the different manufacturing sectors ; and 3) checking on the progress and initiating corrective measures to ensure the effective and efficient use of the various factors of production.

According to the words of Cabada (2008:13) production is the process of transferring inputs such as labor, land, and capital into goods and services. On the other hand, labor represents both the muscles and brainpower of human beings. Capital is all goods that have been produced and are used in the next phase in production of other goods and services. Human capital is a particular type of capital , which is the accumulated knowledge and skill of human beings. Thus, the underlying research issue of the efficiency of the combining inputs to produce some outputs can be measured by efficiency measures. It addresses an important issue of the production performance (Maddala and Miller, 1989:78). To some extent , this aspect of efficiency is largely untested in corporate performance and there is increasing concern that there is a need to use this method in parallel with financial performance measures.

In education, it is difficult to use market mechanisms such as profits to determine the performance of state universities and colleges (Anderson, 1997: 11) ). A key advantage of the use of Data Envelopment Analysis as an efficiency measurement in education is that educational administrators or their nominated researchers can choose inputs and outputs to represent a particular

perspective or approach. Hence, a resource is classified as an input while anything that uses resources is classified as an output. Data Envelopmental Analysis forces policy-makers to explicitly state the objectives of the organization. Ultimately, these objectives become the outputs in efficiency modeling and the resources needed become the inputs.

Ahn and Seiford (1993:217) examined public and private doctoral-granting US institutions to test the sensitivity of findings in four data envelopmental analysis and four performance models. The data were obtained by testing statistically significant differences between mean model scores rather than focusing on individual institutions. On the inputs side, faculty salaries, physical investment, and overheads are common variables across all models. On the other side, undergraduate and graduate federal teacher educations, degrees and grants comprised the mix of outputs. Results of the study revealed that public institutions emerged as more efficient than private ones where closely monitored and high-profile outputs such as enrolments were used.

Coelli (1996:89) reported his attempts to gauge the performance of the University of New England (UNE) relative to the other Australian Universities. Three performance models were tested , namely, university as a whole, academic sections, and administrative sections. The University and academic models shared the same outputs in student numbers and publication index (weighted by type). In the administration model, total staff numbers replaced the publication index. Total staff numbers also appeared as a n input in the university model.

Other inputs used across the three efficiency models were non-staff expenses , other expenses, other administration expenses, and administration staff. Conclusions of the study indicated that while University New England's overall performance compared favorably to that of other universities, there was scope for improving the performance of the administrative sector. No significant relationship was found between efficiency and percent of external enrolments or proportion of part-time enrolments. Furthermore, UNE was operating at optimal scale.

The article by Breu and Raab (1994) as cited by Cabada (2008:33) used commonly available performance indicators to measure the relative efficiency of the top 25 US Universities (as ranked by US News and World report). Outputs used were graduation rate and freshman retention rate as measures of student satisfaction. Inputs included percentage of faculty with doctorates, faculty to student ratio, and educational and general expenditures per student. Their findings indicated that universities with prestige and reputation did not necessarily produce higher student satisfaction. The authors concluded the study by proposing that universities spend less on enhancing perceived quality and spend more effort on raising efficiency.

Weir and Knight as cited by Cabada (2008:65-66) examined the role of education in facilitating the adoption and innovations. There is evidence for two types of schooling externalities in the adoption of the new technology. Firstly, less educated households copy the innovative behavior of more educated

households, and secondly , the speed and success of diffusion of the innovation depends upon site-level investments in schooling. Another study by Adkins and Moomaw (2005) suggested that there is a wide variations in the efficiency by which districts use available resources to educate students. Higher salaries may attract better teachers who in turn improve the district's efficiency despite their higher costs. In addition, Dolton, et al. (2001) suggested important policy implications for the university authorities and educational planners. For universities, the significance of formal study time on performance suggests that they should do all in their power to encourage student attendance at lectures and classes or even to impose compulsory attendance. This means that university authorities may need to review how many contact hours are necessary for each subject. Indeed, if universities operate in quasi-competitive environment where students' performance is compared and subsequent employment outcomes are used as performance indicators of universities, they may need to devote more resources to the instructional facet of their academic program.

Castano as cited by Cabada conducted a study entitled "Private Higher Educational Institutions" that involved thirty private higher educational institutions which were analyzed for the period 1999 to 2003, with a total of 150 pooled data. Input variables used are (a) number of faculty members , (b) property, plant and equipment, and (c) operating expenses. The educational institutions' outputs are (a ) student enrollment, (b) graduates per year, and (c) total revenue. Empirical findings show that PHEIs have declining efficiency but

show technological progress over the time period that led to positive productivity growth. Hence, PHEIs have technical inefficiency effects on its total revenues, but these were not that significant. In addition, some of the major findings of this study were the following: a) in the case of the PHEIs performance , results indicate that on the average, deterioration in technical efficiency (0.976) was due to scale inefficiency effects (0.989) and pure inefficiency (0.987) . To be efficient, on the average PHEIs need 2.4 percent to catch up on the frontier. In this case, PHEIs should begin to show reforms in policies and management practices to narrow the efficiency change distance. Inefficiency in the private educational institutions may also be attributed to the under-utilization of inputs or the incorrect selection of input combinations rather than appropriate returns of scale, b) the technical factor productivity index of PHEIs (1.006) is decomposed to the managerial or technical efficiency index (0.976) and the technological change index (1.030). This indicates that a 0.6 per cent productivity growth was brought about by a 3.00 percent growth in technological change. PHEIs showed that they are adopting innovation vigorously in order to be productive. Twenty-three out of 30, or 77.00 percent are showing technological progress. Thus, PHEIs are much better in technological performance than efficiency performance; and c) Eleven out of 30 PHEIs or only 36.67 percent are showing positive technical efficiency changes with a 5.20 percent annual growth. This means that majority of PHEIs have attained their outputs (enrolment, graduates per year, and total revenue) efficiently out of their given resources

(faculty members, property plant and equipment and operating expenses). In contrast, more PHEIs have failed to attain their desired output level.

The foregoing citations were taken from various related literature reviewed by the researcher to give insights and background to this present study.

### Related Studies

The following studies were found to be relevant to the present study and are summarized hereunder.

Cabañas (2006) conducted a study entitled "Leadership Styles, Practices and Competencies of Cooperative Managers: A Model for Cooperative Management". The study involved cooperative managers in Samar Island. Some of the major findings of her study were the following: 1) The cooperative managers were doing quite well in the practice of their leadership behaviors along initiating and consideration structures as they have "always" manifested these behaviors in the discharge of their duties based on their own perceptions and "often" according to the Board of directors and members. However, analysis of their perceptions showed variation in their responses; 2) due to significant variation in the perceptions of the three groups of respondents as shown in the analysis of their perceptions, their assessment could not validate each other as one group claimed differently from the other 3) there were certain biases held by both the cooperative managers and cooperative members on their assessment of the extent managers' practice of management functions due to disparity of their

evaluation, and 3) there was similarity in the opinions of the three groups of respondents as shown in the analysis of their perceptions with regards to the management competencies of the cooperative managers based on their respective observations as the managers discharged their duties and responsibilities in the cooperative business. Although there was a similarity in the adjectival rating, numerically the differences among the means vary significantly.

The study recommended the principle of transparency which should be observed by cooperative managers in their exercise of the leadership functions along consideration and initiating structures and the need for self-introspection among cooperative members for them to realize that there is time for everything and that time is necessary to prevent neglect of the phases of their management functions.

The study of Cabanas had given brilliant ideas to the researcher in a sense that there are similarities of her study with the present study. The former study dealt with leadership styles of cooperative managers while the present study deals with the leadership styles of College Deans among SUCs in Eastern Visayas, though, both studies differ in terms of respondents and research environment.

Pimentel (2005) conducted a study on "Personality Traits, Leadership Behavior and Skills of Elementary School Principals in the Division of Samar. The study involved secondary school principals from the public and private

schools. The following were some of her conclusions: 1) The public elementary school principals possessed the leadership behavior in terms of consideration and initiating structures; 2) there are significant differences in the principals' leadership behavior along consideration structure. While, leadership behavior of these principals in terms of initiating structure did not differ significantly as perceived by the district supervisors, principals themselves and teachers; 3) The public elementary school principals possessed human relations, technical and conceptual skills. Hence, there are significant differences in the principals' leadership in terms of human relation skills.

The study likewise, illustrated that the leadership behavior of the principals in terms of initiating structure had significant relationship with the leadership skills along technical and conceptual skills. The study recommended that public elementary school principals had to undergo a retraining program on personality traits, leadership behavior and leadership skills to enhance their management and leadership competencies to help improve school performance.

The study of Pimentel had bearing on the present study in as much as leadership skills are concerned. The present study deals with the leadership styles and management functions of College Deans among SUCs in Eastern Visayas while the study of Pimentel dealt on how personality traits may influence the development of the managerial skills of elementary school principals.

A study on the "Competencies of the Elementary School Principals from High and Low Performing Schools in the Division of Samar: A Basis for Training Program" by Dacutanan (2003) revealed the following findings : 1) both the two groups of principals were very satisfactory in terms of the following competencies: a) vision and strategy; b) management skills; c) communication skills; d) personal values and master; e) sponsoring change; f) motivation and development, and g) aligning people and achieving results.

It was recommended in the study that : a) to improve the public school principals' competencies from very satisfactory to outstanding, the Samar Division Office should provide a series of training programs with emphasis on the enhancement of elementary school principal competencies in school management and leadership, likewise, qualified teachers should be given similar training program to prepare them for promotion to head teachers and principals, respectively.

The study of Dacutanan had given an insight into the present study as competencies affect the management functions and leadership styles of every manager. However, the previous study focused on competencies of elementary school principals while the present study deals with the leadership styles and management functions of College Deans. Hence, both studies differ in respondents and research environment.

Another study that is likewise significant and have given insights to the present study was that of Panela (2004) on "Educational Competencies of

Commissioned Officers of the 8<sup>th</sup> Infantry Division : Inputs to a Management Development Program. Findings revealed that : 1) on planning, the perceptions of both the Commissioned Officers and non-commissioned officers with respect to planning is "highly competent"; 2) on programs/ projects implementation, the two groups of respondents perceptions' as to this management dimension are "highly competent"; 3) on material resources management, the Cos and NCOs both perceived the Cos of 8Id as 'highly competent'; 4) on unit monitoring and evaluation, the two groups of respondents perceived the management competency of Cos on unit monitoring and supervision as "highly competent"; and 5) the difference by group of respondents based on weighted means of the seven management dimensions such as cultural awareness, communication/ coordination, public relations, planning, programs/projects implementation, material resources management, and unit monitoring and evaluation is not significant as proved by the computed z-value of -1.25 as against the critical z-value of 1.96 at 0.05 level of significance. On the other hand, the major conclusions of Panela's study were the following: a) relative to the number of years of involvement in educational programs, the Cos involved in the study were relatively new in the program with an average number of years of involvement of 2.14 years. This is so, because of the rotation policy of higher headquarters to maintain enthusiasm at work and avoid familiarization in the area; b) as to trainings attended by Cos show that they had attended adequate number of trainings at the local/regional level but they were wanting more on

educational management training at the national as well as international levels; c) the findings on the work orientation were indicative of Cos' knowledge about the educational programs of the 8<sup>th</sup> Infantry Division. This is because managing educational programs need a lot of common sense; and d) problems on cultural awareness and communication/ coordination affect the implementation of the educational programs of the 8<sup>th</sup> Infantry Division as evidenced by the data gathered on problems encountered by Cos.

Valles (2006) conducted a study on "Staffing Practices and Employee Organizational Effectiveness in SUCs: A Correlational Study". Some of the major findings of his study were the following to wit: a) recruitment practices were assessed by the management staff as "often" practiced as evidenced by the obtained area mean of 3.54; the teaching personnel considered staffing practices as "sometimes" practiced as evidenced by the area mean of 3.43, the non-teaching personnel recruitment procedures as "sometimes practiced" based on the area mean of 3.48, the recruitment procedure is generally perceived as "sometimes practiced" by the three groups of respondents; b) as regard selection procedures, the obtained area mean of 3.72 indicates that the management staff assesses selection procedures as "often" practiced ; the teaching personnel considered selection procedures as "often" practiced as indicated by the area mean of 3.80; the non-teaching personnel considered selection procedures as "often" practiced as evidenced by the obtained area mean of 3.75; c) along promotion and retention, the management staff assessed this aspect as "often"

practiced based on the obtained area mean of 3.91; the teaching personnel assessed it as "often" practiced based on the obtained area mean of 3.75, the non-teaching personnel assesses promotion and retention promotion and retention procedures as "often" practiced procedures as "often" practiced based on the obtained area mean of 3.74 ; and as a whole , the three groups of respondents assessed promotion and retention procedures as often practiced as evidenced by an overall-area mean of 3.82.

In addition, the following were the major conclusions of his study: 1) the management staff , teaching and non-teaching personnel of the 12 SUCs in Eastern Visayas herein considered possess the required qualifications in terms of merit and fitness based on their educational qualifications, performance rating of very satisfactory , career and employee development as evidenced by the trainings and seminars attended. Majority are married and predominantly female employees with a noticeable age difference; 2) organizational effectiveness as perceived by the management staff , teaching and non-teaching personnel indicated significant differences as evidenced by their assessment in relation to commitment to school as an organization, commitment to work, and commitment and relationship with peers. The management staff gave a higher rating to organizational effectiveness of personnel along these three areas, followed by the teaching personnel; while the lowest rating was given by the non-teaching personnel; and 3) there is a significant relationship between staffing practices and employees organizational effectiveness as evidenced by the

assessment of the management staff, teaching personnel and non-teaching personnel on the four areas of recruitment , Selection, Promotion and Retention, Training and Development. While prescribed staffing procedures are practiced more often , the corresponding level of employees organizational effectiveness is high ; when the staffing procedures are less practiced, the corresponding level of employees' organizational effectiveness is likewise low.

The study of Valles is similar to the present study in the sense that the research environment is the same with the present study and the staffing area is part of the management functions although not considered in the present study. The difference of both studies was on the type of respondents for the present study considered the College deans among SUCs in Eastern Visayas.

A study on " Factors Related to Job Satisfaction of Personnel of SUCs in Eastern Visayas: Basis for a Human Resource Development Program" was undertaken by Cabacaba (2006). His study primarily focused on the factors related to job satisfaction of faculty and staff of State Universities and Colleges in Eastern Visayas. The study involved all faculty and staff in all SUCs in Eastern Visayas. It utilized the questionnaire as its principal instrument supported by interview and documentary analysis. Some major conclusions of the study were:

- 1) The faculty and staff were fully satisfied and contented with respect to the ten job factors. The faculty highly valued " the work itself", while the staff considered "the achievement and recognition to be highly satisfied"; 2) the faculty respondents are highly satisfied with regard to all of the ten job factors.

However, the staff on the other hand, is highly satisfied in working condition, supervision, interpersonal relationships, the work itself, achievement and recognition, responsibility, institutional policies and job security; 3) with respect to "method", all of the ten indicators were interpreted as often occurs when the middle managers employed the supervisory practices, and 4) with job satisfaction of the personnel only at the threshold of the "highly satisfied" level, greater efforts must be exerted by the administrators so that the level of satisfaction maybe raised more particularly along: a) salary and fringe benefits; b) professional growth; c) achievement and recognition; d) institutional policies; and e) responsibility.

The study of Cabacaba had bearing on the present study in the sense that the research environment is the same with the present study although the respondents differ.

Zartiga (2005) conducted a study on the " Structures Learning Episodes (SLE) for Improving Managerial Competencies of Elementary School Administrators in Samar Division". Some of the major findings of his study are as follows: 1) The administrators exhibited extreme competence in : a)delineating the general needs of learners that are basic to the instructional program ; b) conducting formal assessment of the needs of learners and adequacy of the current curriculum for meeting objectives and learner's needs; and c) monitoring the curriculum to ensure that the appropriate content and sequence are followed. Likewise, the administrators showed competence in : a) allowing participation of

teachers and other stakeholders in the planning of the development of school plans , instructional alternatives and other related activities to address needs such as lack of teachers, instructional materials, students' attendance, etc., and b) designing proper recording, keeping and storage of pupils' and teachers' records and preparing reports on time; 2) along the competencies mentioned , the administrators manifested extreme competence in : a) participating in the recruitment and selection for appointment of teachers; b) entering into a performance contract with the School Division Superintendent who shall rate him every rating period; c) determining the school class size and enrolment based on space and available number of teachers; d) coordinating and cooperating the community and other agencies ; and e) accepting donations , gifts, bequests, and grants in accordance with existing laws , and policy of the department for the purpose of improving the school.

It was likewise revealed in a study that: a) in terms of level of managerial competency, they were highly competent in instructional supervision, administrative competence, fiscal competence and facilitation skills; b) they manifested high competence on their regular or basic functions as school administrators or as specified in their job description; c)the managerial competency needs of the elementary school administrators along instructional supervision were: 1) introduction of new technology in the school curriculum and providing teachers and pupils with appropriate equipment and specialists to implement the curriculum; 2) conducting and encouraging research in the local

setting and utilizing research information in formulating viable alternatives for the improvement of instruction.

The foregoing study was similar to the present study considering that both studies were concerned on the managerial competencies of administrators. However, they differed in the sense that the foregoing study focused on the managerial attributes or competencies of elementary school administrators in the Division of Samar while the present study dealt with the leadership styles, managerial functions and productivity of College deans among State Universities and Colleges in Eastern Visayas.

Another important study was that of Sabarre (2003) about "Managerial Capabilities of Chief Librarians in State Universities and Colleges in Region VIII". Her study utilized the descriptive-correlational method that looked into the relationship of the level of managerial capabilities to the profile of library administrators and administrative support to the library. Her study revealed the following: 1) there is no significant relationship between the managerial capabilities of chief librarians along planning and development services and their sex, civil status and trainings attended, and 2) there is no significant relationship between the managerial capabilities of chief librarians along planning and development service and the extent of administrative support on the physical facilities, library resources and personnel. Her study likewise recommended that for librarians to improve and strengthen their managerial capabilities, they should grow professionally through continuing education, attendance in

seminars, workshops, and reading professional journals especially in the area of management in order to guide the organization efficiently and effectively. In addition, she likewise added that more budget should be allocated to the library in the procurement of library essentials.

The study of Sabarre is similar to the present study in the sense that both studies have the same research locale and both studies touch the management area being exercised by key officials in SUCs, however, the two studies differed in terms of respondents and focus of the study.

Baliton (2002) conducted a study on the "Relationship of the Personality Attributes, Conflict Management Styles of Administrators and Organization Climate of the Philippine Science High School in the Visayas". His null hypothesis was tested at 0.05 level of significance and came up with the following findings: 1) There were no significant differences among the conflict management styles used by the various administrators of the Philippine Science High Schools in the Visayas in each of the five areas of concern for the educational administrator; 2) There were no significant relationship between the personal profile and the conflict management styles of the administrators, and 3) There was no significant relationship between the personality attributes / traits of the administrators and organizational climate. As established by the result of the study, the research finally concluded that the administrators of the Philippine Science High Schools in the Visayas believed that they controlled their destinies and they were the masters of their own fate. However, they were not pragmatic

and they did not believe that the end justifies the means. All of them possessed the ability or the need in order to succeed at work but they did not have considerable adaptability in adjusting their behavior to external educational factors. It was also concluded that their personal profile and personality traits do not influence much to conflict management.

The study of Baliton has one way or another a relationship to the present study as the previous study dealt with conflict management styles which is also emphasis of the present study. However, the present study deals more on management functions as exercised by College Deans.

On the study "Managerial Capabilities of Lady Mayors in Region 8" which was undertaken by Lucero (2004), it was emphasized in the study that managerial capabilities and work ethics had a vital role for public management particularly on how they display their craft as being the one in charge in their respective municipalities showing of course, their dynamism in the political arena.

It was concluded by the study that the municipal mayors' perceptions on planning and leading are one and the same. Contrary to this, something should be done at these lady mayors will know how to organize, do the staffing and take on the appropriate central measures, hence a functional training will be designed for this purpose. It was further concluded that planning should carefully be mapped out whereby a thorough evaluation of the organizations' goals, mission and objectives be considered for this would direct the path and the guide

towards the efficiency and effectiveness of an organization. Consequently, planning is the springboard of all decisions that was based for actions taken. It would stem from a holistic approach, one that is practically the answer to problems of an organization.

Furthermore, the insights of the respondents do not hold true for situations like considering organizing, staffing, and controlling as factors that attribute to their capabilities. In this light, it can be concluded that the managerial capabilities still vary and are different perceptions coming from other places or municipalities of Region 8, considering the qualities and experience that give women the expertise to carry and deliver their different tasks and responsibilities as mandated by the Local Government Code to local chief executives, specifically the mayors. Others have excelled in other areas and some have not.

The study of Lucero is related to the present study in the sense that, the aforecited study and the present study deal with management capabilities, however, both studies differ in terms if respondents and research environment.

Reyes (2004) also found out that supply and property management practices of state universities and colleges (SUCs) in Eastern Visayas will be the basis for improvement of any manager who ran a particular institutions. Some of the conclusions of her study are the following: 1) the four groups of respondents perceived the supply and property management practices as seldom practiced in planning, procurement, custody, maintenance, disposal, and control,

but often practiced in utilization; 2) the perceptions of the four groups of respondents relative to the supply officers' efficiency in supply and property management differed significantly along planning, procurement, custody, utilization, maintenance and control, and 3) there is an identified need for the provision of more storage space for supplies and properties, more efficient processing of necessary documents as well as more personnel to facilitate routine transactions in the supply unit.

The study above has resemblance to the present study in terms of variates used as correlates to the leadership styles and management functions of college deans and research environment; however, both studies differ in terms of focus. The previous study dealt with the assessment of supply and property management practices of SUCs in Eastern Visayas while the present study deals with the leadership styles and management functions of college deans. In addition, the two studies also differ in terms of respondents.

Another study conducted by Maturan (2004) on "Personnel Performance in the Provincial Hospitals in Region 8" revealed that the level of performance of the respondents had no relationship with job satisfaction, interpersonal relations, leadership styles, and work ethics. Some of the significant findings of his study are as follows: 1) the significant difference in the perception of the heads of hospitals and the staff employees of the leadership styles is a clear manifestation that the staff employees are demanding more from their chiefs/heads, and 2) the significant relationship of the level of performance of the respondents with job

satisfaction, leadership styles, interpersonal relations and work ethics is so because as Saddler wrote, organizational performance is not only a product of what the people, individually, or as a group bring into organization.

The aforecited study bears similarity with the present study in the sense that both studies focus on the concept of management, although, the two studies differ in terms of respondents, research environment and areas in management.

Longasa( 2003) conducted a study entitled "The relevance of IGPs to the Sustainability of programs of SUCs in Eastern Visayas". Some of the conclusions of his study are as follows: 1) The IGPs of SUCs in Eastern Visayas included fabrication, production/processing, rentals and services varying extent of implementation of IGPs. Moderately implemented were rentals and services. Slightly implemented were fabrication and production; 3) The three groups of respondents were unanimous in their opinion that the extent of implementation of IGP was slightly achieved; 4) The SUCs in Eastern Visayas had also varying extent of utilization of IGPs. Moderately utilized were rentals and services. Slightly utilized were fabrication and production; 5) The three groups of respondents were unanimous in their opinion that the extent of utilization of IGP for instruction, research and extension was slightly achieved; 6) The IGP Managers employed democratic and participative style of management. This is indicative of the IGP managers to shift from one management style to another as called for by the situation they were in; and 6) the most prevalent problems in the implementation, utilization and sustainability of IGPs dealt on low profit

sharing, inadequate fund of the projects(s), inadequate tools/equipment/facilities and strict COA rules. Hence, one of the major recommendations of his study is that , there is a need for the college/ university to implement religiously and / or seriously the income generating activities to generate more income . The SUCs should not rely much on the subsidy granted by the government , a time will come when the national government will not subsidize SUCs because of the full implementation of the use of income as embodied in RA 8292 of the Higher Education Modernization Act.

The study of Longasa has similarity with the present study in the sense that two of the vital information of the previous study that were gathered from its respondents were the management functions of IGP managers and the income generating projects. Another similarity was on the research environment, although the two studies differed in terms of respondents and other areas such as leadership styles and productivity that focused on the fourfold functions of every University which were the focus of the present study.

The related studies cited are worth mentioning in this study since they postulated valuable and relevant concepts that have provided specific insights in the present study.

## Chapter 4

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the results of the study with emphasis on the presentation, analysis and interpretation of data gathered from the instrument used by the researcher fielded to the three groups of respondents namely: the College Deans, Associate Deans/Department Heads and Faculty Members.

The analysis and interpretation of data started from the profile of the respondents as to age, sex, civil status, educational attainment, academic rank, years in administrative position, teaching experience, performance rating, and seminars and trainings attended and monthly income.

The second part presents the leadership styles of College deans along participative style, supportive style, directive style and achievement-oriented style on the aspects of preference, knowledge and manifestation.

The third part presents the management functions/academic leadership factors practiced by the dean-respondents as to planning, organizing, leading and controlling on the aspects of knowledge, importance and implementation.

The fourth part reflects the productivity skills of deans along instruction, research, extension and production areas.

The last part of the chapter discusses the administrative problems met by the respondents in the exercise of the Deans leadership styles and management functions and the extent are they felt by the three groups of

respondents with different suggestions and recommendations to improve the areas studied.

### Profile of the College Deans

This part of the chapter focuses on the profile of the dean-respondents in terms of their age and sex, civil status, educational attainment, academic rank, teaching experience, years in administrative position, performance rating, relevant seminars and trainings attended and monthly income.

Age and sex. Table 3 presented the age and sex distribution of the College Deans. As gleaned from the table, the highest number of frequency,

Table 3

#### Age and Sex Distribution of the College Deans of SUCs in Eastern Visayas

Age (in years)	Sex		Total	Percent
	Male	Female		
63 - 65	0	1	1	2.63
60 - 62	0	1	1	2.63
57 - 59	2	6	8	21.05
54 - 56	1	5	6	15.79
51 - 53	2	4	6	15.79
48 - 50	4	3	7	18.42
45 - 47	1	3	4	10.53
42 - 44	0	0	0	0.00
39 - 41	0	1	1	2.63
36 - 38	2	2	4	10.53
<b>Total</b>	<b>12</b>	<b>26</b>	<b>38</b>	<b>100.00</b>
Mean	49.79 yrs.	52.67 yrs.	51.61 yrs.	-
SD	6.03 yrs.	7.21 yrs.	6.86 yrs.	-

that is, eight out of 38 or 21.05 percent were ranged from 57-59 years of age. While the lowest frequency was one or 2.63 percent which was ranged from 39-41 years, 60-62 years and 63-65 years of age. The average age of this group was pegged at 51.61 years old with a standard deviation of 6.86 years which indicated that the College deans were in their early 50s. Furthermore, the table showed that female dominated this group with 26 out of 38 or 68.42 percent and there were 12 or 31.58 percent males.

Civil status. As regards the dean-respondents' civil status profile, Table 4 showed the data that most of the deans were married as evidenced by the fact that out of 38, 31 of them or 81.58 percent were married, five or 13.16 percent of the dean-respondents were single. On the other hand, two out of 38 or 5.26 percent of the respondents were widow or widower.

Table 4

## Civil Status of the College Deans of SUCs in Eastern Visayas

Civil Status	f	Percent
Married	31	81.58
Single	5	13.16
Widow/widower	2	5.26
Total	38	100.00

Educational attainment. The educational attainment of the dean-respondents is shown in Table 5. As can be gleaned from the table, 29 or 76.32

percent of the respondents have obtained doctorate degree, while 5 or 13.16 percent have doctoral units and four or 10.53 percent have finished master's degree.

**Table 5**

**Educational Attainment Profile of the College Deans of SUCs in Eastern Visayas**

Educational Attainment	f	Percent
Doctoral Degree	29	76.32
with Doctoral Units	5	13.16
Master's Degree	4	10.53
<b>Total</b>	<b>38</b>	<b>100.00</b>

**Academic rank.** Table 6 showed the profile of the academic rank of the College Deans. As gleaned from the table, two out of 38 dean-respondents or 5.26 percent are occupying the Professor VI, Associate Professor V, Associate Professor II and Instructor I ranks, one or 2.63 percent are enjoying the Professor IV, Professor II, Professor I, Assistant Professor IV, Assistant Professor II, Assistant Professor I and Instructor II ranks while eight or 21.05 percent have Associate Professor III and Associate Professor IV ranks. Thus, majority of the dean-respondents have Associate Professor III and Associate Professor IV ranks.

**Table 6****Academic Rank Profile of the College Deans of  
SUCs in Eastern Visayas**

Rank	f	Percent
Professor VI	2	5.26
Professor IV	1	2.63
Professor II	1	2.63
Professor I	1	2.63
Assoc. Prof. V	2	5.26
Assoc. Prof IV	8	21.05
Assoc. Prof III	8	21.05
Assoc. Prof. II	2	5.26
Assoc. Prof I	3	7.89
Assistant Prof IV	1	2.63
Assistant Prof. III	4	10.53
Assistant Prof II	1	2.63
Assistant Prof. I	1	2.63
Instructor II	1	2.63
Instructor I	2	5.26
<b>Total</b>	<b>38</b>	<b>100.00</b>

Teaching experience. Table 7 presented the teaching experience profile of the dean-respondents. It can be gleaned from the table that the longest teaching experience of the College Deans were ranged from 33-35 years where five out of 38 or 13.16 percent fell in that bracket while 10 or 26.32 percent of the respondents were ranged from the 30-32 years and 24-26 years. The average teaching experience of this group was pegged at 25.61 years with a standard

deviation of 7.24 years which indicated that the College Deans had been teaching first before they were given an administrative position.

Table 7

**Teaching Experience Profile of the College Deans of  
SUCs in Eastern Visayas**

Teaching Experience	f	Percent
33 - 35	5	13.16
30 - 32	10	26.32
27 - 29	4	10.53
24 - 26	10	26.32
21 - 23	2	5.26
18 - 20	1	2.63
15 - 17	2	5.26
12 - 14	2	5.26
<12	2	5.26
<b>Total</b>	<b>38</b>	<b>100.00</b>
<b>Mean</b>	<b>25.61 yrs.</b>	<b>-</b>
<b>SD</b>	<b>7.24 yrs.</b>	<b>-</b>

Administrative experience. Table 8 reflected the administrative experience profile of the dean-respondents. It can be gleaned from the table that one out of 38 or 2.63 percent have 20 years, 13 years, and two years of administrative experience, while two or 5.26 percent have 18 years, 16 years, 12 years, 9 years of administrative experience. Hence, three or 7.89 percent have 10 years, 8 years, 7 years, 6 years, and 5 years, and four or 10.53 percent have 3 years administrative experience. The highest frequency of administrative

experience of the dean-respondents was posted at 20 years while the lowest was posted at 1 year. The average length of the administrative experience of the dean-respondents was pegged at 7.82 years with a standard deviation of 4.79 years which indicated that the College deans were not neophytes in their present position as Deans.

**Table 8**

**Administrative Experience of the College Deans of  
SUCs in Eastern Visayas**

Admin. Experience (in years)	f	Percent
20	1	2.63
18	2	5.26
16	2	5.26
13	1	2.63
12	2	5.26
10	3	7.89
9	2	5.26
8	3	7.89
7	3	7.89
6	3	7.89
5	3	7.89
4	8	21.05
3	4	10.53
2	1	2.63
<b>Total</b>	<b>38</b>	<b>100.00</b>
<b>Mean</b>	<b>7.82 yrs.</b>	<b>-</b>
<b>SD</b>	<b>4.79 yrs.</b>	<b>-</b>

In-service trainings attended. Table 9 showed data on the number of in-service trainings attended by the 38 College Deans among State Universities and Colleges in Eastern Visayas. As revealed by the table, in the international level, two out of 38 or 5.26 percent attended a 40- hour, 32 -hour, and 24- hour training, one or 2.63 percent has attended an 18 hour -training, three or 7.89 percent have attended a 16- hour training while majority or 28 out of 38 or 73.68 percent of the dean-respondents did not specify the number of hours . Thus, the average number of hours of trainings attended by College Deans in international level was pegged at 26 hours with a standard deviation of 10 hours.

Moreover, in the national level , one or 2.63 percent has attended 160 hours, 120 hours, 90 hours, 54 hours, 1 or 2.63 per cent has attended 48 hours, one or 2.63 per cent has attended 36 hours, one or 2.63 per cent has attended 26 hours, and another one or 2.63 per cent has attended 18 hours. There were six or 15.79 percent of the dean-respondents have attended 32 hours in trainings and five or 13.16 per cent have attended 24 hours, while eight or 21.05 per cent did not specify the number of hours of attendance in trainings. Thus, the average number of hours attended by College deans was pegged at 44 hours with a standard deviation of 33 hours.

Meanwhile, in terms of the attendance of College deans in trainings for the regional level, majority or ten out of 38 or 26.32 per cent of the dean-

respondents have attended 24 hours, followed by 5 or 13.16 per cent who have attended 32 hours, followed by four or 10.53 per cent have attended 36 hours,

**Table 9**

**In-Service Trainings Attended by the College Deans of  
SUCs in Eastern Visayas**

Level/ Number of Hours	f	Percent
<b>National</b>		
40	2	5.26
32	2	5.26
24	2	5.26
18	1	2.63
16	3	7.89
NS	28	73.68
<b>Total</b>	<b>38</b>	<b>100.00</b>
<b>Mean</b>	<b>26 hours</b>	<b>-</b>
	<b>10 hours</b>	<b>-</b>
<b>National</b>		
160	1	2.63
120	1	2.63
90	1	2.63
80	1	2.63
64	3	7.89
54	1	2.63
48	1	2.63
40	2	5.26
36	1	2.63
32	6	15.79
26	1	2.63
24	5	13.16
20	2	5.26
18	1	2.63
16	3	7.89
NS	8	21.05
<b>Total</b>	<b>38</b>	<b>100.00</b>
<b>Mean</b>	<b>44 hours</b>	<b>-</b>
<b>SD</b>	<b>33 hours</b>	<b>-</b>

Table 7 *continued*

Level/ Number of Trainings	f	Percent
<b>Regional</b>		
120	1	2.63
81	1	2.63
80	1	2.63
72	3	7.89
64	1	2.63
48	1	2.63
36	4	10.53
32	5	13.16
24	10	26.32
18	1	2.63
16	3	7.89
NS	7	18.42
<b>Total</b>	<b>38</b>	<b>100.00</b>
<b>Mean</b>	<b>39 hours</b>	<b>-</b>
	<b>25 hours</b>	
<b>Local</b>		
120	1	2.63
80	1	2.63
64	3	7.89
48	1	2.63
40	3	7.89
36	3	7.89
32	1	2.63
26	1	2.63
24	6	15.79
16	5	13.16
8	3	7.89
NS	10	26.32
<b>Total</b>	<b>38</b>	<b>100.00</b>
<b>Mean</b>	<b>35 hours</b>	<b>-</b>
	<b>25 hours</b>	<b>-</b>

followed by three or 7.89 percent and the least frequency which is one or 2.63 percent was on the attendance of College deans for 120 hours, 81 hours, 80 hours, 64 hours, 48 hours and 18 hours while there of were seven or 18.42 percent of the College deans did not specify the number of hours in their attendance of regional trainings. Hence, the average number of trainings attended by the College Deans for regional level was pegged at 39 hours with a standard deviation of 25 hours.

In terms of the College deans attendance in trainings for local level, 10 or 26.32 percent of them did not specify the number of hours, six or 15.79 percent have attended seminars for 24 hours and the least number of frequency in attendance of trainings fell on 120 hours, 80 hours, 48 hours, 32 hours and 26 hours. The average number of hours attended by the College deans for the local level was pegged at 35 hours with a standard deviation of 25 hours. The findings implied that the dean-respondents were updated on matters relevant to their work as College Deans.

Performance rating. Table 10 showed the profile of the dean-respondents in terms of their average performance rating for the last three years. As shown from the table , in year 2010, majority or 15 out of 38 or 39.47 percent of the dean-respondents have a numerical rating which ranged from 9.20-9.39 , followed by eight or 21.05 percent of them have ranged from 9.40-9.59 , and two or 5.26 percent were ranged from 9.60-9.79. The average performance rating of

the College deans for the year 2010 is 9.16 with an equivalent adjectival rating of "Very Satisfactory" with a standard deviation of 0.36 .

On the other hand, in the year 2009, 15 or 39.47 percent of the dean-respondents have performance rating which were ranged from 9.00-9.19 followed by nine or 23.68 percent which ranged from 9.20-9.39. The average performance rating of the dean-respondents for the year 2009 is 9.05 with an adjectival rating of "Very Satisfactory" with a standard deviation of 0.36.

**Table 10**

**Performance Rating of the College Deans of SUCS in Eastern Visayas for the Past Three Years**

Numerical Rating	2010		2009		2008	
	f	%	f	%	f	%
9.60 - 9.79	2	5.26	1	2.63	1	2.63
9.40 - 9.59	8	21.05	3	7.89	6	15.79
9.20 - 9.39	15	39.47	9	23.68	5	13.16
9.00 - 9.19	5	13.16	15	39.47	14	36.84
8.80 - 8.89	2	5.26	3	7.89	3	7.89
8.60 - 8.79	1	2.63	2	5.26	2	5.26
8.40 - 8.59	1	2.63	1	2.63	3	7.89
8.20 - 8.39	2	5.26	1	2.63	1	2.63
8.00 - 8.19	1	2.63	2	5.26	1	2.63
NS	1	2.63	1	2.63	2	5.26
<b>Total</b>	<b>38</b>	<b>100.00</b>	<b>38</b>	<b>100.00</b>	<b>38</b>	<b>100.00</b>
<b>Mean</b>	<b>9.16</b>	<b>-</b>	<b>9.05</b>	<b>-</b>	<b>9.04</b>	<b>-</b>
<b>SD</b>	<b>0.36</b>	<b>-</b>	<b>0.36</b>	<b>-</b>	<b>0.35</b>	<b>-</b>

Furthermore, in the year 2008, majority or 14 out of 38 or 36.84 percent of the dean-respondents have performance ratings which ranged from 9.00-9.19 followed by six or 15.79 percent which ranged from 9.40-9.59 and two or 5.26 percent did not specify their numerical value of performance rating. Thus, the average numerical rating is 9.04 with an equivalent adjectival rating of "Very Satisfactory" with a standard deviation of 0.35. As a whole, majority of the College deans have received a "Very Satisfactory" performance rating based on the average performance ratings for the past three years.

Monthly income. Table 11 reflected the monthly income profile of the dean-respondents. As shown in the table, seven or 18.42 percent of the dean-respondents have income that ranged from 27,000-31,999 pesos, six or 15.79 percent were ranged from 42,000-46,999 pesos and five or 13.16 percent were ranged from 62,000-66,999 pesos and 32,000-36,999 pesos.

Hence, the highest income of the dean-respondents was ranged from 67,000-71,999 pesos by which two or 5.26 percent of dean-respondents have income that fell under this category while the lowest income were ranged from 17,000-21,999 pesos where two or 5.26 percent of the dean-respondents have income that fell under the said category. As a whole, the average income of the respondents was pegged at Php41,775.45 with a standard deviation of Php14,875.43.

Table 11

**Monthly Income Distribution of the College Deans of SUCs in  
Eastern Visayas**

Income (in Php)	f	Percent
67000 - 71999	2	5.26
62000 - 66999	5	13.16
57000 - 61999	1	2.63
52000 - 56999	1	2.63
47000 - 51999	4	10.53
42000 - 46999	6	15.79
37000 - 41999	2	5.26
32000 - 36999	5	13.16
27000 - 31999	7	18.42
22000 - 26999	3	7.89
17000 - 21999	2	5.26
<b>Total</b>	<b>38</b>	<b>100.00</b>
<b>Mean</b>	<b>Php41,775.45</b>	<b>-</b>
<b>SD</b>	<b>Php14,875.43</b>	<b>-</b>

**Leadership Styles of College Deans as Perceived  
by the Three Groups of Respondents**

This section presented data relative to the leadership styles of College deans among State Universities and Colleges in Eastern Visayas along the following: 1) participative ; 2) supportive; 3) directive; and 4) achievement-oriented with respect to the aspects of preference, knowledge and manifestation.

**Participative style as perceived by the college deans.** Table 12 contained data on the extent of preference, knowledge and manifestation of the

College deans with the participative leadership styles as perceived by themselves. As assessed by the College deans, three out of 10 participative leadership indicators along preference were "very much preferred" and seven were assessed "much preferred". Among these, the highest overall mean for College Deans' assessment was posted at 4.58 (very much preferred) which referred to "Encouraging participation among faculty members" and the lowest was pegged at 4.11 (much preferred) which referred to "Sharing work problems with the faculty". Thus, the College deans assessed the participative leadership style along preference as "much preferred" as evidenced by the obtained grand mean of 4.40.

Along the extent of knowledge, one out of 10 participative indicators was assessed "very much knowledgeable" and nine participative statements were assessed "much knowledgeable". Among these, the highest overall mean was 4.53 (very much knowledgeable) which referred to as "Encouraging participation among faculty members" which was the same statement that got the highest mean along preference, and the lowest was 4.21 (much knowledgeable) which referred to "Resolving differences through democratic process". Thus, the College deans assessed the participative leadership style along knowledge as "much knowledgeable" as evidenced by the obtained grand mean of 4.41.

Along the extent of manifestation, two out of 10 participative indicators were assessed "very much manifested" and the remaining eight participative

Table 12

**Extent of Preference, Knowledge and Manifestation of the College Deans  
with the Participative Leadership Styles as Perceived by Themselves**

Indicators	Category					
	Preference		Knowledge		Manifestation	
	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation
1 Sharing work problems with the faculty.	4.11	MP	4.26	MK	4.16	MM
2 Resolving difference through democratic process.	4.18	MP	4.21	MK	4.29	MM
3 Involving faculty members in policy and action plan formulation.	4.53	VMP	4.47	MK	4.53	VMM
4 Encouraging participation among faculty members.	4.58	VMP	4.53	VMK	4.53	VMM
5 Promoting freedom of expression whenever things are to be decided on.	4.42	MP	4.45	MK	4.34	MM
6 Allowing faculty members to make their own decisions and be accountable of their actions.	4.32	MP	4.29	MK	4.42	MM
7 Consulting faculty members whenever there are changes in their duties.	4.50	MP	4.42	MK	4.45	MM
8 Acting as a cooperative group member with faculty members.	4.39	MP	4.42	MK	4.47	MM
9 Showing concerns with the welfare and feelings of his faculty members.	4.53	VMP	4.50	MK	4.50	MM
10 Willing to explain his action and can compromise his point.	4.42	MP	4.50	MK	4.47	MM
Total	43.98	-	44.05	-	44.16	-
Grand Mean	4.40	MP	4.41	MK	4.42	MM

Legend:

4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable (VMK)/  
Very Much Manifested (VMM)

3.51 - 4.50 Much Preferred (MP)/Much Knowledgeable (MK)/Much Manifested (MM)

2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)

1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)

1.00 - 1.50 Not Preferred (NP)/Not Knowledgeable (NK)/Not Manifested (NM)

statements were assessed "much manifested". As can be gleaned from the table, the highest mean along manifestation was 4.53 (very much manifested) which referred to two statements to wit: 1) Involving faculty members in policy and action plan formulation"; and 2) "Encouraging participation among faculty members". The lowest mean was 4.16 (much manifested) which referred to as "Sharing work problems with the faculty". Thus, participative leadership style along manifestation was assessed by the College deans as "much manifested" as evidenced by the obtained grand mean of 4.42. Moreover, the top three indicators along participative leadership style on the aspects of preference ,knowledge and manifestation are the following: 1) "Encouraging participation among faculty members" ; 2) "Involving faculty members in policy and action plan formulation"; and 3) "Showing concerns with the welfare and feelings of his faculty members".

On the other hand, the least indicators are: 1)" Sharing work problems with the faculty" ; 2) "Resolving differences through democratic process"; and 3) "Allowing faculty members to make their own decisions and be accountable of their actions". Thus, the college deans assessed the participative leadership style along manifestation as "much manifested" as evidenced by the obtained grand mean of 4.42.

Participative style as perceived by the department heads. Shown in Table 13 is the perceptions of the department heads relative to the

Table 13

**Extent of Preference, Knowledge and Manifestation of the College  
Deans with the Participative Leadership Styles as  
Perceived by the Department Heads**

Indicators	Respondent's Category					
	Preference		Knowledge		Manifestation	
	Xm/Interpretation	Xm/Interpretation	Xm/Interpretation	Xm/Interpretation	Xm/Interpretation	Xm/Interpretation
1 Sharing work problems with the faculty.	4.23	MP	4.29	MK	4.13	MM
2 Resolving difference through democratic process.	4.13	MP	4.15	MK	4.12	MM
3 Involving faculty members in policy and action plan formulation.	4.27	MP	4.33	MK	4.23	MM
4 Encouraging participation among faculty members.	4.29	MP	4.29	MK	4.29	MM
5 Promoting freedom of expression whenever things are to be decided on.	4.27	MP	4.25	MK	4.23	MM
6 Allowing faculty members to make their own decisions and be accountable of their actions.	4.31	MP	4.25	MK	4.21	MM
7 Consulting faculty members whenever there are changes in their duties.	4.25	MP	4.31	MK	4.31	MM
8 Acting as a cooperative group member with faculty members.	4.27	MP	4.27	MK	4.27	MM
9 Showing concerns with the welfare and feelings of his faculty members.	4.27	MP	4.19	MK	4.19	MM
10 Willing to explain his action and can compromise his point.	4.27	MP	4.37	MK	4.17	MM
Total	42.56	-	42.70	-	42.15	-
Grand Mean	4.26	MP	4.27	MK	4.22	MM

## Legend:

4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable (VMK)/  
Very Much Manifested (VMM)

3.51 - 4.50 Much Preferred (MP)/ Much Knowledgeable (MK)/Much Manifested (MM)

2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)

1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)

1.00 - 1.50 Not Preferred (NP)/ Not Knowledgeable (NK)/ Not Manifested (NM)

participative leadership style along preference, knowledge, and manifestation. As assessed by the department heads, 10 out of 10 (100%) participative style indicators were "much preferred". The highest mean was posted at 4.31 (much preferred) which referred to "Allowing faculty members to make their own decisions and be accountable of their actions" and the lowest mean was posted at 4.13 (much preferred) which referred to "Resolving differences through democratic process". Thus, participative leadership style was assessed by the department heads as "much preferred" as evidenced by the obtained grand mean of 4.26.

On the extent of knowledge, 10 out of 10 participative indicators were assessed by the department heads as "much preferred". Among these, the top three participative leadership style indicators are: 1) "Willing to explain his action and can compromise his point"; 2) "Involving faculty members in policy and action plan formulation"; and 3) "Consulting faculty members whenever there are changes in their duties".

On the other hand, the top three least indicators are: 1) "Resolving differences through democratic process"; 2) "Showing concerns with the welfare and feelings of his faculty members"; and 3) "Promoting freedom of expression whenever things are to be decided on", and "Allowing faculty members to make their own decisions and be accountable of their actions". Hence,

participative leadership style was assessed by the department heads as "much knowledgeable" as evidenced by the obtained grand mean of 4.26.

On the extent of manifestation, 10 out of 10 (100.00%) participative leadership indicators were assessed as "much manifested". Hence, the highest mean was posted at 4.31 (much manifested) which referred to "Consulting faculty members whenever there are changes in their duties" and the lowest mean was posted at 4.12 (much manifested) which referred to "Resolving differences through democratic process". As a whole, participative leadership style along manifestation was assessed "much manifested" as evidenced by the obtained grand mean of 4.22.

**Participative style as perceived by the faculty members.** Table 14 presented data obtained on the perceptions of the faculty members relative to the participative leadership style along the aspects of preference, knowledge and manifestation. As assessed by the faculty members, 10 out of 10 (100.00 percent) participative style indicators were "much preferred", "much knowledgeable" and "much manifested" on the three aspects considered. Among these, the highest mean was posted at 4.15 (much manifested) which referred to "Acting as a cooperative group member with the group" and the least was 3.99 (much manifested) for "Resolving differences through democratic process". As a whole, participative leadership style indicators were assessed by the faculty members as "much preferred", "much knowledgeable"

and "much manifested" as evidenced by the obtained grand means of 4.08, 4.09 and 4.09 for preference, knowledge and manifestation, respectively.

**Table 14**

**Extent of Preference, Knowledge and Manifestation of the College Deans with the Participative Leadership Styles as Perceived by the Faculty Members**

Indicators	Respondent's Category					
	Preference	Knowledge		Manifestation		
	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation
1 Sharing work problems with the faculty.	4.03	MP	4.09	MK	4.03	MM
2 Resolving difference through democratic process.	4.05	MP	4.02	MK	3.99	MM
3 Involving faculty members in policy and action plan formulation.	4.03	MP	4.07	MK	4.10	MM
4 Encouraging participation among faculty members.	4.13	MP	4.13	MK	4.11	MM
5 Promoting freedom of expression whenever things are to be decided on.	4.09	MP	4.10	MK	4.05	MM
6 Allowing faculty members to make their own decisions and be accountable of their actions.	4.07	MP	4.07	MK	4.12	MM
7 Consulting faculty members whenever there are changes in their duties.	4.12	MP	4.12	MK	4.13	MM
8 Acting as a cooperative group member with faculty members.	4.07	MP	4.15	MK	4.15	MM
9 Showing concerns with the welfare and feelings of his faculty members.	4.09	MP	4.09	MK	4.09	MM
10 Willing to explain his action and can compromise his point.	4.11	MP	4.11	MK	4.08	MM
Total	40.79	-	40.95	-	40.85	-
Grand Mean	4.08	MP	4.10	MK	4.09	MM

**Legend:**

- 4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable (VMK)/Very Much Manifested (VMM)
- 3.51 - 4.50 Much Preferred (MP)/Much Knowledgeable (MK)/Much Manifested (MM)
- 2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)
- 1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)
- 1.00 - 1.50 Not Preferred (NP)/Not Knowledgeable (NK)/Not Manifested (NM)

Supportive style as perceived by the college deans. Data on the perceptions of the College deans on the extent of preference, knowledge and manifestation are contained in Table 15. As assessed by the College deans, six out of nine supportive statements along the aspect of preference were “very much preferred” and three were assessed “much preferred”. Among these, the highest mean for College Deans’ perception was posted at 4.63 (very much preferred) which referred to “Demonstrating concerns for faculty members’ needs” and the lowest was 4.42 (much preferred) which referred to “Striving to build a good interpersonal relationship in motivating faculty”. Thus, the extent of preference along supportive leadership style was assessed by the College deans as “very much preferred” as evidenced by the obtained grand mean of 4.53.

On the extent of knowledge, five out of nine supportive leadership indicators were assessed by the college deans as “very much knowledgeable” and the remaining four indicators were assessed “much knowledgeable”. The highest mean was pegged at 4.58 (very much knowledgeable) which referred to “Demonstrating concerns for faculty members’ needs” while the lowest mean was posted at 4.37 (much knowledgeable) which referred to “Creating a pleasant work environment for faculty members”. Hence, supportive leadership style along knowledge

Table 15

**Extent of Preference, Knowledge and Manifestation of the College Deans  
with the Supportive Leadership Styles as Perceived by Themselves**

Indicators	Category					
	Preference		Knowledge		Manifestation	
	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation
1 Supporting needs of the faculty.	4.53	VMP	4.42	MK	4.42	MM
2 Addressing the demands and request of faculty members.	4.55	VMP	4.53	VMK	4.55	VMM
3 Willing to offer his talents/ expertise for the welfare of the faculty members and of the College in general.	4.45	MP	4.53	VMK	4.53	VMM
4 Demonstrating concerns for faculty members' needs.	4.63	VMP	4.58	VMK	4.66	VMM
5 Creating a pleasant work environment for faculty members.	4.58	VMP	4.37	MK	4.66	VMM
6 Showing interest gives credit and lends a sympathetic ear to troubles.	4.58	VMP	4.55	VMK	4.55	VMM
7 Studying, analyzing, and dissecting the causes of faculty members' dissatisfaction.	4.47	MP	4.47	MK	4.47	MM
8 Showing sympathy and offers help to faculty members whenever they suffer bereavement or misfortune.	4.55	VMP	4.50	MK	4.58	VMM
9 Striving to build a good interpersonal relationship in motivating faculty.	4.42	MP	4.55	VMK	4.47	MM
Total	40.76	-	40.50	-	40.89	-
Grand Mean	4.53	VMP	4.50	MK	4.54	VMM

Legend:

4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable (VMK)/  
Very Much Manifested (VMM)

3.51 - 4.50 Much Preferred (MP)/Much Knowledgeable (MK)/Much Manifested (MM)

2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)

1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)

1.00 - 1.50 Not Preferred (NP)/Not Knowledgeable (NK)/Not Manifested (NM)

was assessed by the College deans as "much knowledgeable" as evidenced by the obtained grand mean of 4.50.

On the extent of manifestation, six out of nine supportive indicators were assessed by the College deans as "very much manifested" and the remaining three were assessed "much manifested". The top three supportive indicators along manifestation are : 1) "Demonstrating concerns for faculty members' needs and creating a pleasant work environment for faculty members" ; 2) "Showing sympathy and offers help to faculty members they suffer bereavement or misfortune"; and 3) "Showing interest, gives credit, and lends a sympathetic ear to troubles". On the other hand, the least indicators are: 1) "Supporting needs of the faculty"; 2) " Studying, analyzing and dissecting the causes of faculty members' dissatisfaction" ; and 3) "Striving to build a good interpersonal relationship in motivating faculty". As a whole, on the extent of manifestation the College Deans assessment was "very much" manifested as evidenced by the obtained grand mean of 4.54.

Supportive style as Perceived by the department heads. Table 16 showed data on the perceptions of the department heads on the extent of preference, knowledge and manifestation. As assessed by the department heads, nine out of nine (100.00 percent) supportive leadership style statements along preference were "much preferred". Among these, the highest mean for College Deans' perception was posted at 4.27 ( much preferred) which

Table 16

**Extent of Preference, Knowledge and Manifestation of the College  
Deans with the Supportive Leadership Styles As  
Perceived by the Department Heads**

Indicators	Category					
	Preference	Knowledge		Manifestation		
	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation
1 Supporting needs of the faculty.	4.27	MP	4.12	MK	4.23	MM
2 Addressing the demands and request of faculty members.	4.12	MP	4.31	MK	4.19	MM
3 Willing to offer his talents/ expertise for the welfare of the faculty members and of the College in general.	4.27	MP	4.21	MK	4.19	MM
4 Demonstrating concerns for faculty members' needs.	4.21	MP	4.98	VMK	4.23	MM
5 Creating a pleasant work environment for faculty members.	4.23	MP	4.17	MK	4.29	MM
6 Showing interest gives credit and lends a sympathetic ear to troubles.	4.21	MP	4.19	MK	4.19	MM
7 Studying, analyzing, and dissecting the causes of faculty members' dissatisfaction.	4.13	MP	4.15	MK	4.15	MM
8 Showing sympathy and offers help to faculty members whenever they suffer bereavement or misfortune.	4.10	MP	4.10	MK	4.10	MM
9 Striving to build a good interpersonal relationship in motivating faculty.	4.15	MP	4.17	MK	4.13	MM
	37.69	-	38.40	-	37.70	-
	4.19	MP	4.27	MK	4.19	MM

## Legend:

4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable (VMK)/  
Very Much Manifested (VMM)

3.51 - 4.50 Much Preferred (MP)/Much Knowledgeable (MK)/Much Manifested (MM)

2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)

1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)

1.00 - 1.50 Not Preferred (NP)/Not Knowledgeable (NK)/Not Manifested (NM)

referred to "Supporting needs of the faculty" and "Willing to offer his talents / expertise for the welfare of the faculty members and of the College in general" and the lowest mean was posted at 4.10 (much preferred) which referred to "Showing sympathy and offering help to faculty members whenever they suffer bereavement or misfortune". Thus, supportive leadership style indicators were assessed by the department heads as "much preferred" as evidenced by the obtained grand mean of 4.19.

On the extent of knowledge, one out of nine supportive indicators were assessed by the department heads as "very much knowledgeable" and the remaining eight indicators were assessed "much knowledgeable". The highest mean was posted at 4.98 (very much knowledgeable) which referred to "Demonstrating concerns for faculty members' needs" while the lowest mean was posted at 4.10 (much knowledgeable) which referred to "Showing sympathy and offering help to faculty members whenever they suffer bereavement or misfortune". Hence, the extent of knowledge along supportive leadership styles was assessed by the department heads as "much knowledgeable" as evidenced by the obtained grand mean of 4.27.

On the extent of manifestation, nine out of nine supportive indicators were assessed by the department heads as "much manifested". The top three supportive indicators along manifestation are : 1) "Creating a pleasant work environment for faculty members" ; 2) "Demonstrating concerns for faculty

members' needs"; and 3) "Supporting needs of the faculty". On the other hand, the least indicators are: 1) "Showing sympathy and offering help to faculty members' whenever they suffer bereavement or misfortune"; 2) "Studying, analyzing and dissecting the causes of faculty members' dissatisfaction"; and 3) "Striving to build a good interpersonal relationship in motivating faculty". As a whole, the supportive leadership style along manifestation was assessed by the department heads as "much manifested" as evidenced by the obtained grand mean of 4.19.

Supportive style as perceived by the faculty members. Data on the extent to which college deans practice the leadership styles along supportive as perceived by the faculty members are contained in Table 17. As assessed by the faculty members, nine out of nine (100.00 percent) supportive leadership style statements along preference were "much preferred". Among these, the highest mean for faculty members' assessment was posted at 4.16 (much preferred) which referred to "Showing sympathy and offering help to faculty members whenever they suffer bereavement or misfortune" and the lowest was 4.07 (much preferred) which referred to "Supporting needs of the faculty". Thus, supportive style indicators along preference were assessed by the faculty members to be "much preferred" as evidenced by the obtained grand mean of 4.12.

Table 17

**Extent of Preference, Knowledge and Manifestation of the College  
Deans with the Supportive Leadership Styles As  
Perceived by the Faculty Members**

Indicators	Category					
	Preference		Knowledge		Manifestation	
	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation
1 Supporting needs of the faculty.	4.07	MP	4.13	MK	4.12	MM
2 Addressing the demands and request of faculty members.	4.15	MP	4.12	MK	4.10	MM
3 Willing to offer his talents/ expertise for the welfare of the faculty members and of the College in general.	4.13	MP	4.13	MK	4.11	MM
4 Demonstrating concerns for faculty members' needs.	4.12	MP	4.13	MK	4.13	MM
5 Creating a pleasant work environment for faculty members.	4.15	MP	4.13	MK	4.21	MM
6 Showing interest gives credit and lends a sympathetic ear to troubles.	4.09	MP	4.11	MK	4.11	MM
7 Studying, analyzing, and dissecting the causes of faculty members' dissatisfaction.	4.07	MP	4.13	MK	4.13	MM
8 Showing sympathy and offers help to faculty members whenever they suffer bereavement or misfortune.	4.16	MP	4.15	MK	4.11	MM
9 Striving to build a good interpersonal relationship in motivating faculty.	4.12	MP	4.06	MK	4.17	MM
Total	37.06	-	37.09	-	37.19	-
Grand Mean	4.12	MP	4.12	MK	4.13	MM

Legend:

4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable (VMK)/  
Very Much Manifested (VMM)

3.51 - 4.50 Much Preferred (MP)/Much Knowledgeable (MK)/Much Manifested (MM)

2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)

1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)

1.00 - 1.50 Not Preferred (NP)/Not Knowledgeable (NK)/Not Manifested (NM)

On the extent of knowledge, nine out of nine supportive indicators were assessed by the faculty members as "much knowledgeable". The highest mean was posted at 4.15 (much knowledgeable) which referred to "Showing sympathy and offering help to faculty members whenever they suffer bereavement or misfortune" while the lowest mean was posted at 4.06 (much knowledgeable) which referred to "Striving to build a good interpersonal relationship in motivating faculty". Hence, supportive style was assessed by the department heads as "much knowledgeable" as evidenced by the obtained grand mean for knowledge which was 4.12.

Along manifestation, nine out of nine supportive indicators were assessed by the faculty members as "much manifested". As a whole, supportive leadership style along manifestation was assessed by the faculty members as "much manifested" as evidenced by the obtained grand mean of 4.13.

Directive style as perceived by the college deans. Table 18 reflects data about the perceptions of the College deans on directive leadership style along the aspects of preference, knowledge and manifestation. As assessed by the College deans along preference, four out of nine directive statements were "very much preferred" and five were assessed "much preferred". Among these, the highest weighted mean for College Deans' perceptions was posted at 4.55 (very much preferred) which referred to "Instructing faculty members how

to accomplish a task on time" and the lowest was 4.34 (much preferred) which referred to "Informing the faculty what he /she expects". As a whole, the College deans assessed the directive leadership style along preference to be "much preferred" as evidenced by the obtained grand mean of 4.49.

Along the extent of knowledge, five out of nine directive leadership style indicators were assessed by the College deans as "very much knowledgeable" and the remaining four indicators were "much knowledgeable". The top three indicators are the following: 1) Asking faculty members to follow standard rules and regulations", "Deciding what shall be done by the faculty members and giving input on how it shall be done", and "Expecting faculty members to use varied work methods"; 2) "Scheduling the work to be done by the faculty members to avoid conflict", and "Making sure that the dean's role/part is understood by the group whenever task is given"; and 3) "Instructing faculty members how to accomplish a task on time". Thus, the directive leadership style indicators along knowledge were assessed by the College deans as "much preferred" as evidenced by the obtained grand mean of 4.49.

Along the extent of manifestation, two out of nine indicators were assessed by the College deans as "very much manifested" and the remaining seven indicators were "much manifested". The "very much manifested" indicators are: 1) "Making sure that the dean's role / part is clearly understood by the group whenever task is given"; and 2) "Deciding what shall be done by the faculty members and giving inputs on how it shall be done". Thus, the

directive leadership indicators along manifestation were assessed by the College deans as "much preferred" as evidenced by the obtained grand mean of 4.46.

**Table 18**

**Extent of Preference, Knowledge and Manifestation of the College Deans with the Directive Leadership Styles as Perceived by Themselves**

Indicators	Category					
	Preference	Knowledge		Manifestation		
	Xm/Interpretation	Xm/Interpretation	Xm/Interpretation	Xm/Interpretation	Xm/Interpretation	Xm/Interpretation
1 Instructing faculty members how to accomplish a task on time.	4.55	VMP	4.42	MK	4.47	MM
2 Asking faculty members to follow standard rules and regulations.	4.45	MP	4.55	VMK	4.37	MM
3 Scheduling the work to be done by the faculty members to avoid conflict.	4.45	MP	4.53	VMK	4.47	MM
4 Making sure that the Dean's role/ part is understood by the group whenever task is given.	4.55	VMP	4.53	VMK	4.63	VMM
5 Deciding what shall be done by the faculty members and give inputs on how it shall be done.	4.50	MP	4.55	VMK	4.55	VMM
6 Giving direction and telling faculty about the goals of the college/	4.53	VMP	4.39	MK	4.50	MM
7 Expecting faculty members to use varied work methods.	4.53	VMP	4.55	VMK	4.34	MM
8 Informing the faculty what he/ she expects.	4.34	MP	4.37	MK	4.37	MM
9 Instructing faculty members to observe and obey the rules and policy of the College.	4.47	MP	4.39	MK	4.42	MM
	40.37	-	40.28	-	40.12	-
	4.49	MP	4.48	MK	4.46	MM

Legend:

4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable (VMK)/  
Very Much Manifested (VMM)

3.51 - 4.50 Much Preferred (MP)/Much Knowledgeable (MK)/Much Manifested (MM)

2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)

1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)

1.00 - 1.50 Not Preferred (NP)/Not Knowledgeable (NK)/Not Manifested (NM)

Directive style as perceived by the department heads. Table 19

presented data on the perceptions of the department heads on directive leadership style along preference, knowledge and manifestation. As assessed by the department heads along preference, nine out of nine (100.00 percent) directive leadership statements were "much preferred". Among these, the highest weighted mean for College Deans' assessment was posted at 4.27 (much preferred) which referred to "Deciding what shall be done by the faculty members and giving inputs on how it shall be done" and the lowest was 4.17 (much preferred) which referred to "Scheduling the work to be done by the faculty", "Making sure that the dean's role / part is understood by the group whenever a task is given", and "Expecting faculty members to use varied methods". Thus, on the extent of preference, the department heads assessed the directive leadership indicators as "much preferred" as evidenced by the obtained grand mean of 4.20.

Along the extent of knowledge, 10 out of 10 directive leadership style indicators were assessed "much knowledgeable". Hence, the highest mean was posted at 4.29 which referred to "making sure that the dean's role/part is understood by the group whenever task is given" and lowest was posted at 4.10 (much knowledgeable) which referred to "Scheduling the work to be done by the faculty members to avoid conflict". Thus, along knowledge, department heads' perceptions were assessed "much knowledgeable" as evidenced by the obtained grand mean of 4.21.

Table 19

**Extent of Preference, Knowledge and Manifestation of the College  
Deans with the Directive Leadership Styles As  
Perceived by the Department Heads**

Indicators	Category					
	Preference	Knowledge		Manifestation		
	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation
1 Instructing faculty members how to accomplish a task on time.	4.19	MP	4.19	MK	4.17	MM
2 Asking faculty members to follow standard rules and regulations.	4.19	MP	4.13	MK	4.19	MM
3 Scheduling the work to be done by the faculty members to avoid conflict.	4.17	MP	4.10	MK	4.27	MM
4 Making sure that the Dean's role/part is understood by the group whenever task is given.	4.17	MP	4.29	MK	4.17	MM
5 Deciding what shall be done by the faculty members and give inputs on how it shall be done.	4.27	MP	4.27	MK	4.15	MM
6 Giving direction and telling faculty about the goals of the college/	4.23	MP	4.19	MK	4.19	MM
7 Expecting faculty members to use varied work methods.	4.17	MP	4.29	MK	4.29	MM
8 Informing the faculty what he/she expects.	4.19	MP	4.19	MK	4.19	MM
9 Instructing faculty members to observe and obey the rules and policy of the College.	4.21	MP	4.23	MK	4.21	MM
<b>Total</b>	<b>37.79</b>	<b>-</b>	<b>37.88</b>	<b>-</b>	<b>37.83</b>	<b>-</b>
<b>Grand Mean</b>	<b>4.20</b>	<b>MP</b>	<b>4.21</b>	<b>MK</b>	<b>4.20</b>	<b>MM</b>

## Legend:

4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable (VMK)/  
Very Much Manifested (VMM)

3.51 - 4.50 Much Preferred (MP)/Much Knowledgeable (MK)/Much Manifested (MM)

2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)

1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)

1.00 - 1.50 Not Preferred (NP)/Not Knowledgeable (NK)/Not Manifested (NM)

Along the extent of manifestation, 10 out of 10 directive indicators were assessed "much manifested". The top three indicators are : 1)"Expecting faculty members to use varied work methods"; 2)" Scheduling the work to be done by the faculty members to avoid conflict"; and 3) "Instructing faculty members to observe and obey the rules and policy of the College". On the contrary, the least indicator was on the indicator "Deciding what shall be done by the faculty members and giving inputs on how it shall be done". Thus, directive leadership style was assessed by the department heads as "much manifested" as evidenced by the obtained grand mean of 4.20.

Directive style as perceived by the faculty members. Table 20 presented data on the perceptions of the College deans on directive along the aspects of preference, knowledge and manifestation. As assessed by the College deans along preference, four out of nine directive statements were "very much preferred" and five were assessed "much preferred" . Among these, the highest weighted mean for College Deans' assessment was posted at 4.55 (very much preferred) which referred to "Instructing faculty members how to accomplish a task on time" and the lowest was 4.34 (much preferred) which referred to "Informing the faculty what he /she expects".

Thus, along preference, directive style indicators were assessed by the College deans as "much preferred" as evidenced by the obtained area mean of 4.49.

Table 20

**Extent of Preference, Knowledge and Manifestation of the College  
Deans with the Directive Leadership Styles As  
Perceived by the Faculty Members**

Indicators	Category					
	Preference	Knowledge		Manifestation		
	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation
1 Instructing faculty members how to accomplish a task on time.	4.10	MP	4.10	MK	4.16	MM
2 Asking faculty members to follow standard rules and regulations.	4.11	MP	4.17	MK	4.18	MM
3 Scheduling the work to be done by the faculty members to avoid conflict.	4.22	MP	4.16	MK	4.21	MM
4 Making sure that the Dean's role/ part is understood by the group whenever task is given.	4.19	MP	4.20	MK	4.19	MM
5 Deciding what shall be done by the faculty members and give inputs on how it shall be done.	4.17	MP	4.15	MK	4.20	MM
6 Giving direction and telling faculty about the goals of the college/	4.11	MP	4.13	MK	4.14	MM
7 Expecting faculty members to use varied work methods.	4.15	MP	4.15	MK	4.15	MM
8 Informing the faculty what he/she expects.	4.19	MP	4.19	MK	4.16	MM
9 Instructing faculty members to observe and obey the rules and policy of the College.	4.20	MP	4.17	MK	4.20	MM
	37.44	-	37.42	-	37.59	-
	4.16	MP	4.16	MK	4.18	MM

## Legend:

4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable (VMK)/  
Very Much Manifested (VMM)

3.51 - 4.50 Much Preferred (MP)/Much Knowledgeable (MK)/Much Manifested (MM)

2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)

1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)

1.00 - 1.50 Not Preferred (NP)/Not Knowledgeable (NK)/Not Manifested (NM)

Along the extent of knowledge, nine out of nine (100.00 percent) directive leadership indicators were assessed by the faculty members as "much knowledgeable". Hence, the highest mean posted at 4.20 (much knowledgeable) which referred to "Making sure that the Dean's role/ part is understood by the group whenever task is given" while the lowest mean posted at 4.10 (much knowledgeable) which referred to "Instructing faculty members how to accomplish a task on time". As whole, the faculty members assessed the supportive leadership style along knowledge as "much knowledgeable" as evidenced by the obtained grand mean of 4.16.

Along the extent of manifestation, nine out of nine directive leadership indicators were assessed as "much manifested". Hence, the highest mean was 4.21 which referred to "scheduling the work to be done by the faculty members to avoid conflict" while the lowest mean was 4.14 which referred to "Giving direction and telling faculty about the goals of the College". As a whole, the faculty members assessed the directive leadership style as "much manifested".

Achievement-oriented style as perceived by the college deans. Table 21 contained data on the extent of preference, knowledge and manifestation of the College deans with the achievement-oriented style as perceived by themselves. As assessed by the College deans, 3 out of 10 achievement-oriented statements along preference were "very much preferred" and seven were assessed "much preferred". Among these, the highest mean was posted

at 4.61 (very much preferred) which referred to "Challenging members to perform and give their best in assigned tasks" and the lowest mean was posted at 4.39 (much preferred) which referred to "Keeping up with the increased tempo of methods improvement". Thus, on the extent of preference along achievement-oriented leadership style, the assessment of the College deans was "much preferred" as evidenced by the obtained grand mean of 4.48.

Along the extent of knowledge, five out of 10 achievement-oriented statements were assessed "very much knowledgeable" and five were assessed "much knowledgeable". Among these, the highest mean was posted at 5.58 (very much knowledgeable) which referred to "Letting the faculty members know what is expected of them" and "Challenging faculty members to perform and give their best in assigned tasks", and the lowest mean was posted 4.37 (much knowledgeable) which referred to "Assisting faculty members with potentials to achieve the objectives". Thus, along the extent of knowledge, the College deans' perceptions along achievement-oriented style was "much knowledgeable" as evidenced by the obtained grand mean of 4.50.

Along the extent of manifestation, four out of 10 achievement-oriented style indicators were assessed "very much manifested" and the remaining six were assessed "much manifested". Thus, achievement-oriented style was assessed by the College deans as "much manifested" as evidenced by the grand mean of 4.49.

**Table 21**

**Extent of Preference, Knowledge and Manifestation of the College  
Deans with the Achievement-Oriented Leadership Styles  
As Perceived by Themselves**

Indicators	Category					
	Preference		Knowledge		Manifestation	
	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation
1 Expecting highest performance from faculty members in terms of accomplishment of task.	4.42	MP	4.47	MK	4.39	MM
2 Assisting faculty members with potentials to achieve the objectives	4.47	MP	4.37	MK	4.45	MM
3 Communicating with the faculty members the accomplishment of the group especially in the achievement of challenging goals.	4.45	MP	4.45	MK	4.45	MM
4 Encouraging faculty for continuous improvement.	4.42	VMP	4.55	VMK	4.55	VMM
5 Letting the faculty members know what is expected of them.	4.50	MP	4.58	VMK	4.55	VMM
6 Challenging faculty members to perform and give their best in assigned tasks.	4.61	VMP	4.58	VMK	4.5	MM
7 Helping faculty members the attainment of good results simpler and easier.	4.47	MP	4.47	MK	4.47	MM
8 Informing the faculty members that best tools, machines and other resources will be provided for them in the accomplishment of task.	4.47	MP	4.55	VMK	4.42	MM
9 Studying each operation in the College painstakingly and seeks shortcuts and energy-saving improvements.	4.58	VMP	4.45	MK	4.61	VMM
10 Keeping up with the increased tempo of methods improvement.	4.39	MP	4.53	VMK	4.55	VMM
	44.78	-	45.00	-	44.94	-
	4.48	MP	4.50	MK	4.49	MM

**Legend:**

4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable (VMK)/  
Very Much Manifested (VMM)

3.51 - 4.50 Much Preferred (MP)/Much Knowledgeable (MK)/Much Manifested (MM)

2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)

1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)

1.00 - 1.50 Not Preferred (NP)/Not Knowledgeable (NK)/Not Manifested (NM)

Achievement-oriented style as perceived by the department heads.

Table 22 presented data on the extent of preference, knowledge and manifestation of the College deans with the achievement-oriented leadership style as perceived by the department heads. As assessed by the department heads, 10 out of 10 achievement-oriented statements along preference were "much preferred". Among these, the highest mean was posted at 4.37 (much preferred) which referred to "Encouraging faculty for continuous improvement", and "Letting the faculty members know what is expected of them" and the lowest mean was posted at 4.27 which referred to "helping faculty members attain good results simpler and easier". Thus, along preference, achievement-oriented leadership style was assessed by the department heads as "much preferred" as evidenced by the obtained grand mean of 4.31.

Along the extent of knowledge, 10 out of 10 (100.00 percent) achievement-oriented statements were assessed "much knowledgeable". Among these, the top three indicators are: 1) informing the faculty members that best tools, machines and other resources will be provided for them in the accomplishment of task"; 2) Keeping up with the increased tempo of methods improvement"; and 3) "Letting the faculty members know what is expected of them". Thus, along knowledge, department heads assessed the achievement-oriented style as "much knowledgeable" as evidenced by the obtained grand mean of 4.30.

Table 22

**Extent of Preference, Knowledge and Manifestation of the College  
Deans with the Achievement-Oriented Leadership Styles  
As Perceived by the Department Heads**

Indicators	Respondent's Category					
	Preference	Knowledge		Manifestation		
	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation
1 Expecting highest performance from faculty members in terms of accomplishment of task.	4.29	MP	4.27	MK	4.31	MM
2 Assisting faculty members with potentials to achieve the objectives.	4.31	MP	4.27	MK	4.23	MM
3 Communicating with the faculty members the accomplishment of the group especially in the achievement of challenging goals.	4.29	MP	4.27	MK	4.33	MM
4 Encouraging faculty for continuous improvement.	4.37	MP	4.33	MK	4.27	MM
5 Letting the faculty members know what is expected of them.	4.37	MP	4.31	MK	4.25	MM
6 Challenging faculty members to perform and give their best in assigned tasks.	4.31	MP	4.27	MK	4.21	MM
7 Helping faculty members the attainment of good results simpler and easier.	4.27	MP	4.29	MK	4.29	MM
8 Informing the faculty members that best tools, machines and other resources will be provided for them in the accomplishment of task.	4.29	MP	4.38	MK	4.25	MM
9 Studying each operation in the College painstakingly and seeks shortcuts and energy-saving improvements.	4.33	MP	4.29	MK	4.35	MM
10 Keeping up with the increased tempo of methods improvement.	4.31	MP	4.35	MK	4.31	MM
Total	43.14	-	43.03	-	42.80	-
Grand Mean	4.31	MP	4.30	MK	4.28	MM

## Legend:

4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable (VMK)/  
Very Much Manifested (VMM)

3.51 - 4.50 Much Preferred (MP)/Much Knowledgeable (MK)/Much Manifested (MM)

2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)

1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)

1.00 - 1.50 Not Preferred (NP)/Not Knowledgeable (NK)/Not Manifested (NM)

Along the extent of manifestation, 10 out of 10 achievement-oriented style indicators were assessed “much manifested”. The highest mean was posted at 4.35 (much manifested) which referred to “Keeping up with the increased tempo of methods improvement” and lowest mean was posted at 4.21 (much manifested) which referred to “Challenging faculty members to perform and give their best in assigned task”. Thus, achievement-oriented style was assessed by the department heads as “much manifested” as evidenced by the grand mean of 4.28.

Achievement-oriented style as perceived by the faculty members.

Table 23 showed data on the extent of preference, knowledge and manifestation of the College deans with the achievement-oriented leadership style as perceived by the faculty members. As assessed by the faculty members, 10 out of 10 achievement-oriented indicators along preference were “much preferred”. Among these, the highest mean was posted at 4.21 (much preferred) which referred to “Assisting faculty members to with potentials to achieve the objectives” and the lowest mean was posted at 4.13 (much preferred) which referred to “Encouraging faculty for continuous improvement”. Thus along preference, achievement-oriented leadership style was assessed by the College deans as “much preferred” as evidenced by the obtained grand mean of 4.17 .

Along knowledge, 10 out of 10 (100.00 percent) achievement-oriented indicators were assessed "much knowledgeable". Among these, the highest mean was posted at 4.20 (much knowledgeable) which referred to "Challenging faculty members to perform and give their best in assigned tasks" and the lowest mean was posted 4.11 (much knowledgeable) which referred to "Letting the faculty members know what is expected of them". Thus, along knowledge, the faculty members' perceptions along achievement-oriented style was "much knowledgeable" as evidenced by the obtained grand mean of 4.18.

Along the aspect of manifestation, 10 out of 10 achievement-oriented style indicators were assessed "much manifested". The highest mean was pegged at 4.22 (much manifested) which referred to "Expecting highest performance form faculty members in terms of accomplishment of task" and the lowest mean was posted at 4.11 (much manifested) which referred to "Encouraging faculty for continuous improvement". Thus, achievement-oriented leadership style was assessed by the faculty members as "much manifested" as evidenced by the grand mean of 4.16.

The data collected and presented on the extent of preference, knowledge and manifestation relative to the four leadership styles practiced by College deans, indicated that, in general, the College deans are aware of the different styles and employ the same in their respective Colleges, although there are

Table 23

**Extent of Preference, Knowledge and Manifestation of the College  
Deans with the Achievement-Oriented Leadership Style  
As Perceived by the Faculty Members**

Indicators	Category				
	Preference	Knowledge	Manifestation		
	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation		
1 Expecting highest performance from faculty members in terms of accomplishment of task.	4.15	MP	4.18	MK	4.22 MM
2 Assisting faculty members with potentials to achieve the objectives.	4.21	MP	4.19	MK	4.19 MM
3 Communicating with the faculty members the accomplishment of the group especially in the achievement of challenging goals.	4.15	MP	4.13	MK	4.14 MM
4 Encouraging faculty for continuous improvement.	4.13	MP	4.18	MK	4.11 MM
5 Letting the faculty members know what is expected of them.	4.20	MP	4.11	MK	4.17 MM
6 Challenging faculty members to perform and give their best in assigned tasks.	4.16	MP	4.20	MK	4.13 MM
7 Helping faculty members the attainment of good results simpler and easier.	4.15	MP	4.15	MK	4.16 MM
8 Informing the faculty members that best tools, machines and other resources will be provided for them in the accomplishment of task.	4.16	MP	4.20	MK	4.19 MM

Table 21 continued

Indicators	Category					
	Preference	Knowledge	Manifestation			
	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation			
9 Studying each operation in the College painstakingly and seeks shortcuts and energy-saving improvements.	4.18	MP	4.21 MK	4.16	MM	
10 Keeping up with the increased tempo of methods improvement.	4.19	MP	4.21 MK	4.15	MM	
	41.68	-	41.76	-	41.62	-
	4.17	MP	4.18	MK	4.16	MM

Legend:

4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable (VMK)/Very Much Manifested (VMM)

3.51 - 4.50 Much Preferred (MP)/Much Knowledgeable (MK)/Much Manifested (MM)

2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)

1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)

1.00 - 1.50 Not Preferred (NP)/Not Knowledgeable (NK)/Not Manifested (NM)

indications that there is a need to adapt the changes whenever there are problems that may crop up.

#### Management Functions of College Deans as Perceived by the Three Groups of Respondents

This section presented data relative to the management functions of College deans among State Universities and Colleges in State Universities and Colleges in Eastern Visayas along the following: 1) planning ; 2) organizing ; and 3) leading ; and 4) controlling with respect to the aspects of knowledge, importance and implementation.

Planning as perceived by the college deans. Table 24 showed the data on the perceptions of the College deans with the planning management functions along the extent knowledge, importance and implementation. As assessed by the College deans, six out of 10 planning statements along the aspect of knowledge were "very much knowledgeable" and four were assessed "much knowledgeable". Among these, the highest mean for College Deans' perceptions was posted at 4.63 (very much knowledgeable) which referred to "Knowing the procedures by which problems are studied" and the lowest mean was pegged at 4.34 (much knowledgeable) which referred to "Working to provide and maintain funds and facilities". Thus, planning management function along knowledge was assessed by the College deans to be "very much knowledgeable" as evidenced by the obtained grand mean of 4.52.

Along the extent of importance, five out of 10 planning management function indicators were assessed by the college deans as "very much important" and the remaining five indicators were assessed "much important". The highest mean was pegged at 4.66 (very much important) which referred to "Gathering and analyzing information" while the lowest mean was posted at 4.29 (much important) which referred to "Working to provide and maintain funds and facilities". Hence, planning management function along importance was assessed by the College deans as "much important" as evidenced by the obtained grand mean of 4.50.

**Table 24**
**Extent of Knowledge, Importance and Implementation of the College Deans with the Planning Management Functions as Perceived by Themselves**

Indicators	Category					
	Knowledge	Importance	Implementation			
	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation			
1 Reporting and communicating the action plans to the immediate supervisor.	4.58	VMK	4.48	MI	4.45	MImpl
2 Implementing policies and/or programs.	4.39	MK	4.42	MI	4.47	MImpl
3 Setting realistic objectives for improvement.	4.58	VMK	4.53	VMI	4.53	VMImpl
4 Working and accomplishing targets.	4.50	MK	4.47	MI	4.45	MImpl
5 Spending resources wisely.	4.42	MK	4.53	VMI	4.58	VMImpl
6 Keeping the necessary action and assume responsibility in the accomplishment of the task.	4.58	VMK	4.61	VMI	4.63	VMImpl
7 Gathering and analyzing information.	4.61	VMK	4.66	VMI	4.58	VMImpl
8 Knowing the procedures by which problems are studied.	4.63	VMK	4.58	VMI	4.5	MImpl
9 Communicating plans and decisions to faculty members.	4.55	VMK	4.47	MI	4.22	MImpl
10 Working to provide and maintain funds and facilities.	4.34	MK	4.29	MI	4.39	MImpl
Total	45.18	-	45.04	-	44.80	-
Grand Mean	4.52	VMK	4.50	MI	4.48	MImpl

## Legend:

 4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/  
 Very Much Impl (VMImpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slighlty Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NImpl)

Along the extent of manifestation, four out of 10 planning indicators were assessed by the College deans as "very much implemented" and the

remaining six were assessed "much implemented". Hence, the top three planning indicators implementation are :

1) "Keeping the necessary action and assume responsibility in the accomplishment of task"; 2) "Spending resources wisely", and "Gathering and analyzing information"; and 3) "Setting realistic objectives for improvement". As a whole, planning management function along implementation was assessed by the College Deans as "much implemented" as evidenced by the obtained grand mean of 4.48.

Planning as perceived by the department heads. Table 25 showed the data on the perceptions of the department heads with the planning management functions along the aspects of knowledge, importance and implementation. As assessed by the department heads , 10 out of 10 planning statements along the aspect of importance were "much knowledgeable" . Among these, the highest mean for department heads ' perception was posted at 4.44 ( much knowledgeable) which referred "Implementing policies and/or programs" and the lowest mean was pegged at 4.21 (much knowledgeable) which referred to "Knowing the procedures by which problems are studied" . Thus, planning management function along knowledge was assessed by the department heads as "much knowledgeable" as evidenced by the obtained grand mean of 4.31.

Along the extent of importance, 10 out of 10 planning management function indicators were assessed by the department heads as "much

Table 25

**Extent of Knowledge, Importance and Implementation of the  
College Deans with the Planning Management Functions  
As Perceived by the Department Heads**

Indicators	Category				
	Knowledge	Importance	Implementation		
	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation		
1 Reporting and communicating the action plans to the immediate supervisor.	4.38	MK	4.35 MI	4.27	MImpl
2 Implementing policies and/or programs.	4.44	MK	4.35 MI	4.21	MImpl
3 Setting realistic objectives for improvement.	4.29	MK	4.33 MI	4.23	MImpl
4 Working and accomplishing targets.	4.37	MK	4.29 MI	4.33	MImpl
5 Spending resources wisely.	4.29	MK	4.40 MI	4.31	MImpl
6 Keeping the necessary action and assume responsibility in the accomplishment of the task.	4.27	MK	4.29 MI	4.25	MImpl
7 Gathering and analyzing information.	4.27	MK	4.25 MI	4.33	MImpl
8 Knowing the procedures by which problems are studied.	4.21	MK	4.31 MI	4.25	MImpl
9 Communicating plans and decisions to faculty members.	4.25	MK	4.27 MI	4.27	MImpl
10 Working to provide and maintain funds and facilities.	4.29	MK	4.38 MI	4.21	MImpl
Total	43.06	-	42.66	42.66	-
Grand Mean	4.31	MK	4.27 MI	4.27	MImpl

Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/  
Very Much Impl (VImpl)

3.51 - 4.50 Much Knowledgeable (MK)/ Much Important (MI)/Much Implemented  
(MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NImpl)

important". The highest mean was pegged at 4.40 (much important) which referred to "Spending resources wisely" while the lowest mean was posted at 4.25 (much important) which referred to "Gathering and analyzing information". Hence, planning management function along importance was assessed by the department heads as "much important" as evidenced by the obtained grand mean of 4.27.

Along the extent of manifestation, 10 out of 10 planning indicators were assessed by the department heads as "much implemented". The highest mean for this group category was 4.33 (much implemented) which referred to "Working and accomplishing targets" and the lowest mean was posted at 4.21 (much implemented)

which referred to "Implementing policies and/or programs" and "Working to provide funds and facilities". Thus, the planning management functions along implementation was assessed by the department heads as "much implemented" as evidenced by the obtained grand mean of 4.27.

Planning as perceived by the faculty members. Table 26 showed the data on the perceptions of the faculty members with the planning management function along the aspects of knowledge, importance and implementation. As assessed by the faculty members, 10 out of 10 planning statements along the aspect of knowledge were "much knowledgeable". Among these, the highest mean for College Deans' perception was posted at 4.20 ( much knowledgeable) which referred "Working and accomplishing targets" and the

Table 26

**Extent of Knowledge, Importance and Implementation of the  
College Deans with the Planning Management Functions  
As Perceived by the Faculty Members**

Indicators	Category					
	Knowledge		Importance		Implementation	
	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation
1 Reporting and communicating the action plans to the immediate supervisor.	4.13	MK	4.18	MI	4.21	MImpl
2 Implementing policies and/or programs.	4.17	MK	4.19	MI	4.14	MImpl
3 Setting realistic objectives for improvement.	4.11	MK	4.13	MI	4.08	MImpl
4 Working and accomplishing targets.	4.20	MK	4.11	MI	4.12	MImpl
5 Spending resources wisely.	4.11	MK	4.14	MI	4.21	MImpl
6 Keeping the necessary action and assume responsibility in the accomplishment of the task.	4.19	MK	4.18	MI	4.12	MImpl
7 Gathering and analyzing information.	4.15	MK	4.13	MI	4.13	MImpl
8 Knowing the procedures by which problems are studied.	4.10	MK	4.16	MI	4.17	MImpl
9 Communicating plans and decisions to faculty members.	4.16	MK	4.16	MI	4.16	MImpl
10 Working to provide and maintain funds and facilities.	4.13	MK	4.13	MI	4.21	MImpl
Total	41.45	-	41.51		41.55	-
Grand Mean	4.15	MK	4.15	MI	4.16	MImpl

## Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/  
Very Much Impl (VImpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented  
(MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented  
(Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NImpl)

lowest mean was pegged at 4.10 (much knowledgeable) which referred to "Knowing the procedures by which problems are studied". Thus, planning management function along knowledge was assessed by the faculty members as "much knowledgeable" as evidenced by the obtained grand mean of 4.15.

Along the extent of importance, 10 out of 10 planning management function indicators were assessed by the department heads as "much important". The statements which referred to "Implementing policies and /or programs" got the highest mean of 4.19 and the statement which referred to "Working and accomplishing targets" got the lowest mean of 4.11. Hence, the faculty members assessed the planning function along the extent of importance as "much important" as evidenced by the grand mean of 4.15.

Along the extent of manifestation, 10 out of 10 planning indicators were assessed by the faculty members as "much implemented". The highest mean for this group category was 4.21 (much implemented) which referred to the statements: "Reporting and communicating the action plans to the immediate supervisor"; "Spending resources wisely"; and "Working to provide and maintain funds and facilities" and the lowest mean was posted at 4.08 (much implemented) which referred to "Setting realistic objectives for improvement". Thus, the planning management functions along the extent of implementation was assessed by the faculty members as "much implemented" as evidenced by the obtained grand mean of 4.16.

Organizing as perceived by the college deans. Table 27 showed the data on the perceptions of the College deans with the planning management functions along the aspects of knowledge, importance and implementation. As assessed by the College deans, two out of eight organizing statements along the extent of knowledge were "very much knowledgeable" and six were assessed "much knowledgeable". Among these, the highest mean for College Deans' perception was posted at 4.58 (very much knowledgeable) which referred "Giving equal opportunity to faculty members in attendance of seminars and trainings as part of their professional development" and the lowest mean was pegged at 4.32 (much knowledgeable) which referred to "Following certain criteria in organizing the group". Thus, organizing management function along knowledge was assessed by the College deans as "much knowledgeable" as evidenced by the obtained grand mean of 4.46.

Along the extent of importance, two out of eight organizing management function indicators were assessed by the college deans as "very much important" and the remaining six indicators were assessed "much important". The highest mean was pegged at 4.66 (very much important) which referred to "Establishing the structure of authority, responsibility and machinery" while the lowest mean was posted at 4.42 (much important) which referred to "Organizing committees that will do certain tasks and provides coordination of activities among them"; "Selecting, training and informing his staff and obtain resources"; and "Providing a cooperative task that lead to have

**Table 27**

**Extent of Knowledge, Importance and Implementation of the  
College Deans with the Organizing Management  
Functions As Perceived by Themselves**

Indicators	Category					
	Knowledge		Importance		Implementation	
	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation
1 Organizing committees that will do certain tasks and provides coordination of activities among them.	4.37	MK	4.42	MI	4.55	VMIImpl
2 Following certain criteria in organizing the group.	4.32	MK	4.45	MI	4.39	MImpl
3 Selecting, training, and informing his staff and obtain resources.	4.53	VMK	4.42	MI	4.63	VMIImpl
4 Establishing the structure of authority, responsibility and machinery.	4.45	MK	4.66	VMI	4.5	MImpl
5 Providing a cooperative task that lead to have a closer tie-up between the superior and subordinates.	4.50	MK	4.42	MI	4.61	VMIImpl
6 Dividing the work into a manageable unit and faculty members who fit the job.	4.50	MK	4.58	VMI	4.53	VMIImpl
7 Giving equal opportunity to faculty members in the attendance of seminars and trainings as part of their professional development.	4.58	VMK	4.47	MI	4.50	MImpl
8 Keeping the group work as a team.	4.42	MK	4.47	MI	4.50	MImpl
Total	35.67	-	35.89		36.21	-
Grand Mean	4.46	VMK	4.49	MI	4.53	VMIImpl

## Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/

Very Much Impl (VMIImpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NImpl)

a closer tie-up between the superior and subordinates". Hence, organizing management function along importance was assessed by the College deans as "much important" as evidenced by the obtained grand mean of 4.49.

Along the extent of implementation, four out of eight organizing indicators were assessed by the College dean as "very much implemented" and the remaining four were assessed "much implemented". Hence, the top three organizing indicators along the extent of implementation are:

1) "Selecting, training and informing his staff and obtain resources"; 2) "Providing a cooperative task that lead to have a closer tie-up between the superior and subordinates"; and 3) "Organizing committees that will do certain tasks and provides coordination of activities among them". On the other hand, the lowest indicator in this category was 4.39 which referred to "Following certain criteria in organizing the group". Hence, as a whole, the organizing management functions, and 4) along implementation was assessed by the college deans as "very much implemented" as evidenced by the obtained grand mean of 4.53.

Organizing as perceived by the department heads. Table 28 showed the data on the perceptions of the College deans with the planning management functions along the aspects of knowledge, importance and implementation. As assessed by the College deans, eight out of eight organizing statements along the aspect of preference were "much knowledgeable". Among these, the highest mean for department heads'

perceptions was posted at 4.37 (much knowledgeable) which referred "Following certain criteria in organizing the group" and the lowest mean was pegged at 4.15 (much knowledgeable) which referred to "Organizing committees that will do certain task and provides coordination of activities among them". Thus, organizing management function along knowledge was assessed by the department heads as "much knowledgeable" as evidenced by the obtained grand mean of 4.26.

Along the extent of importance, eight out of eight organizing management function indicators were assessed by the department heads as "much important". The highest mean was pegged at 4.37 (much important) which referred to "Keeping the group work as a team" while the lowest mean was posted at 4.19 (much important) which referred to "Establishing the structure of authority, responsibility and machinery". Thus, organizing management function along importance was assessed by the department heads as "much important" as evidenced by the obtained grand mean of 4.27.

Along the extent of implementation, eight out of eight organizing indicators were assessed by the department heads as "much implemented." Hence, the highest mean for this category was posted at 4.38 (much implemented) which referred to "Giving equal opportunity to faculty members in the attendance of seminars and trainings as part of their professional development" and the lowest mean was pegged at 4.13 which referred to "Establishing the structure of authority, responsibility and machinery". Hence,

the organizing management function along implementation was assessed by the department heads as "much implemented" as evidenced by the obtained grand mean of 4.27.

**Table 28**

**Extent of Knowledge, Importance and Implementation of the College Deans with the Organizing Management Functions As Perceived by the Department Heads**

Indicators	Category					
	Knowledge		Importance		Implementation	
	Xm/Interpretation	Xm/Interpretation	Xm/Interpretation	Xm/Interpretation	Xm/Interpretation	Xm/Interpretation
1 Organizing committees that will do certain tasks and provides coordination of activities among them.	4.15	MK	4.31	MI	4.29	MImpl
2 Following certain criteria in organizing the group.	4.37	MK	4.29	MI	4.31	MImpl
3 Selecting, training, and informing his staff and obtain resources.	4.25	MK	4.21	MI	4.23	MImpl
4 Establishing the structure of authority, responsibility and machinery.	4.25	MK	4.19	MI	4.13	MImpl
5 Providing a cooperative task that lead to have a closer tie-up between the superior and subordinates.	4.17	MK	4.23	MI	4.31	MImpl
6 Dividing the work into a manageable unit and faculty members who fit the job.	4.25	MK	4.31	MI	4.27	MImpl
7 Giving equal opportunity to faculty members in the attendance of seminars and trainings as part of their professional development.	4.33	MK	4.31	MI	4.38	MImpl
8 Keeping the group work as a team.	4.27	MK	4.37	MI	4.25	MImpl
Total	34.04	-	34.17		34.17	-
Grand Mean	4.26	MK	4.27	MI	4.27	MImpl

Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/ Very Much Impl (VMIImpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NIImpl)

Organizing as perceived by the faculty members. Table 29 showed the data on the perceptions of the faculty members with the organizing management functions along the aspects knowledge, importance and implementation. As assessed by faculty members, 10 out of 10 organizing statements along the aspect of importance were "much knowledgeable". Among these, the highest mean for faculty members' perception was posted at 4.18 (much knowledgeable) which referred "Organizing committees that will do certain tasks and provides coordination of activities among them" and "Selecting, training and informing his staff and obtain resources" and the lowest mean was pegged at 4.12 (much knowledgeable) which referred to "Keeping the group work as a team". Thus, organizing management function along knowledge was assessed by the faculty members as "much knowledgeable" as evidenced by the obtained grand mean of 4.16.

Along the extent of importance, 10 out of 10 organizing management function indicators were assessed by the department heads as "much important". The statements which referred to "providing a cooperative tasks that lead to have a closer tie-up between the superior and subordinates and "Dividing the work into a manageable unit and faculty members who fit the job" got the highest mean of 4.15 and the statement which referred to "Organizing committees that will do certain tasks and provides coordination of activities among them" got the lowest mean of 4.15. Hence, the faculty members assessed

Table 30

**Extent of Knowledge, Importance and Implementation of the  
College Deans with the Organizing Management Functions  
As Perceived by the Faculty Members**

Indicators	Category					
	Knowledge		Importance		Implementation	
	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation
1 Organizing committees that will do certain tasks and provides coordination of activities among them.	4.18	MK	4.15	MI	4.17	MImpl
2 Following certain criteria in organizing the group.	4.15	MK	4.18	MI	4.19	MImpl
3 Selecting, training, and informing his staff and obtain resources.	4.18	MK	4.2	MI	4.15	MImpl
4 Establishing the structure of authority, responsibility and machinery.	4.13	MK	4.15	MI	4.11	MImpl
5 Providing a cooperative task that lead to have a closer tie-up between the superior and subordinates.	4.15	MK	4.19	MI	4.16	MImpl
6 Dividing the work into a manageable unit and faculty members who fit the job.	4.16	MK	4.19	MI	4.17	MImpl
7 Giving equal opportunity to faculty members in the attendance of seminars and trainings as part of their professional development.	4.17	MK	4.15	MI	4.14	MImpl
8 Keeping the group work as a team.	4.12	MK	4.16	MI	4.15	MImpl
Total	33.24	-	33.24	-	33.24	-
Grand Mean	4.16	MK	4.16	MI	4.16	MImpl

## Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/  
Very Much Impl (VMIImpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slighlty Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NIImpl)

the organizing function along importance as "much important" as evidenced by the grand mean of 4.16.

Along the extent of implementation, 10 out of 10 planning indicators were assessed by the faculty members as "much implemented". The highest mean for this group category was 4.19 (much implemented) referred to the statement "Following certain criteria in organizing the group" and the lowest mean was posted at 4.11 (much implemented) which referred to "Establishing the structure of authority, responsibility and machinery". Thus, the organizing management functions along implementation was assessed by the faculty members as "much implemented" as evidenced by the obtained grand mean of 4.16.

Leading as perceived by the college deans. Table 30 showed the data on the perceptions of the College deans with the leading management functions along the aspects of knowledge, importance and implementation. As assessed by the College deans, two out of 10 leading statements along the aspect of knowledge were "very much knowledgeable" and eight were assessed "much knowledgeable". Among these, the highest mean for College Deans' perception was posted at 4.63 (very much knowledgeable) which referred "Initiating and encouraging group dynamics" and the lowest mean was pegged at 4.39 (much knowledgeable) which referred to "Coordinating the duties and functions of his staff with the College and parents of the students". and "Encouraging the faculty members to establish harmonious relationships

between himself and the faculty members". Thus, leading management functions along knowledge was assessed by the College deans as "much knowledgeable" as evidenced by the obtained grand mean of 4.48.

Along the extent of importance, seven out of 10 leading management function indicators were assessed by the college deans as "very much important" and the remaining three indicators were assessed "much important". The highest mean was pegged at 4.55 (very much important) which referred to "initiating and encouraging group dynamics", and "Assigning and distributing work equitably" and the lowest mean was posted at 4.42 (much important) which referred to "encouraging the faculty members to establish harmonious relationships between himself and the faculty members". Hence, leading management function along importance was assessed by the College deans as "very much important" as evidenced by the obtained grand mean of 4.51.

Along the extent of implementation, seven out of 10 leading indicators were assessed by the College dean as "very much implemented" and the remaining three were assessed "much implemented". Hence, as a whole, the leading management functions along implementation was assessed by the college deans as "very much implemented" as evidenced by the obtained grand mean of 4.53.

**Table 30**

**Extent of Knowledge, Importance and Implementation of the  
College Deans with the Leading Management Functions  
As Perceived by Themselves**

Indicators	Category					
	Knowledge		Importance		Implementation	
	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation
1 Guiding , supervising , and helping subordinates with problems.	4.50	MK	4.53	VMI	4.53	VMIImpl
2 Establishing proper communication between himself and faculty members.	4.50	MK	4.45	MI	4.58	VMIImpl
3 Motivating the members of his staff to work with zeal and confidence.	4.45	MK	4.53	VMI	4.53	VMIImpl
4 Supervising projects even beyond the reach of vehicles or in the remote area for the sake of extension services.	4.47	MK	4.50	MI	4.42	MImpl
5 Encouraging the faculty members to establish harmonious relationships between himself and the faculty members.	4.39	MK	4.42	MI	4.47	MImpl
6 Displaying willingness to work well and puts emphasis on what is right rather than on who is right.	4.47	MK	4.53	VMI	4.50	MImpl
7 Coordinating the duties and functions of his staff with the College and parents of the students.	4.39	MK	4.53	VMI	4.55	VMIImpl

Table 30 *continued*

Indicators	Category					
	Knowledge	Importance	Implementation			
	Xm/Interpretation	Xm/Interpretation	Xm/Interpretation			
8 Seeing to it that people who are working with Him are doing their jobs to the best of their abilities.	4.47	MK	4.53	VMI	4.58	VMIImpl
9 Initiating and encourages group dynamics.	4.63	VMK	4.55	VMI	4.55	VMIImpl
10 Assigning and distributing work equitably.	4.53	VMK	4.55	VMI	4.55	VMIImpl
<b>Total</b>	<b>44.80</b>	-	<b>45.12</b>		<b>45.26</b>	-
<b>Grand Mean</b>	<b>4.48</b>	MK	<b>4.51</b>	VMI	<b>4.53</b>	VMIImpl

**Legend:**

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/Very Much Impl (VMIImpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NImpl)

**Leading as perceived by the department heads.** Table 31 showed the data on the perceptions of the department heads with the leading management functions along the aspects of knowledge, importance and implementation. As assessed by the department heads, 10 out of 10 leading statements along the aspect of knowledge were "much knowledgeable". Among these, the highest mean for the department heads' perception was posted at 4.37 ( much

knowledgeable) which referred "Guiding, supervising and helping subordinates with problems" and the lowest mean was pegged at 4.19 (much knowledgeable) which referred to "Encouraging the faculty members to establish a harmonious relationships between himself and the faculty members". Thus, leading management functions along knowledge was assessed by the department heads as "much knowledgeable" as evidenced by the obtained grand mean of 4.27.

Along the extent of importance, 10 out of 10 leading management function indicators were assessed by the college deans as "much important". The highest mean was pegged at 4.35 (much important) which referred to "establishing proper communication between himself and faculty members" and the lowest mean was posted at 4.12 (much important) which referred to "Assigning and distributing work equitably". Hence, leading management function along importance was assessed by the department heads as "much important" as evidenced by the obtained grand mean of 4.27.

Along the extent of implementation, 10 out of 10 leading indicators were assessed by the department heads as "much implemented". The highest mean was pegged at 4.37 which referred to "Displaying willingness to work well and puts emphasis on what is right rather than on who is right" and the lowest mean was posted at 4.15 which referred to "Initiating and encouraging group dynamics". Hence, as a whole, the leading management functions along

implementation was assessed by the department heads as "much implemented" as evidenced by the obtained grand mean of 4.27.

**Table 31**

**Extent of Knowledge, Importance and Implementation of the  
College Deans with the Leading Management Functions  
As Perceived by the Department Heads**

Indicators	Category		
	Knowledge	Importance	Implementation
	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation
1 Guiding, supervising, and helping subordinates with problems.	4.37	MK	4.31 MI 4.33 MImpl
2 Establishing proper communication between himself and faculty members.	4.29	MK	4.35 MI 4.29 MImpl
3 Motivating the members of his staff to work with zeal and confidence.	4.37	MK	4.23 MI 4.29 MImpl
4 Supervising projects even beyond the reach of vehicles or in the remote area for the sake of extension services.	4.27	MK	4.29 MI 4.27 MImpl
5 Encouraging the faculty members to establish harmonious relationships between himself and the faculty members.	4.19	MK	4.27 MI 4.21 MImpl
6 Displaying willingness to work well and puts emphasis on what is right rather than on who is right.	4.35	MK	4.21 MI 4.37 MImpl
7 Coordinating the duties and functions of his staff with the College and parents of the students.	4.33	MK	4.27 MI 4.21 MImpl

Table 31 *continued*

Indicators	Category					
	Knowledge		Importance		Implementation	
	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation
8 Seeing to it that people who are working with <u>Him</u> are doing their jobs to the best of their abilities.	4.31	MK	4.31	MI	4.31	MImpl
9 Initiating and encourages group dynamics.	4.33	MK	4.31	MI	4.15	MImpl
10 Assigning and distributing work equitably.	4.29	MK	4.12	MI	4.31	MImpl
<b>Total</b>	<b>43.10</b>	-	<b>42.67</b>		<b>42.74</b>	-
<b>Grand Mean</b>	<b>4.31</b>	MK	<b>4.27</b>	MI	<b>4.27</b>	MImpl

**Legend:**

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/  
Very Much Impl (VMIImpl)

3.51 - 4.50 Much Knowledgeable (MK)/ Much Important (MI)/ Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/ Important (I)/ Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/ Slightly Important (SI)/ Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/ Not Important (NI)/ Not Implemented (NImpl)

**Leading as perceived by the faculty members.** Table 32 showed the data on the perceptions of the faculty members with the leading management functions along the aspects of knowledge, importance and implementation. As assessed by the department heads, 10 out of 10 leading statements along the aspect of knowledge were "much knowledgeable". Among these, the highest mean for the faculty members' perception was posted at 4. 18 ( much

knowledgeable) which referred "Seeing to it that people who are working with him are doing their jobs to the best of their abilities" and the lowest mean was pegged at 4.05 (much knowledgeable) which referred to "Displaying willingness to work well and puts emphasis on what is right rather than on who is right". Thus, leading management functions along knowledge was assessed by the faculty members as "much knowledgeable" as evidenced by the obtained grand mean of 4.13.

Along the extent importance, 10 out of 10 leading management function indicators were assessed by the college deans as "much important". The top three indicators in this category are: 1) Guiding, supervising and helping subordinates with problems"; 2) establishing proper communication between himself and faculty members"; and 3)"Coordinating the duties and functions of his staff with the college and parents of the students" . Hence, leading management function along importance was assessed by the faculty members as "much important" as evidenced by the obtained grand mean of 4.12.

Along the extent implementation, 10 out of 10 leading indicators were assessed by the faculty members as "much implemented". The highest mean was pegged at 4.17 which referred to "Coordinating the duties and functions of his staff with the college and parents of the students" and the lowest mean was posted at 4.10 which referred to "Displaying willingness to work well and puts emphasis on what is right rather than on who is right". Hence, as a whole, the leading management functions along implementation was assessed by the

faculty members as "much implemented" as evidenced by the obtained grand mean of 4.13.

Table 32

**Extent of Knowledge, Importance and Implementation of the College Deans with the Leading Management Functions As Perceived by the Faculty Members**

Indicators	Category					
	Knowledge		Importance	Implementation		
	Xm/Interpretation	Xm/Interpretation	Xm/Interpretation	Xm/Interpretation		
1 Guiding, supervising, and helping subordinates with problems.	4.12	MK	4.17	MI	4.11	MImpl
2 Establishing proper communication between himself and faculty members.	4.16	MK	4.15	MI	4.11	MImpl
3 Motivating the members of his staff to work with zeal and confidence.	4.14	MK	4.08	MI	4.13	MImpl
4 Supervising projects even beyond the reach of vehicles or in the remote area for the sake of extension services.	4.11	MK	4.11	MI	4.13	MImpl
5 Encouraging the faculty members to establish harmonious relationships between himself and the faculty members.	4.09	MK	4.05	MI	4.14	MImpl
6 Displaying willingness to work well and puts emphasis on what is right rather than on who is right.	4.05	MK	4.11	MI	4.1	MImpl
7 Coordinating the duties and functions of his staff with the College and parents of the students.	4.16	MK	4.14	MI	4.17	MImpl

Table 32 *continued*

Indicators	Category		
	Knowledge	Importance	Implementation
	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation
8 Seeing to it that people who are working with Him are doing their jobs to the best of their abilities.	4.18	MK	4.14 MI 4.15 MImpl
9 Initiating and encourages group dynamics.	4.16	MK	4.11 MI 4.17 MImpl
10 Assigning and distributing work equitably.	4.14	MK	4.11 MI 4.09 MImpl
Total	41.31	-	41.17 41.30 -
Grand Mean	4.13	MK	4.12 MI 4.13 MImpl

## Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/  
Very Much Impl (VMIImpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NIImpl)

Controlling as perceived by the college deans. Table 33 showed the data on the perceptions of the College deans with the controlling management functions along the aspects of preference, knowledge and manifestation. As assessed by the College deans, six out of nine controlling statements along the aspect of knowledge were "very much knowledgeable" and three were assessed "much knowledgeable". Among these, the highest mean for College Deans' perception was posted at 4.61 (very much knowledgeable) which referred to "Recommending awards and promotion to deserving faculty members" and the lowest mean was pegged at 4.47 (much

knowledgeable) which referred to "Giving incentives for good performance". Thus, controlling management function along knowledge was assessed by the College deans as "very much knowledgeable" as evidenced by the obtained grand mean of 4.55.

Along the extent of importance, seven out of nine controlling management function indicators were assessed by the college deans as "very much important" and the remaining two indicators were assessed "much important". The top three indicators along this aspect are : 1) "Evaluating the performance of his faculty members"; 2) Giving a fair rating to his faculty members" ; and 3) recommending awards and promotion to deserving faculty members". On the other hand, the least two indicators are the following: 1) delegating authority and responsibility to his faculty members whenever necessary". Hence, controlling management function along importance was assessed by the College deans as "very much important" as evidenced by the obtained grand mean of 4.56.

Along the extent of implementation, six out of nine controlling indicators were assessed by the College dean as "very much implemented" and the remaining three were assessed "much implemented". The highest mean was posted at 4.66 (very much implemented) which referred to "Making rules and standards in the accomplishment of the objectives and targets" and the lowest mean was pegged at 4.47 (much implemented) which referred to "Identifying

Table 33

**Extent of Knowledge, Importance and Implementation of the  
College Deans with the Controlling Management Functions  
As Perceived by Themselves**

Indicators	Category					
	Knowledge		Importance		Implementation	
	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation
1 Evaluating the performance of his faculty members.	4.55	VMK	4.66	VMI	4.53	VMImpl
2 Recommending awards and promotion to deserving faculty members.	4.61	VMK	4.58	VMI	4.58	VMImpl
3 Giving incentives for good performance.	4.47	MK	4.55	VMI	4.50	MImpl
4 Monitoring the activities of the College whether they conform to its goals and objectives.	4.58	VMK	4.50	MI	4.55	VMImpl
5 Giving a fair rating to his faculty members.	4.50	MK	4.61	VMI	4.53	VMImpl
6 Identifying errors and weaknesses in order to correct them.	4.55	VMK	4.55	VMI	4.47	MImpl
7 Delegating authority and responsibility to his faculty members whenever necessary.	4.58	VMK	4.50	MI	4.50	MImpl
8 Making rules and standard in the accomplishment of the objectives and targets.	4.58	VMK	4.53	VMI	4.66	VMImpl
9 Helping faculty members grow and achieve more.	4.50	MK	4.55	VMI	4.53	VMImpl
Total	40.92	-	41.03		40.85	-
Grand Mean	4.55	VMK	4.56	VMI	4.54	VMImpl

**Legend:**

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/  
Very Much Impl (VMImpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slighlty Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NImpl)

errors and weaknesses in order to correct them". Thus, controlling management functions along implementation was assessed by the college deans as "very much implemented" as evidenced by the obtained grand mean of 4.54.

Controlling as perceived by the department heads. Table 34 showed the data on the perceptions of the department heads with the controlling management functions along the aspects of preference, knowledge and manifestation. As assessed by the College deans, nine out of nine controlling statements along the aspect of knowledge were "much knowledgeable". The controlling indicators with the same mean rating of 4.38 (much knowledgeable) are the following: 1) "Giving a fair rating to his faculty members"; 2) "Identifying errors and weaknesses in order to correct them"; and 3) "Making rules and standards in the accomplishment of the objectives and targets". Thus, controlling management function along knowledge was assessed by the College deans as "much knowledgeable" as evidenced by the obtained grand mean of 4.31.

Along importance, nine out of nine controlling management function indicators were assessed by the college deans as "much important". The highest mean was posted at 4.40 (much important) which referred to "Delegating authority and responsibility to his faculty members whenever necessary". Thus, controlling management function along importance was assessed by the department heads as "much important" as evidenced by the obtained grand mean of 4.34.

**Table 34**

**Extent of Knowledge, Importance and Implementation of the  
College Deans with the Controlling Management Functions  
As Perceived by the Department Heads**

Indicators	Category					
	Knowledge		Importance		Implementation	
	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation
1 Evaluating the performance of his faculty members.	4.19	MK	4.35	MI	4.31	MImpl
2 Recommending awards and promotion to deserving faculty members.	4.35	MK	4.25	MI	4.44	MImpl
3 Giving incentives for good performance.	4.23	MK	4.35	MI	4.33	MImpl
4 Monitoring the activities of the College whether they conform to its goals and objectives.	4.33	MK	4.35	MI	4.44	MImpl
5 Giving a fair rating to his faculty members.	4.38	MK	4.38	MI	4.38	MImpl
6 Identifying errors and weaknesses in order to correct them.	4.38	MK	4.35	MI	4.42	MImpl
7 Delegating authority and responsibility to his faculty members whenever necessary.	4.29	MK	4.4	MI	4.38	MImpl
8 Making rules and standard in the accomplishment of the objectives and targets.	4.38	MK	4.29	MI	4.55	VMImpl
9 Helping faculty members grow and achieve more.	4.29	MK	4.33	MI	4.23	MImpl
Total	38.82	-	39.05		39.48	-
Grand Mean	4.31	MK	4.34	MI	4.39	MImpl

**Legend:**

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/  
Very Much Impl (VMImpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slighly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NImpl)

Along the extent of implementation, one out of nine controlling indicators was assessed by the as "very much implemented" and the remaining seven were assessed "much implemented". The highest mean was posted at 4.55 (very much implemented) which referred to "Making rules and standards in the accomplishment of the objectives and targets" and the lowest mean was pegged at 4.23 (much implemented) which referred to "Helping faculty members grow and achieve more". Thus, controlling management functions along implementation was assessed by the college deans as "much implemented" as evidenced by the obtained grand mean of 4.39.

Controlling as perceived by the faculty members. Table 35 showed the data on the perceptions of the faculty members with the controlling management functions along the aspects of knowledge, importance and implementation. As assessed by faculty members , nine out of nine controlling indicators along the aspect of knowledge were "much knowledgeable" . Among these, the highest mean for faculty members' perception was posted at 4.13 ( much knowledgeable) which referred "making rules and standards in the accomplishment of objectives and targets" and the lowest mean was pegged at 4.07 (much knowledgeable) which referred to "Evaluating the performance of his faculty members" and "Recommending awards and promotion to deserving faculty members" . Thus, controlling management function along knowledge was assessed by the faculty members as "much knowledgeable" as evidenced by the obtained grand mean of 4.10.

Table 35

**Extent of Knowledge, Importance and Implementation of the  
College Deans with the Controlling Management Functions  
As Perceived by the Faculty Members**

Indicators	Category					
	Knowledge		Importance		Implementation	
	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation	Xm/Inter- pretation
1 Evaluating the performance of his faculty members.	4.07	MK	4.06	MI	4.07	MImpl
2 Recommending awards and promotion to deserving faculty members.	4.07	MK	4.09	MI	4.16	MImpl
3 Giving incentives for good performance.	4.10	MK	4.19	MI	4.08	MImpl
4 Monitoring the activities of the College whether they conform to its goals and objectives.	4.09	MK	4.08	MI	4.06	MImpl
5 Giving a fair rating to his faculty members.	4.09	MK	4.10	MI	4.11	MImpl
6 Identifying errors and weaknesses in order to correct them.	4.12	MK	4.10	MI	4.12	MImpl
7 Delegating authority and responsibility to his faculty members whenever necessary.	4.10	MK	4.08	MI	4.10	MImpl
8 Making rules and standard in the accomplishment of the objectives and targets.	4.13	MK	4.09	MI	4.11	MImpl
9 Helping faculty members grow and achieve more.	4.10	MK	4.10	MI	4.06	MImpl
Total	36.87	-	36.89		36.87	-
Grand Mean	4.10	MK	4.10	MI	4.10	MImpl

**Legend:**

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/  
Very Much Impl (VImpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NImpl)

Along the extent importance, 10 out of 10 controlling management function indicators were assessed by the department heads as "much important". The statement which referred to "Giving incentives for good performance" got the highest mean of 4.19 and the statement which referred to "Evaluating the performance of his faculty members" got the lowest mean of 4.06. Hence, the faculty members assessed the controlling function along importance as "much important" as evidenced by the grand mean of 4.10.

Along the extent of manifestation, 10 out of 10 controlling indicators were assessed by the faculty members as "much implemented". The highest mean for this group category was 4.16 (much implemented) referred to the statement "Recommending awards and promotion to deserving faculty members" and the lowest mean was posted at 4.06 (much implemented) which referred to "helping faculty members grow and achieve more". Thus, the controlling management functions along implementation was assessed by the faculty members as "much implemented" as evidenced by the obtained grand mean of 4.10.

Comparison of the Perceptions of the Three Groups of Respondents on the Extent of Knowledge, Importance and Implementation of the College Deans on the Management Functions

This section discusses the results of the comparative analysis of the perceptions of the College Deans, department heads, and faculty members

relative to the management functions practiced by the college deans along the extent of knowledge, importance and implementation.

Extent of knowledge along planning. Table 36 summarizes and compares the assessment of the three respondents as regards to the extent of knowledge of the College deans on the management functions along planning. As gleaned from the table, the College deans gave the highest overall rating of 4.52 or "much knowledgeable" followed by the department heads and faculty members with area means of 4.31 and 4.15 respectively or "much knowledgeable".

**Table 36**

**Comparison on the Extent of Knowledge of the College Deans on the Management Function Along Planning by Group of Respondents**

SUMMARY							
Respondents	n	Sum	Mean/Interpretation		Variance		
College Deans	10	45.18	4.52	VMK	0.010		
Department Heads	10	43.06	4.31	MK	0.005		
Faculty Members	10	41.45	4.15	MK	0.001		
ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	0.70	2	0.350	64.88	4.87E-11	3.35	Reject Ho
Within Groups	0.15	27	0.005				
Total	0.85	29	-	-	-	-	-

Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/  
Very Much Impl (VMIImpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NImpl)

To determine whether the observed differences among the means were significant, the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.350 and the mean squares within groups was 0.005. This resulted to a computed F-value of 64.88 which proved to be greater than the critical/tabular F value of 3.35 at  $\alpha=0.05$  with degrees of freedom equals to 2 and 27. This led to the rejection of the hypothesis that "There is no significant differences among the perceptions of the three groups of respondents relative to the extent of knowledge of college deans on the management functions along planning". This indicated that the assessments given by the college deans, department heads and faculty members differed.

To find out which among the three paired means differed significantly, Scheffe's test was undertaken and shown in Table 37. As gleaned from the said table, the following were the observed differences: 0. 21 for the college deans and department heads, and 0.37 for college deans and faculty members and 0.16 for department heads and faculty members. The corresponding computed F values for these pairs are 44.10, 136.90 and 25.60 which proved to be greater than the critical F value of 6.70 at 0.05 level of significance and degrees of freedom equal to 2. Thus, the abovementioned differences were significant. This indicated that the college deans perceived that the extent of knowledge of college deans on the management functions along

planning was "very much knowledgeable" than as perceived by the department heads and faculty members of the respondent-SUCs.

Table 37

**Posteriori Test in Comparing the Extent of Knowledge of the College Deans on the Management Functions Along Planning by the Group of Respondents**

Pair	Difference in Means	F'comp	F'tab	Evaluation/Decision
College Deans & Department Heads	0.21	44.10	6.70	S/Reject Ho
College Deans & Faculty Members	0.37	136.90	6.70	S/Reject Ho
Department Heads & Faculty Members	0.16	25.60	6.70	S/Reject Ho

Legend:

Significant (S)/Reject Ho

Not Significant (NS)/Accept Ho

Extent of importance along planning. Table 38 summarized and compared the assessment of the three respondents as regards to the extent of importance of the College deans on the management functions along planning. As gleaned from the table, the College deans gave the highest overall rating of 4.50 followed by the department heads and faculty members with area means of 4.32 and 4.15 respectively or "much important".

To determine whether the observed differences among the means were significant, the one-way analysis of variance was applied, where the mean

squares between groups was posted at 0.3116 and the mean squares within groups was 0.0047. This resulted to a computed F-value of 66.729 which proved to be greater than the critical/tabular F value of 3.35 at  $\alpha=0.05$  with degrees of freedom equals to 2 and 27. This led to the rejection of the hypothesis that "There is no significant differences among the perceptions of the three groups of respondents relative to the extent of important of college deans on the management functions along planning". This indicated that the assessments given by the college deans, department heads and faculty members differed.

**Table 38**

**Comparison on the Extent of Importance of the College Deans on the Management Function Along Planning by Group of Respondents**

<b>SUMMARY</b>						
<b>Respondents</b>	<b>n</b>	<b>Sum</b>	<b>Mean/Inter- pretation</b>	<b>Variance</b>		
College Deans	10	45.04	4.50	MI	0.0109	
Department Heads	10	43.22	4.32	MI	0.0024	
Faculty Members	10	41.51	4.15	MI	0.0007	
<b>ANOVA</b>						
<b>Source of Variation</b>	<b>SS</b>	<b>df</b>	<b>MS</b>	<b>F</b>	<b>P-value</b>	<b>F crit</b>
Between Groups	0.62	2	0.312	66.73	3.56E-11	3.35
Within Groups	0.13	27	0.005			Reject Ho
<b>Total</b>	<b>0.75</b>	<b>29</b>				

Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/  
Very Much Impl (VMIimpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NIimpl)

To find out which among the three paired means differed significantly, Scheffe's test was undertaken and shown in Table 39. As gleaned from the said table, the following were the observed differences: 0.18 for the college deans and department heads, and 0.35 for college deans and faculty members and 0.17 for department heads and faculty members.

**Table 39**

**Posteriori Test in Comparing the Extent Importance of the College Deans on the Management Functions Along Planning by the Group of Respondents**

Pair	Difference in Means	F'comp	F'tab	Evaluation/Decision
College Deans & Department Heads	0.18	32.40	6.70	S/Reject Ho
College Deans & Faculty Members	0.35	122.50	6.70	S/Reject Ho
Department Heads & Faculty Members	0.17	28.90	6.70	S/Reject Ho

**Legend:**

Significant (S)/Reject Ho

Not Significant (NS)/Accept Ho

The corresponding computed F values for these pairs are 32.40, 122.50 and 28.90 which proved to be greater than the critical F value of 6.70 at 0.05 level of significance and degrees of freedom equal to 2. Thus, the abovementioned differences were significant. This indicated that the college

deans perceived that the extent of knowledge of college deans on the management functions along planning was "important" than as perceived by the department heads and faculty members of the respondent-SUCs.

Extent of implementation along planning. Table 40 summarized and compared the assessment of the three groups of respondents as regards to the extent of implementation of the College deans on the management functions along planning. As gleaned from the table, the College deans gave the highest overall rating of 4.48 followed by the department heads and faculty members with area means of 4.27 and 4.156 , respectively or "much implemented".

To determine whether the observed differences among the means were significant , the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.2729 and the mean squares within groups was 0.0059 . This resulted to a computed F-value of 46.20 which proved to be greater than the critical/tabular F value of 3.35 at  $a=0.05$  with degrees of freedom equals to 2 and 27. This led to the rejection of the hypothesis that "There is no significant differences among the perceptions of the three groups of respondents relative to the extent of implementation of college deans on the management functions along planning". This indicated that the assessments given by the college deans, department heads and faculty members differed.

Table 40

**Comparison on the Extent of Implementation of the College Deans on the Management Function Along Planning by Group of Respondents**

SUMMARY							
Respondents	n	Sum	Mean/Interpretation	Variance			
College Deans	10	44.80	4.48	Impl	0.0137		
Department Heads	10	42.66	4.27	Impl	0.0020		
Faculty Members	10	41.55	4.16	Impl	0.0020		
ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	0.55	2	0.273	46.20	1.92E-09	3.35	Reject Ho
Within Groups	0.16	27	0.006				
Total	0.71	29	-	-	-	-	-

Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/  
Very Much Impl (VMIImpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NImpl)

To find out which among the three paired means differed significantly, Scheffe's test was undertaken and shown in Table 41. As gleaned from the said table, the following were the observed differences: 0.21 for the college deans and department heads, and 0.32 for college deans and faculty members and 0.11 for department heads and faculty members. The corresponding computed F values for these pairs are 36.75, 85.33 and 10.08 which proved to be greater than the critical F value of 6.70 at 0.05 level of

significance and degrees of freedom equal to 2. Thus, the abovementioned differences were significant. This indicated that the college deans perceived that the extent of implementation of college deans on the management functions along planning as "very much implemented" than as perceived by the department heads and faculty members of the respondent-SUCs.

**Table 41**

**Posteriori Test in Comparing the Extent of Implementation of the College Deans on the Management Functions Along Planning by the Group of Respondents**

Pair	Difference in Means	F'comp	F'tab	Evaluation/Decision
College Deans & Department Heads	0.21	36.75	6.70	S/Reject Ho
College Deans & Faculty Members	0.32	85.33	6.70	S/Reject Ho
Department Heads & Faculty Members	0.11	10.08	6.70	S/Reject Ho

Legend:

Significant (S)/Reject Ho

Not Significant (NS)/Accept Ho

Extent of knowledge along organizing. Table 42 summarized and compared the assessment of the three groups of respondents as regards to the extent of knowledge of the College deans on the management functions along organizing. As gleaned from the table, the College deans gave the highest overall rating of 4.46 followed by the department heads and faculty members with area means of 4.26 and 4.16, respectively or "much knowledgeable".

To determine whether the observed differences among the means were significant, the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.1917 and the mean squares within groups was 0.0044.

**Table 42**

**Comparison on the Extent of Knowledge of the College Deans on the Management Function Along Organizing by Group of Respondents**

SUMMARY							
Respondents	n	Sum	Mean/Interpretation		Variance		
College Deans	8	35.67	4.46	MK	0.0074		
Department Heads	8	34.04	4.26	MK	0.0053		
Faculty Members	8	33.24	4.16	MK	0.0005		
ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	0.38	2	0.192	43.43	3.45E-08	3.47	Reject Ho
Within Groups	0.09	21	0.004				
Total	0.48	23	-	-	-	-	-

Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/Very Much Impl (VMIImpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NImpl)

This resulted to a computed F-value of 43.434 which proved to be greater than the critical/tabular F value of 3.35 at  $\alpha=0.05$  with degrees of freedom equals to 2 and 21. This led to the rejection of the hypothesis that "There is no significant differences among the perceptions of the three groups of

respondents relative to the extent of knowledge of college deans on the management functions along organizing". This indicated that the assessments given by the college deans, department heads and faculty members differed.

To find out which among the three paired means differed significantly, Scheffe's test was undertaken and shown in Table 43. As gleaned from the said table, the following were the observed differences: 0.2 for the college deans and department heads, and 0.30 for college deans and faculty members and 0.10 for department heads and faculty members.

Table 43

**Posteriori Test in Comparing the Extent Knowledge of the College Deans on the Management Functions Along Organizing by the Group of Respondents**

Pair	Difference in Means	F'comp	F'tab	Evaluation/Decision
College Deans & Department Heads	0.2	40.00	6.70	S/Reject Ho
College Deans & Faculty Members	0.30	90.00	6.70	S/Reject Ho
Department Heads & Faculty Members	0.10	10.00	6.70	S/Reject Ho

Legend:

Significant (S)/Reject Ho

Not Significant (NS)/Accept Ho

The corresponding computed F values for these pairs are 40.00, 90.00 and 10.00 which proved to be greater than the critical F value of 6.70 at 0.05 level of significance and degrees of freedom equal to 2. Thus, the abovementioned

differences were significant. This indicated that the college deans perceived the extent of implementation of college deans on the management functions along planning as "very much knowledgeable" than as perceived by the department heads and faculty members of the respondent-SUCs.

Extent of importance along organizing. Table 44 summarized and compared the assessment of the three groups of respondents as regards to the extent of importance of the College deans on the management functions along organizing . As gleaned from the table, the College deans gave the highest overall rating of 4.49 followed by the department heads and faculty members with area means of 4.28 and 4.17, respectively or "much important".

To determine whether the observed differences among the means were significant , the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.2055 and the mean squares within groups was 0.004 . This resulted to a computed F-value of 51.718 which proved to be greater than the critical/tabular F value of 3.35 at  $\alpha=0.05$  with degrees of freedom equals to 2 and 21. This led to the rejection of the hypothesis that "There is no significant differences among the perceptions of the three groups of respondents relative to the extent of importance of college deans on the management functions along organizing". This indicated that the assessments given by the college deans, department heads and faculty members differed.

**Table 44****Comparison on the Extent of Importance of the College Deans on the Management Function Along Organizing by Group of Respondents**

SUMMARY							
Respondents	n	Sum	Mean/Interpretation	Variance			
College Deans	8	35.89	4.49	MI	0.0077		
Department Heads	8	34.22	4.28	MI	0.0038		
Faculty Members	8	33.37	4.17	MI	0.0004		
ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	0.41	2	0.205	51.72	7.7E-09	3.47	Reject Ho
Within Groups	0.08	21	0.004				
Total	0.49	23	-	-	-	-	-

Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/

Very Much Impl (VMIImpl)

3.51 - 4.50 Much Knowledgeable (MK)/ Much Important (MI)/ Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/ Important (I)/ Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/ Not Important (NI)/ Not Implemented (NImpl)

To find out which among the three paired means differed significantly, Scheffe's test was undertaken and shown in Table 45. As gleaned from the said table, the following were the observed differences: 0.21 for the college deans and department heads, and 0.32 for college deans and faculty members and 0.11 for department heads and faculty members. The corresponding computed F values for these pairs are 44.10, 102.40 and 12.10 which proved to be greater than the critical F value of 6.70 at 0.05 level of significance and degrees of freedom equal to 2. Thus, the abovementioned differences were significant. This

indicated that the college deans perceived the extent of importance of college deans on the management functions along organizing as "very much important" than as perceived by the department heads and faculty members of the respondent-SUCs.

**Table 45**

**Posteriori Test in Comparing the Extent Importance of the College Deans on the Management Functions Along Organizing by the Group of Respondents**

Pair	Difference in Means	F'comp	F'tab	Evaluation/Decision
College Deans & Department Heads	0.21	44.10	6.70	S/Reject Ho
College Deans & Faculty Members	0.32	102.40	6.70	S/Reject Ho
Department Heads & Faculty Members	0.11	12.10	6.70	S/Reject Ho

Legend:

Significant (S)/Reject Ho

Not Significant (NS)/Accept Ho

**Extent of implementation along organizing.** Table 46 summarized and compared the assessment of the three respondents as regards to the extent of implementation of the College deans on the management functions along organizing. As gleaned from the table, the College deans gave the highest overall rating of 4.51 (very much implemented) followed by the department heads and faculty members with area means of 4.27 and 4.16, respectively or "much implemented".

To determine whether the observed differences among the means were significant, the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.2885 and the mean squares within groups was 0.0038. This resulted to a computed F-value of 75.469 which proved to be greater than the critical/tabular F value of 3.35 at  $\alpha=0.05$  with degrees of freedom equals to 2 and 21.

**Table 46**

**Comparison on the Extent of Implementation of the College Deans on the Management Function Along Organizing by Group of Respondents**

SUMMARY						
Respondents	n	Sum	Mean/Interpretation	Variance		
College Deans	8	36.21	4.53	VMImpl	0.0056	
Department Heads	8	34.17	4.27	MImpl	0.0053	
Faculty Members	8	33.24	4.16	MImpl	0.0006	
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	0.58	2	0.288	75.47	2.6E-10	3.47
Within Groups	0.08	21	0.004			Reject Ho
Total	0.66	23	-	-	-	-

Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/  
Very Much Impl (VMImpl)

3.51 - 4.50 Much Knowledgeable (MK)/ Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NImpl)

This led to the rejection of the hypothesis that "There is no significant differences among the perceptions of the three groups of respondents relative to

the extent of implementation of college deans on the management functions along organizing". This indicated that the assessments given by the college deans, department heads and faculty members differed.

To find out which among the three paired means differed significantly, Scheffe's test was undertaken and shown in Table 47. As gleaned from the said table, the following were the observed differences: 0.26 for the college deans and department heads, and 0.37 for college deans and faculty members and 0.11 for department heads and faculty members.

**Table 47**

**Posteriori Test in Comparing the Extent Implementation of the College Deans on the Management Functions Along Organizing by the Group of Respondents**

Pair	Difference in Means	F'comp	F'tab	Evaluation/Decision
College Deans & Department Heads	0.26	67.60	6.70	S/Reject Ho
College Deans & Faculty Members	0.37	136.90	6.70	S/Reject Ho
Department Heads & Faculty Members	0.11	12.10	6.70	S/Reject Ho

**Legend:**

Significant (S)/Reject Ho

Not Significant (NS)/Accept Ho

The corresponding computed F values for these pairs are 67.60, 136.90 and 12.10 which proved to be greater than the critical F value of 6.70 at 0.05 level of significance and degrees of freedom equal to 2. Thus, the

abovementioned differences were significant. This indicated that the college deans perceived the extent of implementation on the management functions along organizing as "very much implemented" than as perceived by the department heads and faculty members of the respondent-SUCs.

Extent of knowledge along leading. Table 48 summarized and compared the assessment of the three respondents as regards to the extent of knowledge of the College deans on the management functions along leading. As gleaned from the table, the College deans gave the highest overall rating of 4.48 (much knowledgeable) followed by the department heads and faculty members with area means of 4.31 and 4.13, respectively or "much knowledgeable".

To determine whether the observed differences among the means were significant, the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.3046 and the mean squares within groups was 0.0031. This resulted to a computed F-value of 98.50 which proved to be greater than the critical/tabular F value of 3.35 at  $\alpha=0.05$  with degrees of freedom equals to 2 and 21. This led to the rejection of the hypothesis that "There is no significant differences among the perceptions of the three groups of respondents relative to the extent of knowledge of college deans on the management functions along leading". This indicated that the assessments given by the college deans, department heads and faculty members differed.

**Table 48**

**Comparison on the Extent of Knowledge of the College Deans on the Management Function Along Leading by Group of Respondents**

SUMMARY						
Respondents	n	Sum	Mean/Inter- pretation		Variance	
College Deans	10	44.80	4.48	MK	0.0048	
Department Heads	10	43.10	4.31	MK	0.0029	
Faculty Members	10	41.31	4.13	MK	0.0015	
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	0.61	2	0.305	98.50	3.9E-13	3.35
Within Groups	0.08	27	0.003			
Total	0.69	29	-	-	-	-

## Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/  
Very Much Impl (VMIimpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NImpl)

To find out which among the three paired means differed significantly, Scheffe's test was undertaken and shown in Table 49. As gleaned from the said table, the following were the observed differences: 0.17 for the college deans and department heads, and 0.35 for college deans and faculty members and 0.18 for department heads and faculty members. The corresponding computed F values for these pairs are 48.17, 204.17 and 54.17 which proved to be greater than the critical F value of 6.70 at 0.05 level of significance and degrees of freedom equal to 2. Thus, the abovementioned

differences were significant. This indicated that the college deans perceived the extent of knowledge of college deans on the management functions along leading as "very much knowledgeable" than as perceived by the department heads and faculty members of the respondent-SUCs.

**Table 49**

**Posteriori Test in Comparing the Extent Knowledge of the College Deans on the Management Functions Along Leading by the Group of Respondents**

Pair	Difference in Means	F'comp	F'tab	Evaluation/Decision
College Deans & Department Heads	0.17	48.17	6.70	S/Reject Ho
College Deans & Faculty Members	0.35	204.17	6.70	S/Reject Ho
Department Heads & Faculty Members	0.18	54.00	6.70	S/Reject Ho

**Legend:**

Significant (S)/Reject Ho

Not Significant (NS)/Accept Ho

**Extent of importance along leading.** Table 50 summarized and compared the assessment of the three respondents as regards to the extent of importance of the College deans on the management functions along leading. As gleaned from the table, the College deans gave the highest overall rating of 4.51 (very much important) followed by the department heads and faculty members with area means of 4.27 and 4.12, respectively or "much important".

To determine whether the observed differences among the means were significant, the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.3976 and the mean squares within groups was 0.0025.

**Table 50**

**Comparison on the Extent of Importance of the College Deans on the Management Function Along Leading by Group of Respondents**

<b>SUMMARY</b>							
<b>Respondents</b>	<b>n</b>	<b>Sum</b>	<b>Mean/Interpretation</b>		<b>Variance</b>		
College Deans	10	45.12	4.51	VMI	0.0019		
Department Heads	10	42.67	4.27	MI	0.0044		
Faculty Members	10	41.17	4.12	MI	0.0012		
<b>ANOVA</b>							
<b>Source of Variation</b>	<b>SS</b>	<b>df</b>	<b>MS</b>	<b>F</b>	<b>P-value</b>	<b>F crit</b>	<b>Decision</b>
Between Groups	0.80	2	0.398	159.79	1.1E-15	3.35	Reject Ho
Within Groups	0.07	27	0.002				
<b>Total</b>	<b>0.86</b>	<b>29</b>					

Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/Very Much Impl (VMImpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NImpl)

This resulted to a computed F-value of 159.79 which proved to be greater than the critical/tabular F value of 3.35 at  $\alpha=0.05$  with degrees of freedom equals to 2 and 27. This led to the rejection of the hypothesis that "There is no significant differences among the perceptions of the three groups of respondents relative to

the extent of importance of college deans on the management functions along leading ". This indicated that the assessments given by the college deans, department heads and faculty members differed.

**Table 51**

**Posteriori Test in Comparing the Extent Importance of the College Deans on the Management Functions Along Leading by the Group of Respondents**

Pair	Difference in Means	F'comp	F'tab	Evaluation/Decision
College Deans & Department Heads	0.24	96.00	6.70	S/Reject Ho
College Deans & Faculty Members	0.39	253.50	6.70	S/Reject Ho
Department Heads & Faculty Members	0.15	37.50	6.70	S/Reject Ho

**Legend:**

Significant (S)/Reject Ho

Not Significant (NS)/Accept Ho

To find out which among the three paired means differed significantly, Scheffe's test was undertaken and shown in Table 51. As gleaned from the said table, the following were the observed differences: 0.24 for the college deans and department heads, and 0.39 for college deans and faculty members and 0.15 for department heads and faculty members. The corresponding computed F values for these pairs are 96.00, 253.50, and 37.50 which proved to be greater than the critical F value of 6.70 at 0.05 level of significance and degrees of

freedom equal to 2 . Thus, the abovementioned differences were significant. This indicated that the college deans perceived the extent of importance of college deans on the management functions along leading as "very much important" than as perceived by the department heads and faculty members of the respondent-SUCs.

Extent of implementation along leading. Table 52 summarized and compared the assessment of the three respondents as regards to the extent of importance of the College deans on the management functions along leading . As gleaned from the table, the College deans gave the highest overall rating of 4.53 ( very much implemented ) followed by the department heads and faculty members with area means of 4.27 and 4.13, respectively or "much implemented".

To determine whether the observed differences among the means were significant , the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.4018 and the mean squares within groups was 0.0025 . This resulted to a computed F-value of 157.94 which proved to be greater than the critical/tabular F value of 3.35 at  $\alpha=0.05$  with degrees of freedom equals to 2 and 21. This led to the rejection of the hypothesis that "There is no significant differences among the perceptions of the three groups of respondents relative to the extent of implementation of college deans on the management functions along leading ". This indicated that the

assessments given by the college deans, department heads and faculty members differed.

**Table 52**

**Comparison on the Extent of Implementation of the College Deans on the Management Function Along Leading by Group of Respondents**

SUMMARY						
Respondents	n	Sum	Mean/Interpretation	Variance		
College Deans	10	45.26	4.53	VMImpl	0.0025	
Department Heads	10	42.74	4.27	MImpl	0.0043	
Faculty Members	10	41.30	4.13	MImpl	0.0008	
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	0.80	2	0.402	157.94	1.3E-15	3.35
Within Groups	0.07	27	0.003			Reject Ho
Total	0.87	29	-	-	-	-

Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/  
Very Much Impl (VMImpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NImpl)

To find out which among the three paired means differed significantly, Scheffe's test was undertaken and shown in Table 53. As gleaned from the said table, the following were the observed differences: 0.246 for the college deans and department heads, and 0.40 for college deans and faculty members and 0.14 for department heads and faculty members. The corresponding computed F values for these pairs are 112.67, 266.67, and 32.67 which proved to be

greater than the critical F value of 6.70 at 0.05 level of significance and degrees of freedom equal to 2 . Thus, the abovementioned differences were significant. This indicated that the college deans perceived the extent of implementation of college deans on the management functions along leading as "very much implemented " than as perceived by the department heads and faculty members of the respondent-SUCs.

Table 53

**Posteriori Test in Comparing the Extent Implementation of the College Deans on the Management Functions Along Leading by the Group of Respondents**

Pair	Difference in Means	F'comp	F'tab	Evaluation/Decision
College Deans & Department Heads	0.26	112.67	6.70	S/Reject Ho
College Deans & Faculty Members	0.40	266.67	6.70	S/Reject Ho
Department Heads & Faculty Members	0.14	32.67	6.70	S/Reject Ho

Legend:

Significant (S)/Reject Ho

Not Significant (NS)/Accept Ho

Extent of Knowledge along Controlling . Table 54 summarized and compared the assessment of the three respondents as regards to the extent of knowledge of the College deans on the management functions along controlling . As gleaned from the table, the College deans gave the highest overall rating of 4.55 ( very much knowledgeable ) followed by the department

heads and faculty members with area means of 4.31 and 4.10, respectively or "much knowledgeable".

**Table 54**

**Comparison on the Extent of Knowledge of the College Deans on the Management Function Along Controlling by Group of Respondents**

SUMMARY							
Respondents	n	Sum	Mean/Inter- pretation		Variance		
College Deans	9	40.92	4.55	VMK	0.0022		
Department Heads	9	38.82	4.31	MK	0.0048		
Faculty Members	9	36.87	4.10	MK	0.0004		
ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	0.91	2	0.456	185.42	2.5E-15	3.40	Reject Ho
Within Groups	0.06	24	0.002				
Total	0.97	26	-	-	-	-	-

Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/  
Very Much Impl (VMIImpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slighlty Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NIImpl)

To determine whether the observed differences among the means were significant , the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.4558 and the mean squares within groups was 0.0025 . This resulted to a computed F-value of 185.42 which proved to be greater than the critical/tabular F value of 3.35 at  $a=0.05$  with degrees of freedom equals to 2 and 24. This led to the rejection of the

hypothesis that "There is no significant differences among the perceptions of the three groups of respondents relative to the extent of knowledge of college deans on the management functions along controlling ". This indicated that the assessments given by the college deans, department heads and faculty members differed.

To find out which among the three paired means differed significantly, Scheffe's test was undertaken and shown in Table 55. As gleaned from the said

**Table 55**

**Posteriori Test in Comparing the Extent Knowledge of the College Deans on the Management Functions Along Organizing by the Group of Respondents**

Pair	Difference in Means	F'comp	F'tab	Evaluation/Decision
College Deans & Department Heads	0.24	86.40	6.80	S/Reject Ho
College Deans & Faculty Members	0.45	303.75	6.80	S/Reject Ho
Department Heads & Faculty Members	0.21	66.15	6.80	S/Reject Ho

Legend:

Significant (S)/Reject Ho

Not Significant (NS)/Accept Ho

table, the following were the observed differences: 0. 24 for the college deans and department heads, and 0.45 for college deans and faculty members and 0.21 for department heads and faculty members. The corresponding computed F values for these pairs are 86.40, 303.75, and 66.15 which proved to be greater

than the critical F value of 6.70 at 0.05 level of significance and degrees of freedom equal to 2. Thus, the abovementioned differences were significant. This indicated that the college deans perceived the extent of knowledge of college deans on the management functions along organizing as "very much knowledgeable" than as perceived by the department heads and faculty members of the respondent-SUCs.

Extent of importance along controlling. Table 56 summarized and compared the assessment of the three respondents as regards to the extent of importance of the College deans on the management functions along controlling. As gleaned from the table, the College deans gave the highest overall rating of 4.56 ( very much important ) followed by the department heads and faculty members with area means of 4.34 and 4.10, respectively or "much important".

To determine whether the observed differences among the means were significant, the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.4764 and the mean squares within groups was 0.002. This resulted to a computed F-value of 236.88 which proved to be greater than the critical/tabular F value of 3.35 at  $\alpha=0.05$  with degrees of freedom equals to 2 and 24. This led to the rejection of the hypothesis that "There is no significant differences among the perceptions of the three groups of respondents relative to the extent of importance of college deans on the management functions along controlling". This indicated that the

assessments given by the college deans, department heads and faculty members differed.

**Table 56**

**Comparison on the Extent of Importance of the College Deans on the Management Function Along Controlling by Group of Respondents**

SUMMARY							
Respondents	n	Sum	Mean/Inter- pretation	Variance			
College Deans	9	41.03	4.56	VMI	0.0027		
Department Heads	9	39.05	4.34	MI	0.0020		
Faculty Members	9	36.89	4.10	MI	0.0013		
ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	0.95	2	0.476	236.88	1.6E-16	3.40	Reject Ho
Within Groups	0.05	24	0.002				
Total	1.00	26	-	-	-	-	-

Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/  
Very Much Impl (VMIImpl)

3.51 - 4.50 Much Knowledgeable (MK)/ Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/ Not Important (NI)/Not Implemented (NImpl)

To find out which among the three paired means differed significantly, Scheffe's test was undertaken and shown in Table 57. As gleaned from the said table, the following were the observed differences: 0.22 for the college deans and department heads, and 0.46 for college deans and faculty members and 0.24 for department heads and faculty members. The corresponding computed F values for these pairs are 72.60, 317.40, and 86.40 which proved to be

greater than the critical F value of 6.70 at 0.05 level of significance and degrees of freedom equal to 2.

Table 57

**Posteriori Test in Comparing the Extent Importance of the College Deans on the Management Functions Along Organizing by the Group of Respondents**

Pair	Difference in Means	F'comp	F'tab	Evaluation/Decision
College Deans & Department Heads	0.22	72.60	6.80	S/Reject Ho
College Deans & Faculty Members	0.46	317.40	6.80	S/Reject Ho
Department Heads & Faculty Members	0.24	86.40	6.80	S/Reject Ho

Legend:

Significant (S)/Reject Ho

Not Significant (NS)/Accept Ho

Thus, the abovementioned differences were significant. This indicated that the college deans perceived the extent of importance of college deans on the management functions along organizing as "very much important" than as perceived by the department heads and faculty members of the respondent-SUCs.

Extent of implementation along controlling. Table 58 summarized and compared the assessment of the three respondents as regards to the extent

of importance of the College deans on the management functions along controlling . As gleaned from the table, the College deans gave the highest overall rating of 4.54 ( very much implemented ) followed by the department heads and faculty members with area means of 4.39 and 4.10, respectively or "much implemented".

To determine whether the observed differences among the means were significant , the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.4542 and the mean squares within groups was 0.0042 . This resulted to a computed F-value of 108.71 which proved to be greater than the critical/tabular F value of 3.35 at  $\alpha=0.05$  with degrees of freedom equals to 2 and 24. This led to the rejection of the hypothesis that "There is no significant differences among the perceptions of the three groups of respondents relative to the extent of implementation of college deans on the management functions along controlling ". This indicated that the assessments given by the college deans, department heads and faculty members differed.

To find out which among the three paired means differed significantly, Scheffe's test was undertaken and shown in Table 59. As gleaned from the said table, the following were the observed differences: 0. 15 for the college deans and department heads, and 0.44 for college deans and faculty members and 0.29 for department heads and faculty members. The corresponding computed F values for these pairs are 33.75, 290.40, and 126.15 which proved to be

greater than the critical F value of 6.70 at 0.05 level of significance and degrees of freedom equal to 2. Thus, the abovementioned differences were significant.

**Table 58**

**Comparison on the Extent of Implementation of the College Deans on the Management Function Along Controlling by Group of Respondents**

<b>SUMMARY</b>							
<b>Respondents</b>	<b>n</b>	<b>Sum</b>	<b>Mean/Interpretation</b>		<b>Variance</b>		
College Deans	9	40.85	4.54	VMImpl	0.0031		
Department Heads	9	39.48	4.39	MImpl	0.0084		
Faculty Members	9	36.87	4.10	MImpl	0.0011		
<b>ANOVA</b>							
<b>Source of Variation</b>	<b>SS</b>	<b>df</b>	<b>MS</b>	<b>F</b>	<b>P-value</b>	<b>F crit</b>	<b>Decision</b>
Between Groups	0.91	2	0.454	108.71	9.3E-13	3.40	Reject Ho
Within Groups	0.10	24	0.004				
<b>Total</b>	<b>1.01</b>	<b>26</b>					

**Legend:**

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/Very Much Impl (VMImpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NImpl)

This indicated that the college deans perceived the extent of implementation of college deans on the management functions along organizing as "very much important" than as perceived by the department heads and faculty members of the respondent-SUCs.

Table 59

**Posteriori Test in Comparing the Extent of Implementation of the College Deans on the Management Functions Along Organizing by the Group of Respondents**

Pair	Difference in Means	F'comp	F'tab	Evaluation/Decision
College Deans & Department Heads	0.15	33.75	6.80	S/Reject Ho
College Deans & Faculty Members	0.44	290.40	6.80	S/Reject Ho
Department Heads & Faculty Members	0.29	126.15	6.80	S/Reject Ho

Legend:

Significant (S)/Reject Ho

Not Significant (NS)/Accept Ho

**By Type of College.**

This section discusses the results of the comparative analysis of the perceptions of the College Deans, department heads, and faculty members relative to the four areas of management functions practiced by the college deans along the extent of knowledge, importance and implementation by type of College.

**Planning on the extent of knowledge.** The summary and comparison on the extent of knowledge of the college deans along planning by type of college was shown on Table 60. As gleaned from the table, out of thirteen colleges among SUCs, there were 10 colleges that rated "very much

Table 60

**Comparison on the Extent of Knowledge of the College Deans on the Management Functions Along Planning by Type of College**

SUMMARY							
Respondents	n	Sum	Mean/Interpretation	Variance			
College of Arts & Sciences	10	45.70	4.57	VMK	0.0490		
College of Nursing	10	39.34	3.93	MK	0.0678		
College of Industrial Technology	10	48.50	4.85	VMK	0.0583		
College of Education	10	44.28	4.43	MK	0.0361		
College of Business Admin.	10	47.00	4.70	VMK	0.0667		
College of Veterinary Medicine	10	46.50	4.65	VMK	0.1694		
College of Management & Entrep.	10	41.66	4.17	MK	0.0556		
College of Law	10	46.50	4.65	VMK	0.0583		
College of Agriculture, Fisheries & Natural Resources	10	47.00	4.70	VMK	0.0250		
College of Engineering	10	46.00	4.60	VMK	0.0622		
College of Science	10	48.00	4.80	VMK	0.1778		
College of Architecture and Allied Discipline	10	46.00	4.60	VMK	0.2667		
College of Matitime Education	10	46.00	4.60	VMK	0.2667		
ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	7.66	12	0.639	6.11	3.14E-08	1.84	Reject Ho
Within Groups	12.24	117	0.105				
Total	19.90	129	-	-	-	-	-

## Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/  
Very Much Impl (VMIImpl)

3.51 - 4.50 Much Knowledgeable (MK)/ Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/ Not Important (NI)/Not Implemented (NIImpl)

knowledgeable" and the remaining three colleges rated "much knowledgeable". The top three colleges with highest overall means are as follows: 1) College of Industrial technology; 2) College of Science; and 3) College of Business Administration with grand means of 4.85, 4.80 and 4.70, respectively. On the other hand, the three colleges with least overall means are : 1) College of Nursing; 2) College of Management and Entrepreneurship; and 3) College of Business Administration with grand means of 3.93, 4.17, and 4.43. Hence, the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.6387 and the mean squares within groups was 0.1046 . This resulted to a computed F-value of 6.11 which proved to be greater than the critical/tabular F value of 1.84 at  $\alpha=0.05$  with degrees of freedom equals to 12 and 117. This led to the rejection of the hypothesis that "There is no significant differences among the perceptions of the three groups of respondents relative to the extent of knowledge of college deans on the management functions along planning by type of college ". This indicated that the assessments given by the college deans, department heads and faculty members of the thirteen colleges of respondent-SUCs differed.

To find out which among the seventy eight paired means differed significantly, Duncan's test was utilized and reflected in Table 61. As gleaned from the said table, the following were the observed differences in means with their Rp values: 0.64 for CAS & CON with Rp value of 0.30, 0.40 for CAS & CME with Rp value of 0.29, 0.92 for CON & CIT with Rp value of 0.31, 0.50 for

Table 61

**Posteriori Test in Comparing the Extent of Knowledge of the  
College Deans on the Management Functions Along  
Planning by Type of College**

Pair	Difference in Means	R <sub>p</sub>	Evaluation/ Decision
CAS & CON	0.64	0.30	S/Reject Ho
CAS & CIT	0.28	0.31	NS/Accept Ho
CAS & COED	0.14	0.28	NS/Accept Ho
CAS & CBA	0.13	0.32	NS/Accept Ho
CAS & CVetMed	0.08	0.31	NS/Accept Ho
CAS & CME	0.40	0.29	S/Reject Ho
CAS & COL	0.08	0.30	NS/Accept Ho
CAS & CAFNR	0.13	0.31	NS/Accept Ho
CAS & COEng'g	0.03	0.30	NS/Accept Ho
CAS & COS	0.23	0.31	NS/Accept Ho
CAS & CAAD	0.03	0.29	NS/Accept Ho
CAS & COMEd	0.03	0.28	NS/Accept Ho
CPN & CIT	0.92	0.31	S/Reject Ho
CON & COED	0.50	0.29	S/Reject Ho
CON & CBA	0.77	0.31	S/Reject Ho
CON & CVetMed	0.72	0.31	S/Reject Ho
CON & CME	0.24	0.28	NS/Accept Ho
CON & COL	0.72	0.32	S/Reject Ho
CON & CAFNR	0.77	0.31	S/Reject Ho
CON & COEng'g	0.67	0.31	S/Reject Ho
CON & COS	0.87	0.31	S/Reject Ho
CON & CAAD	0.67	0.31	S/Reject Ho
CON & COMEd	0.67	0.30	S/Reject Ho
CIT & COED	0.42	0.31	S/Reject Ho
CIT & CBA	0.15	0.29	NS/Accept Ho
CIT & CVM	0.20	0.30	NS/Accept Ho
CIT & ME	0.68	0.31	S/Reject Ho
CIT & COL	0.20	0.31	NS/Accept Ho
CIT & CAFNR	0.15	0.30	NS/Accept Ho
CIT & COEng'g	0.25	0.31	NS/Accept Ho
CIT & COS	0.05	0.28	NS/Accept Ho
CIT & CAAD	0.25	0.32	NS/Accept Ho
CIT & CMED	0.25	0.31	NS/Accept Ho
COED & CBA	0.27	0.31	NS/Accept Ho
COED & CVM	0.22	0.31	NS/Accept Ho
COED & CME	0.26	0.28	NS/Accept Ho
COED & COL	0.22	0.31	NS/Accept Ho
COED & CAFNR	0.27	0.32	NS/Accept Ho
COED & COEng'g	0.17	0.30	NS/Accept Ho
COED & COS	0.37	0.31	S/Reject Ho
COED & CAAD	0.17	0.30	NS/Accept Ho
COED & CMED	0.17	0.29	NS/Accept Ho

Table 61 *continued*

Pair	Difference in Means	Rp	Evaluation/ Decision
CBA & CVM	0.05	0.29	NS/Accept Ho
CBA & CME	0.53	0.31	S/Reject Ho
CBA & COL	0.05	0.30	NS/Accept Ho
CBA & CAFNR	0.00	0.28	NS/Accept Ho
CBA & COEng'g	0.10	0.30	NS/Accept Ho
CBA & COS	0.10	0.28	NS/Accept Ho
CBA & CAAD	0.10	0.31	NS/Accept Ho
CBA & CMEd	0.10	0.31	NS/Accept Ho
CVM & CME	0.48	0.32	S/Reject Ho
CVM & COL	0.00	0.28	NS/Accept Ho
CVM & CAFNR	0.05	0.28	NS/Accept Ho
CVM & COEng'g	0.05	0.29	NS/Accept Ho
CVM & COS	0.15	0.30	NS/Accept Ho
CVM & CAAD	0.05	0.30	NS/Accept Ho
CVM & CMEd	0.05	0.30	NS/Accept Ho
CME & COL	0.48	0.31	S/Reject Ho
CME & CAFNR	0.53	0.31	S/Reject Ho
CME & COEng'g	0.43	0.31	S/Reject Ho
CME & COS	0.63	0.31	S/Reject Ho
CME & CAAD	0.43	0.30	S/Reject Ho
CME & CMEd	0.43	0.30	S/Reject Ho
COL & CAFNR	0.05	0.29	NS/Accept Ho
COL & COEng'g	0.05	0.28	NS/Accept Ho
COL & COS	0.15	0.30	NS/Accept Ho
COL & CAAD	0.05	0.29	NS/Accept Ho
COL CMEd	0.05	0.30	NS/Accept Ho
CAFNR & COEng'g	0.10	0.30	NS/Accept Ho
CAFNR & COS	0.10	0.29	NS/Accept Ho
CAFNR & CAAD	0.10	0.30	NS/Accept Ho
CAFNR & CMEd	0.10	0.31	NS/Accept Ho
COEng'g & COS	0.20	0.31	NS/Accept Ho
COEng'g & CAAD	0.00	0.28	NS/Accept Ho
COEng'g & CMEd	0.00	0.29	NS/Accept Ho
COS & CAAD	0.20	0.31	NS/Accept Ho
COS & CMEd	0.20	0.32	NS/Accept Ho
CAAD & CMEd	0.00	0.28	NS/Accept Ho

## Legend:

CAS - College of Arts & Sciences  
 CON - College of Nursing  
 CIT - College of Industrial Technology  
 COEd - College of Education  
 CBA - College of Business Administration  
 CVetMed - College of Veterinary Medicine  
 CME - College of Management and Entrepreneurship  
 COL - College of Law  
 CAFNR - College of Agriculture, Fisheries and Natural Resources  
 COEng'g - College of Engineering  
 COS - College of Science  
 CAAD - College of Architecture and Allied Discipline  
 COMEd - College of Maritime Education

CON & COEd with Rp value of 0.29, 0.77 for CON & CBA with Rp value of 0.31, 0.72 for CON & CVetMed with Rp value of 0.31, 0.72 for CON & COL with Rp value of 0.32, 0.77 for CON & CAFNR with Rp value of 0.31, 0.67 for CON & COEng'g with Rp value of 0.31, 0.87 for CON & COS with Rp value of 0.31, 0.67 for CON & COMEd with Rp value of 0.31, 0.67 for CON & COMEd with Rp value of 0.30, 0.42 for CIT & COEd with Rp value of 0.31, 0.68 for CIT & CME with Rp value of 0.31, 0.37 for COEd & COS with Rp value of 0.31, 0.53 for CBA & CME with Rp value of 0.31, 0.48 for CVM & CME with Rp value of 0.32, 0.48 for CME & COL with Rp value of 0.31, 0.53 for CME & CAFNR with Rp value of 0.31, 0.43 for CME & COEng'g with Rp value of 0.31, 0.63 for CME & COS with Rp value of 0.31, 0.43 for CME & CAAD with Rp value of 0.30, and 0.43 for CME & COMEd with Rp value of 0.30. The observed differences of means proved higher than the Rp values which led to the rejection of hypothesis. Thus, the abovementioned differences were all significant. Hence, this indicated that the college deans, department heads and faculty members of the twenty three paired colleges above perceived that the extent of knowledge of college deans on management function along planning was "very much knowledgeable" than as perceived by the deans, department heads and faculty members of the remaining fifty paired colleges.

Planning on the extent of importance. The summary and comparison on the extent of importance of the college deans along planning by type of

Table 62

**Comparison on the Extent of Importance of the College Deans on the Management Functions Along Planning by Type of College**

SUMMARY					
Respondents	n	Sum	Mean/Interpretation	Variance	
College of Arts & Sciences	10	45.40	4.54	VMI	0.0627
College of Nursing	10	44.99	4.50	MI	0.6500
College of Industrial Technology	10	46.50	4.65	VMI	0.1139
College of Education	10	44.29	4.43	MI	0.0311
College of Business Admin.	10	46.00	4.60	VMI	0.0444
College of Veterinary Medicine	10	47.00	4.70	VMI	0.0667
College of Management & Entrep.	10	41.33	4.13	MI	0.0786
College of Law	10	46.00	4.60	VMI	0.1000
College of Agriculture, Fisheries & Natural Resources	10	45.75	4.58	VMI	0.0285
College of Engineering	10	45.80	4.58	VMI	0.0840
College of Science	10	49.00	4.90	VMI	0.1000
College of Architecture and Allied Discipline	10	44.00	4.40	MI	0.2667
College of Matitime Education	10	45.00	4.50	MI	0.2778

ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	3.78	12	0.315	2.15	0.019	1.84	Reject Ho
Within Groups	17.14	117	0.146				

Total	20.92	129	-	-	-	-	-
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Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/  
Very Much Impl (VMIImpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NImpl)

college was shown on Table 62 . As gleaned from the table, eight out of thirteen colleges among SUCs rated "very much important " and the remaining five colleges rated "much important ". Hence, the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.3147 and the mean squares within groups was 0.1465 . This resulted to a computed F-value of 2.15 which proved greater than the critical/tabular F value of 1.84 at  $\alpha=0.05$  with degrees of freedom equals to 12 and 117. This led to the rejection of the hypothesis that "There is no significant differences among the perceptions of the three groups of respondents relative to the extent of importance of college deans on the management functions along planning by type of college ". This indicated that the assessments given by the college deans, department heads and faculty members of the thirteen colleges of respondent-SUCs differed.

To find out which among the seventy eight paired means differed significantly, Duncan's test was utilized and reflected in Table 62. As gleaned from the said table, the following were the observed differences in means with their Rp values : 0.41 for CAS & CME with Rp value of 0.41 , 0.52 for CIT & CME with Rp value of 0.42, 0.47 for COEd & COS with Rp value of 0.42, 0.47 for CBA & CME with Rp value of 0.42, 0.57 for CVM & CME with Rp value of 0.41, 0.47 for CME & COL with rp value of 0.42, 0.45 for CME & CAFNR with Rp value of 0.43, 0.45 for CME & COEng'g with Rp value of 0.42, 0.77 for CME & COS with Rp value of 0.42, and 0.50 for COS & CAAD with Rp value of 0.42 . The observed differences of means proved higher than the Rp values which

Table 63

**Posteriori Test in Comparing the Extent of Importance of the  
College Deans on the Management Functions Along  
Planning by Type of College**

Pair	Difference in Means	R <sub>p</sub>	Evaluation/ Decision
CAS & CON	0.04	0.37	NS/Accept Ho
CAS & CIT	0.11	0.41	NS/Accept Ho
CAS & COED	0.11	0.40	NS/Accept Ho
CAS & CBA	0.06	0.41	NS/Accept Ho
CAS & CVetMed	0.16	0.42	NS/Accept Ho
CAS & CME	0.41	0.41	S/Reject Ho
CAS & COL	0.06	0.40	NS/Accept Ho
CAS & CAFNR	0.04	0.39	NS/Accept Ho
CAS & COEng'g	0.04	0.37	NS/Accept Ho
CAS & COS	0.36	0.43	NS/Accept Ho
CAS & CAAD	0.14	0.41	NS/Accept Ho
CAS & COMEd	0.04	0.39	NS/Accept Ho
CON & CIT	0.15	0.42	NS/Accept Ho
CON & COED	0.07	0.39	NS/Accept Ho
CON & CBA	0.10	0.41	NS/Accept Ho
CON & CVetMed	0.20	0.43	NS/Accept Ho
CON & CME	0.37	0.41	NS/Accept Ho
CON & COL	0.10	0.41	NS/Accept Ho
CON & CAFNR	0.08	0.40	NS/Accept Ho
CON & COEng'g	0.08	0.39	NS/Accept Ho
CON & COS	0.40	0.42	NS/Accept Ho
CON & CAAD	0.10	0.40	NS/Accept Ho
CON & COMEd	0.00	0.37	NS/Accept Ho
CIT & COED	0.22	0.42	NS/Accept Ho
CIT & CBA	0.05	0.37	NS/Accept Ho
CIT & CVM	0.05	0.37	NS/Accept Ho
CIT & ME	0.52	0.42	S/Reject Ho
CIT & COL	0.05	0.39	NS/Accept Ho
CIT & CAFNR	0.07	0.40	NS/Accept Ho
CIT & COEng'g	0.07	0.41	NS/Accept Ho
CIT & COS	0.25	0.39	NS/Accept Ho
CIT & CAAD	0.25	0.42	NS/Accept Ho
CIT & CMED	0.15	0.43	NS/Accept Ho
COED & CBA	0.17	0.43	NS/Accept Ho
COED & CVM	0.27	0.42	NS/Accept Ho
COED & CME	0.30	0.39	NS/Accept Ho
COED & COL	0.17	0.42	NS/Accept Ho
COED & CAFNR	0.15	0.41	NS/Accept Ho
COED & COEng'g	0.15	0.41	NS/Accept Ho
COED & COS	0.47	0.42	S/Reject Ho
COED & CAAD	0.03	0.37	NS/Accept Ho
COED & CMEd	0.07	0.37	NS/Accept Ho

Table 63 continued

Pair	Difference in Means	Rp	Evaluation/ Decision
CBA & CVM	0.10	0.39	NS/Accept Ho
CBA & CME	0.47	0.42	S/Reject Ho
CBA & COL	0.00	0.37	NS/Accept Ho
CBA & CAFNR	0.02	0.39	NS/Accept Ho
CBA & COEng'g	0.02	0.40	NS/Accept Ho
CBA & COS	0.30	0.40	NS/Accept Ho
CBA & CAAD	0.20	0.42	NS/Accept Ho
CBA & CMEd	0.10	0.42	NS/Accept Ho
CVM & CME	0.57	0.41	S/Reject Ho
CVM & COL	0.10	0.40	NS/Accept Ho
CVM & CAFNR	0.07	0.41	NS/Accept Ho
CVM & COEng'g	0.07	0.41	NS/Accept Ho
CVM & COS	0.25	0.37	NS/Accept Ho
CVM & CAAD	0.25	0.42	NS/Accept Ho
CVM & CMEd	0.15	0.42	NS/Accept Ho
CME & COL	0.47	0.42	S/Reject Ho
CME & CAFNR	0.45	0.43	S/Reject Ho
CME & COEng'g	0.45	0.42	S/Reject Ho
CME & COS	0.77	0.42	S/Reject Ho
CME & CAAD	0.27	0.37	NS/Accept Ho
CME & CMEd	0.37	0.40	NS/Accept Ho
COL & CAFNR	0.02	0.37	NS/Accept Ho
COL & COEng'g	0.02	0.39	NS/Accept Ho
COL & COS	0.30	0.41	NS/Accept Ho
COL & CAAD	0.20	0.43	NS/Accept Ho
COL CMEd	0.10	0.41	NS/Accept Ho
CAFNR & COEng'g	0.00	0.37	NS/Accept Ho
CAFNR & COS	0.32	0.41	NS/Accept Ho
CAFNR & CAAD	0.18	0.42	NS/Accept Ho
CAFNR & CMEd	0.08	0.41	NS/Accept Ho
COEng'g & COS	0.32	0.42	NS/Accept Ho
COEng'g & CAAD	0.18	0.41	NS/Accept Ho
COEng'g & CMEd	0.08	0.40	NS/Accept Ho
COS & CAAD	0.50	0.42	S/Reject Ho
COS & CMEd	0.40	0.42	NS/Accept Ho
CAAD & CMEd	0.10	0.39	NS/Accept Ho

## Legend:

CAS - College of Arts & Sciences  
 CON - College of Nursing  
 CIT - College of Industrial Technology  
 COEd - College of Education  
 CBA - College of Business Administration  
 CVetMed - College of Veterinary Medicine  
 CME - College of Management and Entrepreneurship  
 COL - College of Law  
 CAFNR - College of Agriculture, Fisheries and Natural Resources  
 COEng'g - College of Engineering  
 COS - College of Science  
 CAAD - College of Architecture and Allied Discipline  
 COMEd - College of Maritime Education

led to the rejection of hypothesis. Thus, the abovementioned differences were all significant. Hence, this indicated that the college deans, department heads and faculty members of the ten paired colleges above perceived that the extent of knowledge of college deans on management function along planning was "very much imp" than as perceived by the deans, department heads and faculty members of the remaining sixty eight paired colleges.

Planning on the extent of implementation. The summary and comparison on the extent of implementation of the college deans along planning by type of college was shown on Table 64. As gleaned from the table, nine out of thirteen colleges among SUCs rated "very much implemented" and the remaining four colleges rated "much implemented". Hence four colleges that rated least are as follows: College of Nursing, College of Education, College of management and Entrepreneurship and College of architecture and Allied Discipline. Hence, the one-way analysis of variance was applied, where the mean squares between groups was posted at 0. 6333 and the mean squares within groups was 0.1048. This resulted to a computed F-value of 6.04 which proved greater than the critical/tabular F value of 1.84 at  $\alpha=0.05$  with degrees of freedom equals to 12 and 117. This led to the rejection of the hypothesis that "There is no significant differences among the perceptions of the three groups of respondents relative to the extent of implementation of college deans on the management functions along planning by type of college". This

indicated that the assessments given by the college deans, department heads and faculty members of the thirteen colleges of respondent-SUCs differed.

**Table 64**

**Comparison on the Extent of Implementation of the College Deans on the Management Functions Along Planning by Type of College**

SUMMARY							
Respondents	n	Sum	Mean/Inter- pretation		Variance		
College of Arts & Sciences	10	45.10	4.51	VMIImpl	0.0366		
College of Nursing	10	39.67	3.97	MImpl	0.0593		
College of Industrial Technology	10	47.00	4.70	VMIImpl	0.1778		
College of Education	10	44.29	4.43	MImpl	0.0224		
College of Business Admin.	10	47.50	4.75	VMIImpl	0.0694		
College of Veterinary Medicine	10	47.00	4.70	VMIImpl	0.1778		
College of Management & Entrep.	10	42.34	4.23	MImpl	0.1009		
College of Law	10	46.50	4.65	VMIImpl	0.0583		
College of Agriculture, Fisheries & Natural Resources	10	45.75	4.58	VMIImpl	0.0424		
College of Engineering	10	45.20	4.52	VMIImpl	0.0729		
College of Science	10	49.00	4.90	VMIImpl	0.1000		
College of Architecture and Allied Discipline	10	44.00	4.40	MImpl	0.2667		
College of Matitime Education	10	48.00	4.80	VMIImpl	0.1778		
ANOVA							
Source of Variation	SS	df	MS	F	P- value	F crit	Decision
Between Groups	7.60	12	0.633	6.04	3.8E-08	1.84	Reject Ho
Within Groups	12.26	117	0.105				
Total	19.86	129	-	-	-	-	-

Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/  
Very Much Impl (VMIImpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NIImpl)

To find out which among the seventy eight paired means differed significantly, Duncan's test was utilized and reflected in Table 65. As gleaned from the said table, the following were the observed differences in means with their Rp values : 0.54 for CAS & CON with Rp value of 0.30 , 0.39 for CAS & CON with Rp value of 0.31, 0.46 for CON & COEd with Rp value of 0.30, 0.78 for CON & CBA with Rp value of 0.31, 0.73 for CON & CVetMed with Rp value of 0.31, 0.68 for CON & COL with Rp value of 0.32, 0.61 for CON & CAFNR with Rp value of 0.31, 0.55 for CON & COEng'g with Rp value of 0.31, 0.93 for CON & COS with Rp value of 0.31, 0.43 for CON & CAAD with Rp value of 0.29, 0.83 for CON & COMEd with Rp value of 0.31, 0.47 for CIT & CME with Rp value of 0.31, 0.32 for COED & CBA with Rp value of 0.32, 0.47 for COEd & COS with Rp value of 0.31, 0.37 for COED & COMED with Rp value of 0.31, 0.52 for CBA & CME with Rp value of 0.31, 0.35 for CBA & CAAD with Rp value of 0.31, 0.47 for CVM & CME with Rp value of 0.32, 0.42 for CME & COL with Rp value of 0.31, 0.35 for CME & CAFNR with Rp value of 0.31, 0.67 for CME & COS with Rp value of 0.31, 0.57 for CME & COMEd with Rp value of 0.31, 0.32 for CAFNR & COS with Rp value of 0.31, 0.38 for COEng'g & COS with Rp value of 0.32, 0.50 for COS & CAAD with Rp value of 0.31, and 0.40 for CAAD & COMEd with Rp value of 0.31 . The observed differences of means proved higher than the Rp values which led to the rejection of hypothesis. Thus, the abovementioned differences were all significant. Hence, this indicated that the college deans, department

Table 65

**Posteriori Test in Comparing the Extent of Implementation of the  
College Deans on the Management Functions Along  
Planning by Type of College**

Pair	Difference in Means	Rp	Evaluation/ Decision
CAS & CON	0.54	0.30	S/Reject Ho
CAS & CIT	0.19	0.31	NS/Accept Ho
CAS & COED	0.08	0.28	NS/Accept Ho
CAS & CBA	0.24	0.31	NS/Accept Ho
CAS & CVetMed	0.19	0.30	NS/Accept Ho
CAS & CME	0.28	0.30	S/Reject Ho
CAS & COL	0.14	0.30	NS/Accept Ho
CAS & CAFNR	0.07	0.29	NS/Accept Ho
CAS & COEng'g	0.01	0.28	NS/Accept Ho
CAS & COS	0.39	0.31	S/Reject Ho
CAS & CAAD	0.11	0.29	NS/Accept Ho
CAS & COMEd	0.29	0.32	NS/Accept Ho
CON & CIT	0.73	0.31	S/Reject Ho
CON & COED	0.46	0.30	S/Reject Ho
CON & CBA	0.78	0.31	S/Reject Ho
CON & CVetMed	0.73	0.31	S/Reject Ho
CON & CME	0.26	0.28	NS/Accept Ho
CON & COL	0.68	0.32	S/Reject Ho
CON & CAFNR	0.61	0.31	S/Reject Ho
CON & COEng'g	0.55	0.31	S/Reject Ho
CON & COS	0.93	0.31	S/Reject Ho
CON & CAAD	0.43	0.29	S/Reject Ho
CON & COMEd	0.83	0.31	S/Reject Ho
CIT & COED	0.27	0.31	NS/Accept Ho
CIT & CBA	0.05	0.28	NS/Accept Ho
CIT & CVM	0.00	0.28	NS/Accept Ho
CIT & ME	0.47	0.31	S/Reject Ho
CIT & COL	0.05	0.29	NS/Accept Ho
CIT & CAFNR	0.12	0.30	NS/Accept Ho
CIT & COEng'g	0.18	0.30	NS/Accept Ho
CIT & COS	0.20	0.30	NS/Accept Ho
CIT & CAAD	0.30	0.32	NS/Accept Ho
CIT & COMED	0.10	0.29	NS/Accept Ho
COED & CBA	0.32	0.32	S/Reject Ho
COED & CVM	0.27	0.31	NS/Accept Ho
COED & CME	0.20	0.29	NS/Accept Ho
COED COL	0.22	0.30	NS/Accept Ho
COED & CAFNR	0.15	0.30	NS/Accept Ho
COED & COEng'g	0.09	0.29	NS/Accept Ho
COED & COS	0.47	0.31	S/Reject Ho
COED & CAAD	0.03	0.28	NS/Accept Ho
COED & CMEd	0.37	0.31	S/Reject Ho

Table 65 *continued*

Pair	Difference in Means	Rp	Evaluation/ Decision
CBA & CVM	0.05	0.29	NS/Accept Ho
CBA & CME	0.52	0.31	S/Reject Ho
CBA & COL	0.10	0.30	NS/Accept Ho
CBA & CAFNR	0.17	0.30	NS/Accept Ho
CBA & COEng'g	0.23	0.31	NS/Accept Ho
CBA & COS	0.15	0.29	NS/Accept Ho
CBA & CAAD	0.35	0.31	S/Reject Ho
CBA & COMEd	0.05	0.28	NS/Accept Ho
CVM & CME	0.47	0.32	S/Reject Ho
CVM & COL	0.05	0.28	NS/Accept Ho
CVM & CAFNR	0.12	0.29	NS/Accept Ho
CVM & COEng'g	0.18	0.30	NS/Accept Ho
CVM & COS	0.20	0.30	NS/Accept Ho
CVM & CAAD	0.30	0.31	NS/Accept Ho
CVM & COMEd	0.10	0.30	NS/Accept Ho
CME & COL	0.42	0.31	S/Reject Ho
CME & CAFNR	0.35	0.31	S/Reject Ho
CME & COEng'g	0.29	0.30	NS/Accept Ho
CME & COS	0.67	0.31	S/Reject Ho
CME & CAAD	0.17	0.28	NS/Accept Ho
CME & COMEd	0.57	0.31	S/Reject Ho
COL & CAFNR	0.07	0.28	NS/Accept Ho
COL & COEng'g	0.13	0.29	NS/Accept Ho
COL & COS	0.25	0.31	NS/Accept Ho
COL & CAAD	0.25	0.31	NS/Accept Ho
COL COMEd	0.15	0.30	NS/Accept Ho
CAFNR & COEng'g	0.06	0.28	NS/Accept Ho
CAFNR & COS	0.32	0.31	S/Reject Ho
CAFNR & CAAD	0.18	0.30	NS/Accept Ho
CAFNR & COMEd	0.22	0.31	NS/Accept Ho
COEng'g & COS	0.38	0.32	S/Reject Ho
COEng'g & CAAD	0.12	0.30	NS/Accept Ho
COEng'g & COMEd	0.28	0.31	NS/Accept Ho
COS & CAAD	0.50	0.31	S/Reject Ho
COS & COMEd	0.10	0.28	NS/Accept Ho
CAAD & COMEd	0.40	0.31	S/Reject Ho

## Legend:

CAS - College of Arts & Sciences  
 CON - College of Nursing  
 CIT - College of Industrial Technology  
 COEd - College of Education  
 CBA - College of Business Administration  
 CVetMed - College of Veterinary Medicine  
 CME - College of Management and Entrepreneurship  
 COL - College of Law  
 CAFNR - College of Agriculture, Fisheries and Natural Resources  
 COEng'g - College of Engineering  
 COS - College of Science  
 CAAD - College of Architecture and Allied Discipline  
 COMEd - College of Maritime Education

heads and faculty members of the twenty eight paired colleges above perceived that the extent of implementation of college deans on management function along planning was "very much implemented" than as perceived by the deans, department heads and faculty members of the remaining fifty paired colleges.

Organizing on the extent of knowledge. The summary and comparison on the extent of knowledge of the college deans along organizing by type of college was shown on Table 66. As gleaned from the table, seven out of thirteen colleges rated "very much knowledgeable" and the remaining six colleges rated "much knowledgeable". The highest overall mean was 4.75 which was given by the College of Law, College of science and College of Architecture and Allied Discipline and the lowest mean of 3.96 was given by the College of Nursing. Hence, the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.3835 and the mean squares within groups was 0.1014 . This resulted to a computed F-value of 3.78 which proved greater than the critical/tabular F value of 1.86 at  $@=0.05$  with degrees of freedom equals to 12 and 91. This led to the rejection of the hypothesis that "There is no significant differences among the perceptions of the three groups of respondents relative to the extent of knowledge of college deans on the management functions along organizing by type of college ". This indicated

that the assessments given by the college deans, department heads and faculty members of the thirteen colleges of respondent-SUCs differed.

Table 66

**Comparison on the Extent of Knowledge of the College Deans on the Management Functions Along Organizing by Type of College**

SUMMARY							
Respondents	n	Sum	Mean/Interpretation	Variance			
College of Arts & Sciences	8	36.00	4.50	VMK	0.0114		
College of Nursing	8	31.67	3.96	MK	0.0758		
College of Industrial Technology	8	36.50	4.56	VMK	0.0313		
College of Education	8	35.86	4.48	MK	0.0389		
College of Business Admin.	8	37.00	4.63	VMK	0.0536		
College of Veterinary Medicine	8	37.00	4.63	VMK	0.1250		
College of Management & Entrep.	8	34.34	4.29	MK	0.1724		
College of Law	8	38.00	4.75	VMK	0.0714		
College of Agriculture, Fisheries & Natural Resources	8	35.75	4.47	MK	0.0078		
College of Engineering	8	35.80	4.48	MK	0.0336		
College of Science	8	38.00	4.75	VMK	0.2143		
College of Architecture and Allied Discipline	8	38.00	4.75	VMK	0.2143		
College of Maritime Education	8	35.00	4.38	MK	0.2679		
ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	4.60	12	0.383	3.78	0.0001	1.86	Reject Ho
Within Groups	9.22	91	0.101				
Total	13.82	103	-	-	-	-	-

## Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/  
Very Much Impl (VMIImpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented (MIImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slightly Implemented (SIImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NIImpl)

To find out which among the seventy eight paired means differed significantly, Duncan's test was utilized and shown in Table 67. As gleaned from the said table, the following were the observed differences in means with their Rp values : 0.54 for CAS & CON with Rp value of 0.30, 0.60 for CON & CIT with Rp value of 0.31, 0.52 for CON & COEd with Rp value of 0.30, 0.67 for CON & CBA with Rp value of 0.31, 0.67 for CON & CVetMed with Rp value of 0.31, 0.33 for CON & CME with Rp value of 0.27, 0.79 for CON & COL with Rp value of 0.31, 0.51 for CON & CAFNR with Rp value of 0.29, 0.52 for CON & COEng'g with Rp value of 0.30, 0.79 for CON & COS with Rp value of 0.31, 0.79 for CON & CAAD with Rp value of 0.31, 0.42 for CON & COMEd with Rp value of 0.28, 0.34 for CBA & CME with Rp value of 0.31, 0.34 for CVM & CME with Rp value of 0.31, 0.46 for CME & COL with Rp value of 0.31, 0.46 for CME & COS with Rp value of 0.31, 0.46 for CME & CAAD with Rp value of 0.31, 0.37 for COL & CMed with Rp value of 0.31, 0.37 for COS & CMed with Rp value of 0.31 and 0.37 for CAAD & CMed with Rp value of 0.31 . The observed differences of means proved higher than the Rp values which led to the rejection of hypothesis. Thus, the abovementioned differences were all significant. Hence, this indicated that the college deans, department heads and faculty members of the twenty one paired colleges above perceived that the extent of implementation of college deans on management function along organizing was "very much knowledgeable" than as perceived by the deans, department heads and faculty members of the remaining fifty seven paired colleges.

Table 67

**Posteriori Test in Comparing the Extent of Knowledge of the  
College Deans on the Management Functions Along  
Organizing by Type of College**

Pair	Difference in Means	Rp	Evaluation/ Decision
CAS & CON	0.54	0.30	S/Reject Ho
CAS & CIT	0.06	0.27	NS/Accept Ho
CAS & COED	0.01	0.27	NS/Accept Ho
CAS & CBA	0.13	0.29	NS/Accept Ho
CAS & CVeTMed	0.13	0.28	NS/Accept Ho
CAS & CME	0.21	0.30	NS/Accept Ho
CAS & COL	0.25	0.30	NS/Accept Ho
CAS & CAFNR	0.03	0.29	NS/Accept Ho
CAS & COEng'g	0.02	0.28	NS/Accept Ho
CAS & COS	0.25	0.30	NS/Accept Ho
CAS & CAAD	0.25	0.30	NS/Accept Ho
CAS & COMEd	0.12	0.30	NS/Accept Ho
CON & CIT	0.60	0.31	S/Reject Ho
CON & COED	0.52	0.30	S/Reject Ho
CON & CBA	0.67	0.31	S/Reject Ho
CON & CVeTMed	0.67	0.31	S/Reject Ho
CON & CME	0.33	0.27	S/Reject Ho
CON & COL	0.79	0.31	S/Reject Ho
CON & CAFNR	0.51	0.29	S/Reject Ho
CON & COEng'g	0.52	0.30	S/Reject Ho
CON & COS	0.79	0.31	S/Reject Ho
CON & CAAD	0.79	0.31	S/Reject Ho
CON & COMEd	0.42	0.28	S/Reject Ho
CIT & COED	0.08	0.28	NS/Accept Ho
CIT & CBA	0.07	0.28	NS/Accept Ho
CIT & CVM	0.07	0.27	NS/Accept Ho
CIT & ME	0.27	0.30	NS/Accept Ho
CIT & COL	0.19	0.30	NS/Accept Ho
CIT & CAFNR	0.09	0.30	NS/Accept Ho
CIT & COEng'g	0.08	0.29	NS/Accept Ho
CIT & COS	0.19	0.30	NS/Accept Ho
CIT & CAAD	0.19	0.29	NS/Accept Ho
CIT & CMED	0.18	0.30	NS/Accept Ho
COED & CBA	0.15	0.30	NS/Accept Ho
COED & CVM	0.15	0.29	NS/Accept Ho
COED & CME	0.19	0.30	NS/Accept Ho
COED COL	0.27	0.31	NS/Accept Ho
COED & CAFNR	0.01	0.28	NS/Accept Ho
COED & COEng'g	0.00	0.27	NS/Accept Ho
COED & COS	0.27	0.30	NS/Accept Ho
COED & CAAD	0.27	0.30	NS/Accept Ho
COED & CMED	0.10	0.29	NS/Accept Ho

Table 67 continued

Pair	Difference in Means	Rp	Evaluation/ Decision
CBA & CVM	0.00	0.27	NS/Accept Ho
CBA & CME	0.34	0.31	S/Reject Ho
CBA & COL	0.12	0.29	NS/Accept Ho
CBA & CAFNR	0.16	0.30	NS/Accept Ho
CBA & COEng'g	0.15	0.30	NS/Accept Ho
CBA & COS	0.12	0.28	NS/Accept Ho
CBA & CAAD	0.12	0.27	NS/Accept Ho
CBA & CMEd	0.25	0.31	NS/Accept Ho
CVM & CME	0.34	0.31	S/Reject Ho
CVM & COL	0.12	0.30	NS/Accept Ho
CVM & CAFNR	0.16	0.30	NS/Accept Ho
CVM & COEng'g	0.15	0.30	NS/Accept Ho
CVM & COS	0.12	0.29	NS/Accept Ho
CVM & CAAD	0.12	0.28	NS/Accept Ho
CVM & CMEd	0.25	0.30	NS/Accept Ho
CME & COL	0.46	0.31	S/Reject Ho
CME & CAFNR	0.18	0.28	NS/Accept Ho
CME & COEng'g	0.19	0.29	NS/Accept Ho
CME & COS	0.46	0.31	S/Reject Ho
CME & CAAD	0.46	0.31	S/Reject Ho
CME & CMEd	0.09	0.27	NS/Accept Ho
COL & CAFNR	0.28	0.31	NS/Accept Ho
COL & COEng'g	0.27	0.31	NS/Accept Ho
COL & COS	0.00	0.27	NS/Accept Ho
COL & CAAD	0.00	0.28	NS/Accept Ho
COL CMEd	0.37	0.31	S/Reject Ho
CAFNR & COEng'g	0.01	0.27	NS/Accept Ho
CAFNR & COS	0.28	0.31	NS/Accept Ho
CAFNR & CAAD	0.28	0.31	NS/Accept Ho
CAFNR & CMEd	0.09	0.27	NS/Accept Ho
COEng'g & COS	0.27	0.31	NS/Accept Ho
COEng'g & CAAD	0.27	0.30	NS/Accept Ho
COEng'g & CMEd	0.10	0.28	NS/Accept Ho
COS & CAAD	0.00	0.27	NS/Accept Ho
COS & CMEd	0.37	0.31	S/Reject Ho
CAAD & CMEd	0.37	0.31	S/Reject Ho

## Legend:

CAS - College of Arts &amp; Sciences

CON - College of Nursing

CIT - College of Industrial Technology

COED - College of Education

CBA - College of Business Administration

CVetMed - College of Veterinary Medicine

CME - College of Management and Entrepreneurship

COL - College of Law

CAFNR - College of Agriculture, Fisheries and Natural Resources

COEng'g - College of Engineering

COS - College of Science

CAAD - College of Architecture and Allied Discipline

COMEd - College of Maritime Education

Organizing on the extent of importance. The summary and comparison on the extent of importance of the college deans along organizing by type of college was shown on Table 68. As gleaned from the table, seven out of thirteen colleges rated "very much important" and the remaining six colleges rated "much important". The highest overall mean was 4.89 (very much important) which was given by the College of Education and the lowest mean of 3.96 was given by the College of Nursing and College of Architecture and Allied Discipline. Hence, the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.5834 and the mean squares within groups was 0.1972 . This resulted to a computed F-value of 2.96 which proved greater than the critical/tabular F value of 1.86 at  $@=0.05$  with degrees of freedom equals to 12 and 91. This led to the rejection of the hypothesis that "There is no significant differences among the perceptions of the three groups of respondents relative to the extent of importance of college deans on the management functions along organizing by type of college ". This indicated that the assessments given by the college deans, department heads and faculty members of the thirteen colleges of respondent-SUCs differed.

Table 68

**Comparison on the Extent of Importance of the College Deans on the Management Functions Along Organizing by Type of College**

SUMMARY					
Respondents	n	Sum	Mean/Interpretation	Variance	
College of Arts & Sciences	8	35.40	4.43	MI	0.0279
College of Nursing	8	32.00	4.00	MI	0.0622
College of Industrial Technology	8	35.50	4.44	MI	0.1027
College of Education	8	39.15	4.89	VMI	1.4461
College of Business Admin.	8	37.50	4.69	VMI	0.0670
College of Veterinary Medicine	8	36.50	4.56	VMI	0.1741
College of Management & Entrep.	8	36.68	4.59	VMI	0.0248
College of Law	8	38.50	4.81	VMI	0.0670
College of Agriculture, Fisheries & Natural Resources	8	36.75	4.59	VMI	0.0346
College of Engineering	8	36.00	4.50	MI	0.0571
College of Science	8	38.00	4.75	VMI	0.2143
College of Architecture and Allied Discipline	8	32.00	4.00	MI	0.0000
College of Maritime Education	8	36.00	4.50	MI	0.2857

ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	7.00	12	0.583	2.96	0.0016	1.86	Reject Ho
Within Groups	17.94	91	0.197				
Total	24.94	103					

Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/Very Much Impl (VMImpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NImpl)

To find out which among the seventy eight paired means differed significantly, Duncan's test was utilized and shown in Table 69. As gleaned from the said table, the following were the observed differences in means with their Rp values : 0.43 for CAS & CON with Rp value of 0.38, 0.46 for CAS & COEd with Rp value of 0.43, 0.57 for CAS & COEng'g with Rp value of 0.41, 0.43 for CAS & CAAD with Rp value of 0.40, 0.57 for CAS & COMEd with Rp value of 0.40, 0.44 for CON & CIT with Rp value of 0.40, 0.89 for CON & COEd with Rp value of 0.43, 0.69 for CON & CBA with Rp value of 0.43, 0.56 for CON & CVetMed with Rp value of 0.42, 0.59 for CON & CME with Rp value of 0.44, 0.81 for CON & COL with Rp value of 0.43, 0.59 for CON & CAFNR with rp value of 0.42, 0.50 for CON & COEng'g with rp value of 0.42, 0.75 for CON & COS with Rp value of 0.43, 0.50 for CON & COMEd with rp value of 0.41, 0.45 for CIT & COEd with Rp value of 0.43, 0.44 for CIT & CAAD with rp value of 0.41, and 0.89 for COEd & CAAD with Rp value of 0.43. the observed differences of means proved higher than the Rp values which led to the rejection of hypothesis. Thus, the abovementioned differences were all significant. Hence, this indicated that the college deans, department heads and faculty members of the twenty four paired colleges above perceived that the extent of implementation of college deans on management function along organizing was "very much important" than as perceived by the deans, department heads and faculty members of the remaining fifty four paired colleges.

Table 69

**Posteriori Test in Comparing the Extent of Importance of the  
College Deans on the Management Functions Along  
Organizing by Type of College**

Pair	Difference in Means	Rp	Evaluation/ Decision
CAS & CON	0.43	0.38	S/Reject Ho
CAS & CIT	0.01	0.38	NS/Accept Ho
CAS & COED	0.46	0.43	S/Reject Ho
CAS & CBA	0.26	0.44	NS/Accept Ho
CAS & CVetMed	0.13	0.42	NS/Accept Ho
CAS & CME	0.16	0.42	NS/Accept Ho
CAS & COL	0.38	0.43	NS/Accept Ho
CAS & CAFNR	0.16	0.42	NS/Accept Ho
CAS & COEng'g	0.57	0.41	S/Reject Ho
CAS & COS	0.32	0.43	NS/Accept Ho
CAS & CAAD	0.43	0.40	S/Reject Ho
CAS & COMEd	0.57	0.40	S/Reject Ho
CON & CIT	0.44	0.40	S/Reject Ho
CON & COED	0.89	0.43	S/Reject Ho
CON & CBA	0.69	0.43	S/Reject Ho
CON & CVetMed	0.56	0.42	S/Reject Ho
CON & CME	0.59	0.44	S/Reject Ho
CON & COL	0.81	0.43	S/Reject Ho
CON & CAFNR	0.59	0.42	S/Reject Ho
CON & COEng'g	0.50	0.42	S/Reject Ho
CON & COS	0.75	0.43	S/Reject Ho
CON & CAAD	0.00	0.38	NS/Accept Ho
CON & COMEd	0.50	0.41	S/Reject Ho
CIT & COED	0.45	0.43	S/Reject Ho
CIT & CBA	0.25	0.42	NS/Accept Ho
CIT & CVM	0.12	0.41	NS/Accept Ho
CIT & ME	0.15	0.42	NS/Accept Ho
CIT & COL	0.37	0.43	NS/Accept Ho
CIT & CAFNR	0.15	0.42	NS/Accept Ho
CIT & COEng'g	0.06	0.40	NS/Accept Ho
CIT & COS	0.31	0.44	NS/Accept Ho
CIT & CAAD	0.44	0.41	S/Reject Ho
CIT & CMED	0.06	0.44	NS/Accept Ho
COED & CBA	0.20	0.41	NS/Accept Ho
COED & CVM	0.33	0.42	NS/Accept Ho
COED & CME	0.30	0.42	NS/Accept Ho
COED COL	0.08	0.38	NS/Accept Ho
COED & CAFNR	0.30	0.42	NS/Accept Ho
COED & COEng'g	0.39	0.44	NS/Accept Ho
COED & COS	0.14	0.40	NS/Accept Ho
COED & CAAD	0.89	0.43	S/Reject Ho
COED & CMED	0.39	0.43	NS/Accept Ho

Table 69 *continued*

Pair	Difference in Means	Rp	Evaluation/ Decision
CBA & CVM	0.13	0.41	NS/Accept Ho
CBA & CME	0.10	0.38	NS/Accept Ho
CBA & COL	0.12	0.40	NS/Accept Ho
CBA & CAFNR	0.10	0.40	NS/Accept Ho
CBA & COEng'g	0.19	0.42	NS/Accept Ho
CBA & COS	0.06	0.38	NS/Accept Ho
CBA & CAAD	0.29	0.43	NS/Accept Ho
CBA & CMEd	0.19	0.42	NS/Accept Ho
CVM & CME	0.03	0.40	NS/Accept Ho
CVM & COL	0.25	0.42	NS/Accept Ho
CVM & CAFNR	0.03	0.38	NS/Accept Ho
CVM & COEng'g	0.06	0.38	NS/Accept Ho
CVM & COS	0.19	0.42	NS/Accept Ho
CVM & CAAD	0.56	0.42	S/Reject Ho
CVM & CMEd	0.06	0.40	NS/Accept Ho
CME & COL	0.22	0.41	NS/Accept Ho
CME & CAFNR	0.30	0.38	NS/Accept Ho
CME & COEng'g	0.21	0.41	NS/Accept Ho
CME & COS	0.46	0.40	S/Reject Ho
CME & CAAD	0.29	0.43	NS/Accept Ho
CME & CMEd	0.21	0.42	NS/Accept Ho
COL & CAFNR	0.22	0.42	NS/Accept Ho
COL & COEng'g	0.31	0.42	NS/Accept Ho
COL & COS	0.06	0.38	NS/Accept Ho
COL & CAAD	0.81	0.43	S/Reject Ho
COL CMEd	0.31	0.44	NS/Accept Ho
CAFNR & COEng'g	0.09	0.40	NS/Accept Ho
CAFNR & COS	0.16	0.41	NS/Accept Ho
CAFNR & CAAD	0.59	0.44	S/Reject Ho
CAFNR & CMEd	0.09	0.41	NS/Accept Ho
COEng'g & COS	0.25	0.42	NS/Accept Ho
COEng'g & CAAD	0.50	0.42	S/Reject Ho
COEng'g & CMEd	0.00	0.38	NS/Accept Ho
COS & CAAD	0.75	0.43	S/Reject Ho
COS & CMEd	0.25	0.42	NS/Accept Ho
CAAD & CMEd	0.50	0.42	S/Reject Ho

## Legend:

CAS - College of Arts & Sciences  
 CON - College of Nursing  
 CIT - College of Industrial Technology  
 COED - College of Education  
 CBA - College of Business Administration  
 CVetMed - College of Veterinary Medicine  
 CMR - College of Management and Entrepreneurship  
 COL - College of Law  
 CAFNR - College of Agriculture, Fisheries and Natural Resources  
 COEng'g - College of Engineering  
 COS - College of Science  
 CAAD - College of Architecture and Allied Discipline  
 COMEd - College of Maritime Education

Organizing on the extent of implementation. The summary and comparison on the extent of importance of the college deans along organizing by type of college was shown on Table 70. As gleaned from the table, eight out of thirteen colleges rated "very much implemented" and the remaining five colleges rated "much implemented". The highest overall mean was 4.81 (very much important) which was given by the College of Law and the lowest mean of 4.00 was given by the College of Architecture and Allied Discipline. Hence, the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.4189 and the mean squares within groups was 0.0819. This resulted to a computed F-value of 5.11 which proved greater than the critical/tabular F value of 1.86 at  $\alpha=0.05$  with degrees of freedom equals to 12 and 91. This led to the rejection of the hypothesis that "There is no significant differences among the perceptions of the three groups of respondents relative to the extent of implementation of college deans on the management functions along organizing by type of college". This indicated that the assessments given by the college deans, department heads and faculty members of the thirteen colleges of respondent-SUCs differed.

To find out which among the seventy eight paired means differed significantly, Duncan's test was utilized and shown in Table 71. As gleaned from the said table, the following were the observed differences in means with their Rp values : 0.36 for CAS & CON with Rp value of 0.26, 0.30 for CAS &

**Table 70**

**Comparison on the Extent of Implementation of the College Deans on the Management Functions Along Organizing by Type of College**

SUMMARY							
Respondents	n	Sum	Mean/Inter- pretation		Variance		
College of Arts & Sciences	8	35.80	4.48	MImpl	0.0221		
College of Nursing	8	32.99	4.12	MImpl	0.0292		
College of Industrial Technology	8	35.50	4.44	MImpl	0.1027		
College of Education	8	36.15	4.52	VMImpl	0.0398		
College of Business Admin.	8	37.50	4.69	VMImpl	0.0670		
College of Veterinary Medicine	8	36.50	4.56	VMImpl	0.1741		
College of Management & Entrep.	8	36.00	4.50	MImpl	0.0330		
College of Law	8	38.50	4.81	VMImpl	0.0670		
College of Agriculture, Fisheries & Natural Resources	8	36.50	4.56	VMImpl	0.0313		
College of Engineering	8	37.00	4.63	VMImpl	0.0164		
College of Science	8	38.00	4.75	VMImpl	0.2143		
College of Architecture and Allied Discipline	8	32.00	4.00	MImpl	0.0000		
College of Maritime Education	8	37.00	4.63	VMImpl	0.2679		
ANOVA							
Source of Variation	SS	df	MS	F	P- value	F crit	Decision
Between Groups	5.03	12	0.419	5.11	1.8E-06	1.86	Reject Ho
Within Groups	7.45	91	0.082				
Total	12.48	103	-	-	-	-	-

Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/  
Very Much Impl (VMImpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slighlty Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NImpl)

COL with Rp value of 0.28, 0.48 for CAS & CAAD with Rp value of 0.26, 0.32 for CON & CIT with Rp value of 0.25, 0.40 for ON & CIT with Rp value of 0.27, 0.57 for CON & CBA with Rp value of 0.28, 0.44 for CON & CVetMed with Rp value of 0.27, 0.38 for CON & CME with Rp value of 0.26, 0.69 for CON & COL with Rp value of 0.28, 0.44 for CON & CAFNR with Rp value of 0.27, 0.51 for CON & COEng'g with Rp value of 0.28, 0.63 for CON & COS with Rp value of 0.28, 0.51 for CON & COMEd with Rp value of 0.28, 0.37 for CIT & COL with Rp value of 0.37, 0.44 for CIT & COS with Rp value of 0.26, 0.29 for CORD & COL with Rp value of 0.28, 0.52 for COEd & CAAD with Rp value of 0.27, 0.69 for CBA & CAAD with Rp value of 0.28, 0.56 for CVM & CAAD with Rp value of 0.28, 0.31 for CME & COL with Rp value of 0.28, 0.50 for CME & CAAD with Rp value of 0.27, 0.81 for COL & CAAD with Rp value of 0.28, 0.56 for CAFNR & CAAD with Rp value of 0.27, 0.63 for COEng'g & CAAD with Rp value of 0.28, 0.75 for COS & CAAD with Rp value of 0.28, 0.75 for COS & CAAD with Rp value of 0.28 and 0.63 for CAAD & COMEd with Rp value of 0.28. Hence, the observed differences of means proved higher than the Rp values which led to the rejection of hypothesis. Thus, the abovementioned differences were all significant. Hence, this indicated that the college deans, department heads and faculty members of the twenty seven paired colleges above perceived that the extent of implementation of college deans on management function along organizing was "very much implemented" than as perceived by the deans, department heads and faculty members of the remaining fifty one paired colleges.

Table 71

**Posteriori Test in Comparing the Extent of Implementation of the  
College Deans on the Management Functions Along  
Organizing by Type of College**

Pair	Difference in Means	Rp	Evaluation/ Decision
CAS & CON	0.36	0.26	S/Reject Ho
CAS & CIT	0.04	0.25	NS/Accept Ho
CAS & COED	0.04	0.26	NS/Accept Ho
CAS & CBA	0.21	0.28	NS/Accept Ho
CAS & CVeTMed	0.08	0.27	NS/Accept Ho
CAS & CME	0.02	0.25	NS/Accept Ho
CAS & COL	0.30	0.28	S/Reject Ho
CAS & CAFNR	0.08	0.26	NS/Accept Ho
CAS & COEng'g	0.15	0.27	NS/Accept Ho
CAS & COS	0.27	0.28	NS/Accept Ho
CAS & CAAD	0.48	0.26	S/Reject Ho
CAS & COMEd	0.15	0.27	NS/Accept Ho
CON & CIT	0.32	0.25	S/Reject Ho
CON & COED	0.40	0.27	S/Reject Ho
CON & CBA	0.57	0.28	S/Reject Ho
CON & CVetMed	0.44	0.27	S/Reject Ho
CON & CME	0.38	0.26	S/Reject Ho
CON & COL	0.69	0.28	S/Reject Ho
CON & CAFNR	0.44	0.27	S/Reject Ho
CON & COEng'g	0.51	0.28	S/Reject Ho
CON & COS	0.63	0.28	S/Reject Ho
CON & CAAD	0.12	0.25	NS/Accept Ho
CON & COMEd	0.51	0.28	S/Reject Ho
CIT & COED	0.08	0.26	NS/Accept Ho
CIT & CBA	0.25	0.28	NS/Accept Ho
CIT & CVM	0.12	0.27	NS/Accept Ho
CIT & ME	0.06	0.26	NS/Accept Ho
CIT & COL	0.37	0.28	S/Reject Ho
CIT & CAFNR	0.12	0.27	NS/Accept Ho
CIT & COEng'g	0.19	0.28	NS/Accept Ho
CIT & COS	0.31	0.28	S/Reject Ho
CIT & CAAD	0.44	0.26	S/Reject Ho
CIT & CMED	0.19	0.27	NS/Accept Ho
COED & CBA	0.17	0.27	NS/Accept Ho
COED & CVM	0.04	0.26	NS/Accept Ho
COED & CME	0.02	0.25	NS/Accept Ho
COED COL	0.29	0.28	S/Reject Ho
COED & CAFNR	0.04	0.25	NS/Accept Ho
COED & COEng'g	0.11	0.27	NS/Accept Ho
COED & COS	0.23	0.27	NS/Accept Ho
COED & CAAD	0.52	0.27	S/Reject Ho
COED & CMed	0.11	0.26	NS/Accept Ho

Table 71 continued

Pair	Difference in Means	Rp	Evaluation/ Decision
CBA & CVM	0.13	0.26	NS/Accept Ho
CBA & CME	0.19	0.27	NS/Accept Ho
CBA & COL	0.12	0.26	NS/Accept Ho
CBA & CAFNR	0.13	0.27	NS/Accept Ho
CBA & COEng'g	0.06	0.25	NS/Accept Ho
CBA & COS	0.06	0.25	NS/Accept Ho
CBA & CAAD	0.69	0.28	S/Reject Ho
CBA & CMEd	0.06	0.26	NS/Accept Ho
CVM & CME	0.06	0.26	NS/Accept Ho
CVM & COL	0.25	0.27	NS/Accept Ho
CVM & CAFNR	0.00	0.25	NS/Accept Ho
CVM & COEng'g	0.07	0.26	NS/Accept Ho
CVM & COS	0.19	0.27	NS/Accept Ho
CVM & CAAD	0.56	0.28	S/Reject Ho
CVM & CMEd	0.07	0.25	NS/Accept Ho
CME & COL	0.31	0.28	S/Reject Ho
CME & CAFNR	0.06	0.26	NS/Accept Ho
CME & COEng'g	0.13	0.27	NS/Accept Ho
CME & COS	0.25	0.28	NS/Accept Ho
CME & CAAD	0.50	0.27	S/Reject Ho
CME & CMEd	0.13	0.27	NS/Accept Ho
COL & CAFNR	0.25	0.27	NS/Accept Ho
COL & COEng'g	0.18	0.26	NS/Accept Ho
COL & COS	0.06	0.25	NS/Accept Ho
COL & CAAD	0.81	0.28	S/Reject Ho
COL CMEd	0.18	0.27	NS/Accept Ho
CAFNR & COEng'g	0.07	0.26	NS/Accept Ho
CAFNR & COS	0.19	0.27	NS/Accept Ho
CAFNR & CAAD	0.56	0.27	S/Reject Ho
CAFNR & CMEd	0.07	0.26	NS/Accept Ho
COEng'g & COS	0.12	0.26	NS/Accept Ho
COEng'g & CAAD	0.63	0.28	S/Reject Ho
COEng'g & CMEd	0.00	0.25	NS/Accept Ho
COS & CAAD	0.75	0.28	S/Reject Ho
COS & CMEd	0.12	0.26	NS/Accept Ho
CAAD & CMEd	0.63	0.28	S/Reject Ho

## Legend:

CAS - College of Arts & Sciences  
 CON - College of Nursing  
 CIT - College of Industrial Technology  
 COEd - College of Education  
 CBA - College of Business Administration  
 CVetMed - College of Veterinary Medicine  
 CME - College of Management and Entrepreneurship  
 COL - College of Law  
 CAFNR - College of Agriculture, Fisheries and Natural Resources  
 COEng'g - College of Engineering  
 COS - College of Science  
 CAAD - College of Architecture and Allied Discipline  
 COMEd - College of Maritime Education

Leading on the extent of knowledge. The summary and comparison on the extent of knowledge of the college deans along leading by type of college was shown on Table 72. As gleaned from the table, five out of thirteen colleges rated "very much knowledgeable" and the remaining eight colleges rated "much knowledgeable". The highest overall mean was 5.00 (very much knowledgeable) which was given by the College of Science and the lowest mean of 4.30 was given by the College of Architecture and Allied Discipline and College of Arts and Sciences. Hence, the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.575 and the mean squares within groups was 0.0835. This resulted to a computed F-value of 6.89 which proved greater than the critical/tabular F value of 1.86 at  $@=0.05$  with degrees of freedom equals to 12 and 117. This led to the rejection of the hypothesis that "There is no significant differences among the perceptions of the three groups of respondents relative to the extent of knowledgeable of college deans on the management functions along leading by type of college".

This indicated that the assessments given by the college deans, department heads and faculty members of the thirteen colleges of respondent-SUCs differed.

To find out which among the seventy eight paired means differed significantly, Duncan's test was utilized and shown in Table 73. As

Table 72

**Comparison on the Extent of Knowledge of the College Deans on the Management Functions Along Leading by Type of College**

SUMMARY							
Respondents	n	Sum	Mean/Interpretation	Variance			
College of Arts & Sciences	10	43.00	4.30	MK	0.0556		
College of Nursing	10	43.32	4.33	MK	0.0499		
College of Industrial Technology	10	44.50	4.45	MK	0.1361		
College of Education	10	44.30	4.43	MK	0.0174		
College of Business Admin.	10	47.50	4.75	VMK	0.0694		
College of Veterinary Medicine	10	48.50	4.85	VMK	0.0583		
College of Management & Entrep.	10	43.31	4.33	MK	0.0249		
College of Law	10	48.00	4.80	VMK	0.1222		
College of Agriculture, Fisheries & Natural Resources	10	44.25	4.43	MK	0.0424		
College of Engineering	10	44.40	4.44	MK	0.0427		
College of Science	10	50.00	5.00	VMK	0.0000		
College of Architecture and Allied Discipline	10	43.00	4.30	MK	0.2333		
College of Matitime Education	10	47.00	4.70	VMK	0.2333		
ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	6.90	12	0.575	6.89	2.7E-09	1.84	Reject Ho
Within Groups	9.77	117	0.084				
Total	16.67	129	-	-	-	-	-

## Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/Very Much Impl (VMIImpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slightly Implemented (SImpl)

1.0 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NImpl)

gleaned from the said table, the following were the observed differences in means with their Rp values : 0.45 for CAS & CBA with Rp value of 0.28, 0.55 for CAS & CVetMed with Rp value of 0.28, 0.50 for CAS & COL with Rp value of 0.28, 0.70 for CAS & COS with Rp value of 0.28, 0.40 for CAS & COMEd with Rp value of 0.28, 0.42 for CON & CBA with Rp value of 0.28, 0.52 for CON & CVetMed with Rp value of 0.28, 0.47 for CON & COL with Rp value of 0.28, 0.67 for CON & COS with Rp value of 0.28, 0.37 for CON & COMEd with Rp value of 0.27, 0.30 for CIT & CBA with Rp value of 0.26, 0.40 for CIT & CVM with Rp value of 0.27, 0.35 for CIT & COL with Rp value of 0.27, 0.55 for CIT & COS with Rp value of 0.27, 0.32 for COED & CBA with Rp value of 0.27, 0.42 for COED & CVM with Rp value of 0.28, 0.37 for COED & COL with Rp value of 0.27, 0.57 for COEd & COS with Rp value of 0.28, 0.27 for COED & COMEd with Rp value of 0.27, 0.42 for CBA & CME with Rp value of 0.28, 0.32 for CBA & CAFNR, 0.31 for CBA & COEng'g with Rp value of 0.27, 0.45 for CBA & CAAD with Rp value of 0.28, 0.52 for CVM & CME with Rp value of 0.28, 0.42 for CVM & CAFNR with Rp value of 0.28, 0.41 for CVM & COEng'g with Rp value of 0.28, 0.47 for CME & COL with Rp value of CME & COL with Rp value of 0.28, 0.67 for CME & COS with Rp value of 0.28, 0.37 for COL & CAFNR with Rp value 0.28, 0.36 for COL & COEng'g with Rp value of .27, 0.50 for COL & CAAD with Rp value of 0.28, 0.57 for CAFNR & COS with Rp value of 0.28, 0.27 for CAFNR & COMEd with Rp value of 0.27, 0.56 for COENG'g & COS with Rp value of 0.28, 0.70 for COS & CAAD with Rp value of 0.28, 0.30 for COS & CMEd with Rp value of 0.27, 0.40

Table 73

**Posteriori Test in Comparing the Extent of Knowledge of the  
College Deans on the Management Functions Along  
Leading by Type of College**

Pair	Difference in Means	Rp	Evaluation/ Decision
CAS & CON	0.03	0.26	NS/Accept Ho
CAS & CIT	0.15	0.28	NS/Accept Ho
CAS & COED	0.13	0.27	NS/Accept Ho
CAS & CBA	0.45	0.28	S/Reject Ho
CAS & CVetMed	0.55	0.28	S/Reject Ho
CAS & CME	0.03	0.25	NS/Accept Ho
CAS & COL	0.50	0.28	S/Reject Ho
CAS & CAFNR	0.13	0.27	NS/Accept Ho
CAS & COEng'g	0.14	0.27	NS/Accept Ho
CAS & COS	0.70	0.28	S/Reject Ho
CAS & CAAD	0.00	0.25	NS/Accept Ho
CAS & COMEd	0.40	0.28	S/Reject Ho
CON & CIT	0.12	0.27	NS/Accept Ho
CON & COED	0.10	0.26	NS/Accept Ho
CON & CBA	0.42	0.28	S/Reject Ho
CON & CVetMed	0.52	0.28	S/Reject Ho
CON & CME	0.00	0.25	NS/Accept Ho
CON & COL	0.47	0.28	S/Reject Ho
CON & CAFNR	0.10	0.25	NS/Accept Ho
CON & COEng'g	0.11	0.27	NS/Accept Ho
CON & COS	0.67	0.28	S/Reject Ho
CON & CAAD	0.03	0.27	NS/Accept Ho
CON & COMEd	0.37	0.27	S/Reject Ho
CIT & COED	0.02	0.26	NS/Accept Ho
CIT & CBA	0.30	0.26	S/Reject Ho
CIT & CVM	0.40	0.27	S/Reject Ho
CIT & ME	0.12	0.27	NS/Accept Ho
CIT & COL	0.35	0.27	S/Reject Ho
CIT & CAFNR	0.02	0.27	NS/Accept Ho
CIT & COEng'g	0.01	0.25	NS/Accept Ho
CIT & COS	0.55	0.27	S/Reject Ho
CIT & CAAD	0.15	0.28	NS/Accept Ho
CIT & CMED	0.25	0.25	NS/Accept Ho
COED & CBA	0.32	0.27	S/Reject Ho
COED & CVM	0.42	0.28	S/Reject Ho
COED & CME	0.10	0.27	NS/Accept Ho
COED COL	0.37	0.27	S/Reject Ho
COED & CAFNR	0.00	0.25	NS/Accept Ho
COED & COEng'g	0.01	0.25	NS/Accept Ho
COED & COS	0.57	0.28	S/Reject Ho
COED & CAAD	0.13	0.27	NS/Accept Ho
COED & CMEd	0.27	0.27	S/Reject Ho

Table 73 *continued*

Pair	Difference in Means	Rp	Evaluation/ Decision
CBA & CVM	0.10	0.26	NS/Accept Ho
CBA & CME	0.42	0.28	S/Reject Ho
CBA & COL	0.05	0.25	NS/Accept Ho
CBA & CAFNR	0.32	0.27	S/Reject Ho
CBA & COEng'g	0.31	0.27	S/Reject Ho
CBA & COS	0.25	0.27	NS/Accept Ho
CBA & CAAD	0.45	0.28	S/Reject Ho
CBA & CMEd	0.05	0.25	NS/Accept Ho
CVM & CME	0.52	0.28	S/Reject Ho
CVM & COL	0.05	0.25	NS/Accept Ho
CVM & CAFNR	0.42	0.28	S/Reject Ho
CVM & COEng'g	0.41	0.27	S/Reject Ho
CVM & COS	0.15	0.25	NS/Accept Ho
CVM & CAAD	0.55	0.28	S/Reject Ho
CVM & CMEd	0.15	0.27	NS/Accept Ho
CME & COL	0.47	0.28	S/Reject Ho
CME & CAFNR	0.10	0.26	NS/Accept Ho
CME & COEng'g	0.11	0.27	NS/Accept Ho
CME & COS	0.67	0.28	S/Reject Ho
CME & CAAD	0.03	0.26	NS/Accept Ho
CME & CMEd	0.37	0.28	S/Reject Ho
COL & CAFNR	0.37	0.28	S/Reject Ho
COL & COEng'g	0.36	0.27	S/Reject Ho
COL & COS	0.20	0.26	NS/Accept Ho
COL & CAAD	0.50	0.28	S/Reject Ho
COL CMEd	0.10	0.26	NS/Accept Ho
CAFNR & COEng'g	0.01	0.26	NS/Accept Ho
CAFNR & COS	0.57	0.28	S/Reject Ho
CAFNR & CAAD	0.13	0.27	NS/Accept Ho
CAFNR & CMEd	0.27	0.27	S/Reject Ho
COEng'g & COS	0.56	0.28	S/Reject Ho
COEng'g & CAAD	0.14	0.28	NS/Accept Ho
COEng'g & CMEd	0.26	0.29	NS/Accept Ho
COS & CAAD	0.70	0.28	S/Reject Ho
COS & CMEd	0.30	0.27	S/Reject Ho
CAAD & CMEd	0.40	0.28	S/Reject Ho

## Legend:

CAS - College of Arts & Sciences  
 CON - College of Nursing  
 CIT - College of Industrial Technology  
 CORD - College of Education  
 CBA - College of Business Administration  
 CVetMed - College of Veterinary Medicine  
 CME - College of Management and Entrepreneurship  
 COL - College of Law  
 CAFNR - College of Agriculture, Fisheries and Natural Resources  
 COEng'g - College of Engineering  
 COS - College of Science  
 CAAD - College of Architecture and Allied Discipline  
 COMEd - College of Maritime Education

for CAAD & COMEd with Rp value of 0.28. Hence, the observed differences of means proved higher than the Rp values which led to the rejection of hypothesis. Thus, the abovementioned differences were all significant. Hence, this indicated that the college deans, department heads and faculty members of the thirty nine paired colleges above perceived that the extent of knowledge of college deans on management function along leading was "very much knowledgeable" than as perceived by the deans, department heads and faculty members of the remaining thirty nine paired colleges.

Leading on the extent of importance. The summary and comparison on the extent of importance of the college deans along leading by type of college was shown on Table 74. As gleaned from the table, six out of thirteen colleges rated "very much important" and the remaining seven colleges rated "much important". The highest overall mean was 5.00 (very much important) which was given by the College of Science and the lowest mean of 4.30 was given by the College of Architecture and Allied Discipline and College of Nursing. Hence, the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.5345 and the mean squares within groups was 0.0856. This resulted to a computed F-value of 6.25 which proved greater than the critical/tabular F value of 1.864 at  $@=0.05$  with degrees of freedom equals to 12 and 117. This led to the rejection of the hypothesis that "There is no significant differences among the perceptions of the three groups of respondents relative to the extent of knowledge of college deans on

Table 74

**Comparison on the Extent of Importance of the College Deans on the Management Functions Along Leading by Type of College**

SUMMARY							
Respondents	n	Sum	Mean/Inter- pretation	Variance			
College of Arts & Sciences	10	43.40	4.34	MI	0.0271		
College of Nursing	10	42.99	4.30	MI	0.0609		
College of Industrial Technology	10	44.50	4.45	MI	0.1361		
College of Education	10	45.42	4.54	VMI	0.0078		
College of Business Admin.	10	47.50	4.75	VMI	0.0694		
College of Veterinary Medicine	10	49.00	4.90	VMI	0.0444		
College of Management & Entrep.	10	43.32	4.33	MI	0.0499		
College of Law	10	47.50	4.75	VMI	0.1250		
College of Agriculture, Fisheries & Natural Resources	10	45.00	4.50	MI	0.0278		
College of Engineering	10	44.80	4.48	MI	0.0640		
College of Science	10	50.00	5.00	VMI	0.0000		
College of Architecture and Allied Discipline	10	43.00	4.30	MI	0.2333		
College of Matitime Education	10	46.00	4.60	VMI	0.2667		
ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	6.41	12	0.535	6.25	2E-08	1.84	Reject Ho
Within Groups	10.01	117	0.086				
Total	16.43	129					

## Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/  
Very Much Impl (VMIimpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NImpl)

the management functions along leading by type of college ". This indicated that the assessments given by the college deans, department heads and faculty members of the thirteen colleges of respondent-SUCs differed.

To find out which among the seventy eight paired means differed significantly, Duncan's test was utilized and shown in Table 75. As gleaned from the said table, the following were the observed differences in means with their Rp values : 0.45 for CAS & CBA with Rp value of 0.28, 0.55 for CAS & CVetMed with Rp value of 0.28, 0.50 for CAS & COL with Rp value of 0.28, 0.70 for CAS & COS with Rp value of 0.28, 0.40 for CAS & COMEd with Rp value of 0.28, 0.42 for CON & CBA with Rp value of 0.28, 0.52 for CON & CVetMed with Rp value of 0.28, 0.47 for CON & COL with Rp value of 0.28, 0.67 for CON & COS with Rp value of 0.28, 0.37 for CON & COMEd with Rp value of 0.27, 0.30 for CIT & CBA with Rp value of 0.26, 0.40 for CIT & CVM with Rp value of 0.27, 0.35 for CIT & COL with Rp value of 0.27, 0.55 for CIT & COS with Rp value of 0.27, 0.32 for COED & CBA with Rp value of 0.27, 0.42 for COED & CVM with Rp value of 0.28, 0.37 for COED & COL with Rp value of 0.27, 0.57 for COEd & COS with Rp value of 0.28, 0.27 for COED & COMEd with Rp value of 0.27, 0.42 for CBA & CME with Rp value of 0.28, 0.32 for CBA & CAFNR, 0.31 for CBA & COEng'g with Rp value of 0.27, 0.45 for CBA & CAAD with Rp value of 0.28 , 0.52 for CVM & CME with Rp value of 0.28, 0.42 for CVM & CAFNR with Rp value of 0.28, 0.41 for CVM & COEng'g with Rp value of 0.28, 0.47 for CME & COL with Rp value of CME & COL with Rp value of 0.28, 0.67 for CME & COS

Table 75

**Posteriori Test in Comparing the Extent of Importance of the  
College Deans on the Management Functions Along  
Leading by Type of College**

Pair	Difference in Means	Rp	Evaluation/ Decision
CAS & CON	0.04	0.26	NS/Accept Ho
CAS & CIT	0.11	0.25	NS/Accept Ho
CAS & COED	0.20	0.27	NS/Accept Ho
CAS & CBA	0.41	0.29	S/ Reject Ho
CAS & CVeTMed	0.56	0.28	S/Reject Ho
CAS & CME	0.01	0.25	NS/Accept Ho
CAS & COL	0.41	0.28	S/Reject Ho
CAS & CAFNR	0.16	0.27	NS/Accept Ho
CAS & COEng'g	0.14	0.26	NS/Accept Ho
CAS & COS	0.66	0.28	S/Reject Ho
CAS & CAAD	0.04	0.27	NS/Accept Ho
CAS & COMEd	0.26	0.28	NS/Accept Ho
CON & CIT	0.15	0.27	NS/Accept Ho
CON & COED	0.24	0.28	NS/Accept Ho
CON & CBA	0.45	0.28	S/Reject Ho
CON & CVetMed	0.60	0.28	S/Reject Ho
CON & CME	0.03	0.25	NS/Accept Ho
CON & COL	0.45	0.28	S/Reject Ho
CON & CAFNR	0.20	0.28	NS/Accept Ho
CON & COEng'g	0.18	0.27	NS/Accept Ho
CON & COS	0.70	0.28	S/Reject Ho
CON & CAAD	0.00	0.25	NS/Accept Ho
CON & COMEd	0.30	0.29	S/Reject Ho
CIT & COED	0.09	0.27	NS/Accept Ho
CIT & CBA	0.30	0.28	S/Reject Ho
CIT & CVM	0.45	0.29	S/Reject Ho
CIT & ME	0.12	0.26	NS/Accept Ho
CIT & COL	0.30	0.28	S/Reject Ho
CIT & CAFNR	0.05	0.26	NS/Accept Ho
CIT & COEng'g	0.03	0.25	NS/Accept Ho
CIT & COS	0.55	0.28	S/Reject Ho
CIT & CAAD	0.15	0.27	NS/Accept Ho
CIT & CMED	0.15	0.27	NS/Accept Ho
COED & CBA	0.21	0.27	NS/Accept Ho
COED & CVM	0.36	0.27	S/Reject Ho
COED & CME	0.21	0.28	NS/Accept Ho
COED COL	0.21	0.26	NS/Accept Ho
COED & CAFNR	0.04	0.25	NS/Accept Ho
COED & COEng'g	0.06	0.26	NS/Accept Ho
COED & COS	0.46	0.28	S/Reject Ho
COED & CAAD	0.24	0.29	NS/Accept Ho
COED & CMEd	0.06	0.25	NS/Accept Ho

Table 75 *continued*

Pair	Difference in Means	Rp	Evaluation/ Decision
CBA & CVM	0.15	0.25	NS/Accept Ho
CBA & CME	0.42	0.28	S/Reject Ho
CBA & COL	0.00	0.25	NS/Accept Ho
CBA & CAFNR	0.25	0.27	NS/Accept Ho
CBA & COEng'g	0.27	0.28	NS/Accept Ho
CBA & COS	0.25	0.26	NS/Accept Ho
CBA & CAAD	0.45	0.28	S/Reject Ho
CBA & CMEd	0.15	0.26	NS/Accept Ho
CVM & CME	0.57	0.28	S/Reject Ho
CVM & COL	0.15	0.26	NS/Accept Ho
CVM & CAFNR	0.40	0.28	S/Reject Ho
CVM & COEng'g	0.42	0.28	S/Reject Ho
CVM & COS	0.10	0.25	NS/Accept Ho
CVM & CAAD	0.60	0.28	S/Reject Ho
CVM & CMEd	0.30	0.27	S/Reject Ho
CME & COL	0.42	0.29	S/Reject Ho
CME & CAFNR	0.17	0.27	NS/Accept Ho
CME & COEng'g	0.15	0.27	NS/Accept Ho
CME & COS	0.17	0.28	NS/Accept Ho
CME & CAAD	0.03	0.26	NS/Accept Ho
CME & CMEd	0.20	0.28	NS/Accept Ho
COL & CAFNR	0.25	0.27	NS/Accept Ho
COL & COEng'g	0.27	0.27	S/Reject Ho
COL & COS	0.25	0.27	NS/Accept Ho
COL & CAAD	0.45	0.28	S/Reject Ho
COL CMEd	0.15	0.25	NS/Accept Ho
CAFNR & COEng'g	0.02	0.25	NS/Accept Ho
CAFNR & COS	0.57	0.28	S/Reject Ho
CAFNR & CAAD	0.13	0.28	NS/Accept Ho
CAFNR & CMEd	0.17	0.26	NS/Accept Ho
COEng'g & COS	0.52	0.29	S/Reject Ho
COEng'g & CAAD	0.18	0.28	NS/Accept Ho
COEng'g & CMEd	0.12	0.27	NS/Accept Ho
COS & CAAD	0.70	0.28	S/Reject Ho
COS & CMEd	0.40	0.27	S/Reject Ho
CAAD & CMEd	0.30	0.28	S/Reject Ho

## Legend:

CAS - College of Arts & Sciences  
 CON - College of Nursing  
 CIT - College of Industrial Technology  
 COEd - College of Education  
 CBA - College of Business Administration  
 CVetMed - College of Veterinary Medicine  
 CMR - College of Management and Entrepreneurship  
 COL - College of Law  
 CAFNR - College of Agriculture, Fisheries and Natural Resources  
 COEng'g - College of Engineering  
 COS - College of Science  
 CAAD - College of Architecture and Allied Discipline  
 COMEd - College of Maritime Education

with Rp value of 0.28, 0.37 for COL & CAFNR with Rp value 0.28, 0.36 for COL & COEng'g with Rp value of .27, 0.50 for COL & CAAD with Rp value of 0.28, 0.57 for CAFNR & COS with Rp value of 0.28, 0.27 for CAFNR & COMEd with Rp value of 0.27, 0.56 for COENg'g & COS with Rp value of 0.28, 0.70 for COS & CAAD with Rp value of 0.28, 0.30 for COS & CMEd with Rp value of 0.27, 0.40 for CAAD & COMEd with Rp value of 0.28. Hence, the observed differences of means proved higher than the Rp values which led to the rejection of hypothesis. Thus, the abovementioned differences were all significant. Hence, this indicated that the college deans, department heads and faculty members of the thirty nine paired colleges above perceived that the extent of knowledge of college deans on management function along leading was "very much important" than as perceived by the deans, department heads and faculty members of the remaining thirty nine paired colleges.

Leading on the extent of implementation . The summary and comparison on the extent of importance of the college deans along leading by type of college was shown on Table 76. As gleaned from the table, six out of thirteen colleges rated "very much implemented" and the remaining seven colleges rated "much implemented". The top three colleges with highest overall means are as follows: College of Science, College of Law, and College of Veterinary Medicine with grand means of 5.00, 4.85 and 4.80, respectively. On the other hand, the the top three lowest means are: College of Architecture and Allied Discipline, College of Management and Entrepreneurship, and College of

Table 76

**Comparison on the Extent of Implementation of the College Deans on the Management Functions Along Leading by Type of College**

SUMMARY							
Respondents	n	Sum	Mean/Inter- pretation		Variance		
College of Arts & Sciences	10	43.60	4.36	MImpl	0.0782		
College of Nursing	10	44.34	4.43	MImpl	0.0764		
College of Industrial Technology	10	45.50	4.55	VMImpl	0.0806		
College of Education	10	45.57	4.56	VMImpl	0.0244		
College of Business Admin.	10	47.50	4.75	VMImpl	0.1250		
College of Veterinary Medicine	10	48.00	4.80	VMImpl	0.0667		
College of Management & Entrep.	10	43.32	4.33	MImpl	0.0499		
College of Law	10	48.50	4.85	VMImpl	0.0583		
College of Agriculture, Fisheries & Natural Resources	10	44.50	4.45	MImpl	0.0667		
College of Engineering	10	44.60	4.46	MImpl	0.0182		
College of Science	10	50.00	5.00	VMImpl	0.0000		
College of Architecture and Allied Discipline	10	43.00	4.30	MImpl	0.2333		
College of Maritime Education	10	45.00	4.50	MImpl	0.2778		
ANOVA							
Source of Variation	SS	df	MS	F	P- value	F crit	Decision
Between Groups	5.72	12	0.477	5.37	3.5E-07	1.84	Reject Ho
Within Groups	10.40	117	0.089				
Total	16.12	129	-	-	-	-	-

Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/  
Very Much Impl (VMImpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NImpl)

Arts and Sciences. Hence, the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.477 and the mean squares within groups was 0.0889. This resulted to a computed F-value of 5.37 which proved greater than the critical/tabular F value of 1.84 at  $\alpha=0.05$  with degrees of freedom equals to 12 and 117. This led to the rejection of the hypothesis that "There is no significant differences among the perceptions of the three groups of respondents relative to the extent of implementation of college deans on the management functions along leading by type of college". This indicated that the assessments given by the college deans, department heads and faculty members of the thirteen colleges of respondent-SUCs differed.

To find out which among the seventy eight paired means differed significantly, Duncan's test was utilized and shown in Table 77. As gleaned from the said table, the following were the observed differences in means with their Rp values : 0.39 for CAS & CBA with Rp value of 0.29, 0.44 for CAS & CVM with Rp value of 0.29, 0.49 for CAS & COL with Rp value of 0.29, 0.64 for CAS & COS with Rp value of 0.29, 0.32 for CON & CBA with Rp value of 0.28, 0.37 for CON & CVM with Rp value of 0.29, 0.42 for CON & COL with Rp value of 0.29, 0.57 for CON & COS with Rp value of 0.29, 0.30 for CIT & COL with Rp value of 0.28, 0.45 for CIT & COS with Rp value of 0.28, 0.29 for COEd & COL with Rp value of 0.27, 0.44 for COEd & COS with Rp value of 0.28, 0.42 for CBA & CME with Rp value of 0.29, 0.30 for CBA & CAFNR with Rp value of 0.28, 0.29 for CBA & COEng'g with Rp value of 0.28, 0.45 for CBA & COS with Rp value of

Table 77

**Posteriori Test in Comparing the Extent of Implementation of the  
College Deans on the Management Functions Along  
Leading by Type of College**

Pair	Difference in Means	R <sub>p</sub>	Evaluation/ Decision
CAS & CON	0.07	0.26	NS/Accept Ho
CAS & CIT	0.19	0.28	NS/Accept Ho
CAS & COED	0.20	0.28	NS/Accept Ho
CAS & CBA	0.39	0.29	S/Reject Ho
CAS & CVetMed	0.44	0.29	S/Reject Ho
CAS & CME	0.03	0.26	NS/Accept Ho
CAS & COL	0.49	0.29	S/Reject Ho
CAS & CAFNR	0.09	0.27	NS/Accept Ho
CAS & COEng'g	0.10	0.27	NS/Accept Ho
CAS & COS	0.64	0.29	S/Reject Ho
CAS & CAAD	0.06	0.27	NS/Accept Ho
CAS & COMEd	0.14	0.28	NS/Accept Ho
CON & CIT	0.12	0.28	NS/Accept Ho
CON & COED	0.13	0.28	NS/Accept Ho
CON & CBA	0.32	0.28	S/Reject Ho
CON & CVetMed	0.37	0.29	S/Reject Ho
CON & CME	0.10	0.27	NS/Accept Ho
CON & COL	0.42	0.29	S/Reject Ho
CON & CAFNR	0.02	0.26	NS/Accept Ho
CON & COEng'g	0.03	0.27	NS/Accept Ho
CON & COS	0.57	0.29	S/Reject Ho
CON & CAAD	0.13	0.27	NS/Accept Ho
CON & COMEd	0.07	0.27	NS/Accept Ho
CIT & COED	0.01	0.26	NS/Accept Ho
CIT & CBA	0.20	0.27	NS/Accept Ho
CIT & CVM	0.25	0.27	NS/Accept Ho
CIT & ME	0.22	0.28	NS/Accept Ho
CIT & COL	0.30	0.28	S/Reject Ho
CIT & CAFNR	0.10	0.27	NS/Accept Ho
CIT & COEng'g	0.09	0.27	NS/Accept Ho
CIT & COS	0.45	0.28	S/Reject Ho
CIT & CAAD	0.25	0.29	NS/Accept Ho
CIT & CMED	0.05	0.26	NS/Accept Ho
COED & CBA	0.19	0.26	NS/Accept Ho
COED & CVM	0.24	0.27	NS/Accept Ho
COED & CME	0.23	0.29	NS/Accept Ho
COED COL	0.29	0.27	S/Reject Ho
COED & CAFNR	0.11	0.28	NS/Accept Ho
COED & COEng'g	0.11	0.27	NS/Accept Ho
COED & COS	0.44	0.28	S/Reject Ho
COED & CAAD	0.26	0.29	NS/Accept Ho
COED & CMED	0.06	0.27	NS/Accept Ho

Table 77 *continued*

Pair	Difference in Means	Rp	Evaluation/ Decision
CBA & CVM	0.05	0.26	NS/Accept Ho
CBA & CME	0.42	0.29	S/Reject Ho
CBA & COL	0.10	0.27	NS/Accept Ho
CBA & CAFNR	0.30	0.28	S/Reject Ho
CBA & COEng'g	0.29	0.28	S/Reject Ho
CBA & COS	0.25	0.27	NS/Accept Ho
CBA & CAAD	0.45	0.29	S/Reject Ho
CBA & CMEd	0.25	0.27	NS/Accept Ho
CVM & CME	0.47	0.29	S/Reject Ho
CVM & COL	0.05	0.26	NS/Accept Ho
CVM & CAFNR	0.35	0.28	S/Reject Ho
CVM & COEng'g	0.34	0.28	S/Reject Ho
CVM & COS	0.20	0.27	NS/Accept Ho
CVM & CAAD	0.50	0.29	S/Reject Ho
CVM & CMEd	0.30	0.28	S/Reject Ho
CME & COL	0.52	0.29	S/Reject Ho
CME & CAFNR	0.12	0.27	NS/Accept Ho
CME & COEng'g	0.13	0.28	NS/Accept Ho
CME & COS	0.67	0.29	S/Reject Ho
CME & CAAD	0.03	0.26	NS/Accept Ho
CME & CMEd	0.17	0.28	NS/Accept Ho
COL & CAFNR	0.40	0.29	S/Reject Ho
COL & COEng'g	0.39	0.28	S/Reject Ho
COL & COS	0.15	0.26	NS/Accept Ho
COL & CAAD	0.55	0.29	S/Reject Ho
COL CMEd	0.35	0.28	S/Reject Ho
CAFNR & COEng'g	0.04	0.26	NS/Accept Ho
CAFNR & COS	0.50	0.29	S/Reject Ho
CAFNR & CAAD	0.20	0.28	NS/Accept Ho
CAFNR & CMEd	0.00	0.27	NS/Accept Ho
COEng'g & COS	0.54	0.29	S/Reject Ho
COEng'g & CAAD	0.16	0.28	NS/Accept Ho
COEng'g & CMEd	0.04	0.26	NS/Accept Ho
COS & CAAD	0.70	0.29	S/Reject Ho
COS & CMEd	0.50	0.28	S/Reject Ho
CAAD & CMEd	0.20	0.28	NS/Accept Ho

## Legend:

CAS - College of Arts & Sciences  
 CON - College of Nursing  
 CIT - College of Industrial Technology  
 COEd - College of Education  
 CBA - College of Business Administration  
 CVetMed - College of Veterinary Medicine  
 CME - College of Management and Entrepreneurship  
 COL - College of Law  
 CAFNR - College of Agriculture, Fisheries and Natural Resources  
 COEng'g - College of Engineering  
 COS - College of Science  
 CAAD - College of Architecture and Allied Discipline  
 COMED - College of Maritime Education

0.29, 0.47 for CVM & CME with Rp value of 0.29, 0.35 for CVM & CAFNR with Rp value of 0.28, 0.34 for CVM & COEng'g with Rp value of 0.28, 0.50 for CVM & CAAD with Rp value of 0.29, 0.30 for CVM & CMED with Rp value of 0.28, 0.52 for CME & COL with Rp value of 0.29, 0.67 for CME & COS with Rp value of 0.29, 0.40 for COL & CAFNR with Rp value of 0.29, 0.39 for COL & COEng'g with Rp value of 0.28, 0.55 for COL & CAAD with Rp value of 0.29, 0.35 for COL & CMEd with Rp value of 0.28, 0.50 for CAFNR & COS with Rp value of 0.29, 0.54 for COEng'g & COS with Rp value of 0.29, 0.70 for COS & CAAD with Rp value of 0.29, and 0.50 for COS & CMEd with Rp value of 0.28. Hence, the observed differences of means proved higher than the Rp values which led to the rejection of hypothesis. Thus, the abovementioned differences were all significant. Hence, this indicated that the college deans, department heads and faculty members of the thirty one paired colleges above perceived that the extent of knowledge of college deans on management function along leading was "very much implemented" than as perceived by the deans, department heads and faculty members of the remaining forty seven paired colleges.

Controlling on the extent of knowledge. The summary and comparison on the extent of knowledge of the college deans along controlling by type of college was shown on Table 78. As gleaned from the table, nine out of 13

Table 78

**Comparison on the Extent of Knowledge of the College Deans on the Management Functions Along Controlling by Type of College**

SUMMARY							
Respondents	n	Sum	Mean/Inter- pretation	Variance			
College of Arts & Sciences	9	40.60	4.51	VMK	0.0311		
College of Nursing	9	39.66	4.41	MK	0.1056		
College of Industrial Technology	9	38.50	4.28	MK	0.1319		
College of Education	9	40.57	4.51	VMK	0.0201		
College of Business Admin.	9	41.50	4.61	VMK	0.0486		
College of Veterinary Medicine	9	43.00	4.78	VMK	0.0694		
College of Management & Entrep.	9	41.69	4.63	VMK	0.0128		
College of Law	9	43.00	4.78	VMK	0.0694		
College of Agriculture, Fisheries & Natural Resources	9	40.50	4.50	MK	0.0313		
College of Engineering	9	41.20	4.58	VMK	0.0544		
College of Science	9	42.00	4.67	VMK	0.2500		
College of Architecture and Allied Discipline	9	40.00	4.44	MK	0.2778		
College of Matitime Education	9	41.00	4.56	VMK	0.2778		
ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	2.16	12	0.180	1.69	0.079	1.85	Accept Ho
Within Groups	11.04	104	0.106				
Total	13.20	116	-	-	-	-	-

## Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/  
Very Much Impl (VMIImpl)

3.51 - 4.50 Much Knowledgeable (MK)/ Much Important (MI)/ Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/ Important (I)/ Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/ Slightly Important (SI)/ Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/ Not Important (NI)/ Not Implemented (NImpl)

colleges rated "very much knowledgeable" and the remaining four colleges rated "much knowledgeable". The highest overall mean was 4.78 (very much knowledgeable) given by the College of Veterinary Medicine and College of Law and the lowest overall mean was 4.28 (much knowledgeable) by the College of Industrial Technology. Hence, the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.180 and the mean squares within groups was 0.1062. This resulted to a computed F-value of 1.69 which proved lesser than the critical/tabular F value of 1.85 at  $\alpha=0.05$  with degrees of freedom equals to 12 and 104. This led to the acceptance of the hypothesis that "There is no significant differences among the perceptions of the three groups of respondents relative to the extent of knowledge of college deans on the management functions along leading by type of college". This indicated that the assessments given by the college deans, department heads and faculty members of the thirteen colleges of respondent-SUCs are the same.

Controlling on the extent of importance. The summary and comparison on the extent of knowledge of the college deans along controlling by type of college was shown on Table 79. As gleaned from the table, nine out of thirteen colleges rated "very much important" and the remaining four colleges rated "much important". The top three colleges with highest overall ratings are: College of Law and Business Administration, College of Veterinary Medicine,

Table 79

**Comparison on the Extent of Importance of the College Deans on the Management Functions Along Controlling by Type of College**

SUMMARY					
Respondents	n	Sum	Mean/Interpretation	Variance	
College of Arts & Sciences	9	40.60	4.51	VMI	0.0411
College of Nursing	9	40.33	4.48	MI	0.1427
College of Industrial Technology	9	38.50	4.28	MI	0.0694
College of Education	9	40.85	4.54	VMI	0.0283
College of Business Admin.	9	43.00	4.78	VMI	0.0694
College of Veterinary Medicine	9	42.50	4.72	VMI	0.0694
College of Management & Entrep.	9	41.01	4.56	VMI	0.0289
College of Law	9	43.00	4.78	VMI	0.0694
College of Agriculture, Fisheries & Natural Resources	9	40.50	4.50	MI	0.0625
College of Engineering	9	41.00	4.56	VMI	0.0678
College of Science	9	40.00	4.44	MI	0.2778
College of Architecture and Allied Discipline	9	41.00	4.56	VMI	0.2778
College of Maritime Education	9	42.00	4.67	VMI	0.2500

ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	2.14	12	0.178	1.59	0.105	1.85	Accept Ho
Within Groups	11.64	104	0.112				

Total	13.78	116	-	-	-	-	-
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## Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/Very Much Impl (VMImpl)

3.51 - 4.50 Much Knowledgeable (MK)/Much Important (MI)/Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/Important (I)/Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/Slightly Important (SI)/Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/Not Important (NI)/Not Implemented (NImpl)

and College of Maritime Education as evidenced by the obtained grand means of 4.78, 4.72 and 4.67, respectively. Hence, the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.1783 and the mean squares within groups was 0.1119. This resulted to a computed F-value of 1.59 which proved lesser than the critical/tabular F value of 1.85 at  $\alpha=0.05$  with degrees of freedom equals to 12 and 104. This led to the acceptance of the hypothesis that "There is no significant differences among the perceptions of the three groups of respondents relative to the extent of importance of college deans on the management functions along controlling by type of college". This indicated that the assessments given by the college deans, department heads and faculty members of the thirteen colleges of respondent-SUCs are the same.

Controlling on the extent of implementation. The summary and comparison on the extent of knowledge of the college deans along controlling by type of college was shown on Table 80. As gleaned from the table, seven out of thirteen colleges rated "very much implemented" and the remaining six colleges rated "much implemented". The college with highest overall mean rating was College of Law with an overall mean of 4.83 (very much implemented) and the lowest mean was 4.22 given by the College of Industrial Technology. Hence, the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.220 and the mean squares within

**Table 80**

**Comparison on the Extent of Implementation of the College Deans on the Management Functions Along Controlling by Type of College**

SUMMARY					
Respondents	n	Sum	Mean/Inter- pretation	Variance	
College of Arts & Sciences	9	40.30	4.48	MImpl	0.0394
College of Nursing	9	40.34	4.48	MImpl	0.0598
College of Industrial Technology	9	38.00	4.22	MImpl	0.1319
College of Education	9	40.71	4.52	VMIImpl	0.0098
College of Business Admin.	9	42.50	4.72	VMIImpl	0.0694
College of Veterinary Medicine	9	42.50	4.72	VMIImpl	0.0694
College of Management & Entrep.	9	42.03	4.67	VMIImpl	0.0000
College of Law	9	43.50	4.83	VMIImpl	0.0625
College of Agriculture, Fisheries & Natural Resources	9	40.25	4.47	MImpl	0.0538
College of Engineering	9	40.40	4.49	MImpl	0.0411
College of Science	9	40.00	4.44	MImpl	0.2778
College of Architecture and Allied Discipline	9	41.00	4.56	VMIImpl	0.2778
College of Maritime Education	9	41.00	4.56	VMIImpl	0.2778

ANOVA							
Source of Variation	SS	df	MS	F	P- value	F crit	Decision
Between Groups	2.64	12	0.220	2.08	0.0241	1.85	Reject Ho
Within Groups	10.97	104	0.105				
Total	13.60	116	-	-	-	-	-

Legend:

4.51 - 5.00 Very Much Knowledgeable (VMK)/Very Much Important (VMI)/  
Very Much Impl (VMIImpl)

3.51 - 4.50 Much Knowledgeable (MK)/ Much Important (MI)/ Much Implemented (MImpl)

2.51 - 3.50 Knowledgeable (K)/ Important (I)/ Implemented (Impl)

1.51 - 2.50 Slightly Knowledgeable (SK)/ Slightly Important (SI)/ Slightly Implemented (SImpl)

1.00 - 1.50 Not Knowledgeable (NK)/ Not Important (NI)/ Not Implemented (NImpl)

groups was 0.1054 . This resulted to a computed F-value of 2.08 which proved greater than the critical/tabular F value of 1.85 at  $\alpha=0.05$  with degrees of freedom equals to 12 and 104. This led to the rejection of the hypothesis that "There is no significant differences among the perceptions of the three groups of respondents relative to the extent of implementation of college deans on the management functions along controlling by type of college". This indicated that the assessments given by the college deans, department heads and faculty members of the thirteen colleges of respondent-SUCs differed.

To find out which among the seventy eight paired means differed significantly, Duncan's test was utilized and shown in Table 81. As gleaned from the said table, the following were the observed differences in means with their Rp values :0.35 for CAS & COL with Rp value of 0.31, 0.35 for CON & COL with Rp value of 0.31, 0.50 for CIT & CBA with Rp value of 0.31, 0.50 for CIT & CVM with Rp value of 0.31, 0.45 for CIT & CME with Rp value of 0.31, 0.61 for CIT & COL with Rp value of 0.31, 0.34 for CIT & CAAD with Rp value of 0.31, 0.34 for CIT & CMed with Rp value of 0.32, 0.31 for COED & COL with Rp value of 0.31, 0.36 for COL & CAFNR with Rp value of 0.31, 0.34 for COL & COEng'g with Rp value of 0.32 , and 0.39 for COL & COS with Rp value of 0.31.

Hence, the observed differences of means proved higher than the Rp values which led to the rejection of hypothesis. Thus, the abovementioned

Table 81

**Posteriori Test in Comparing the Extent of Implementation of the  
College Deans on the Management Functions Along  
Controlling by Type of College**

Pair	Difference in Means	Rp	Evaluation/ Decision
CAS & CON	0.00	0.28	NS/Accept Ho
CAS & CIT	0.26	0.30	NS/Accept Ho
CAS & COED	0.04	0.29	NS/Accept Ho
CAS & CBA	0.24	0.32	NS/Accept Ho
CAS & CVetMed	0.24	0.31	NS/Accept Ho
CAS & CME	0.19	0.31	NS/Accept Ho
CAS & COL	0.35	0.31	S/Reject Ho
CAS & CAFNR	0.01	0.29	NS/Accept Ho
CAS & COEng'g	0.01	0.28	NS/Accept Ho
CAS & COS	0.04	0.30	NS/Accept Ho
CAS & CAAD	0.08	0.30	NS/Accept Ho
CAS & COMEd	0.08	0.30	NS/Accept Ho
CON & CIT	0.26	0.30	NS/Accept Ho
CON & COED	0.04	0.30	NS/Accept Ho
CON & CBA	0.24	0.31	NS/Accept Ho
CON & CVetMed	0.24	0.32	NS/Accept Ho
CON & CME	0.19	0.31	NS/Accept Ho
CON & COL	0.35	0.31	S/Reject Ho
CON & CAFNR	0.01	0.28	NS/Accept Ho
CON & COEng'g	0.01	0.29	NS/Accept Ho
CON & COS	0.04	0.29	NS/Accept Ho
CON & CAAD	0.08	0.31	NS/Accept Ho
CON & COMEd	0.08	0.30	NS/Accept Ho
CIT & COED	0.30	0.31	NS/Accept Ho
CIT & CBA	0.50	0.31	S/Reject Ho
CIT & CVM	0.50	0.31	S/Reject Ho
CIT & ME	0.45	0.31	S/Reject Ho
CIT & COL	0.61	0.31	S/Reject Ho
CIT & CAFNR	0.25	0.29	NS/Accept Ho
CIT & COEng'g	0.27	0.31	NS/Accept Ho
CIT & COS	0.22	0.28	NS/Accept Ho
CIT & CAAD	0.34	0.31	S/Reject Ho
CIT & CMED	0.34	0.32	S/Reject Ho
COED & CBA	0.20	0.31	NS/Accept Ho
COED & CVM	0.20	0.30	NS/Accept Ho
COED & CME	0.15	0.30	NS/Accept Ho
COED & COL	0.31	0.31	S/Reject Ho
COED & CAFNR	0.05	0.30	NS/Accept Ho
COED & COEng'g	0.03	0.28	NS/Accept Ho
COED & COS	0.08	0.31	NS/Accept Ho
COED & CAAD	0.04	0.29	NS/Accept Ho
COED & CMED	0.04	0.28	NS/Accept Ho

Table 81 continued<sup>1</sup>

Pair	Difference in Means	Rp	Evaluation/ Decision
CBA & CVM	0.00	0.28	NS/Accept Ho
CBA & CME	0.05	0.29	NS/Accept Ho
CBA & COL	0.11	0.28	NS/Accept Ho
CBA & CAFNR	0.25	0.31	NS/Accept Ho
CBA & COEng'g	0.23	0.31	NS/Accept Ho
CBA & COS	0.28	0.31	NS/Accept Ho
CBA & CAAD	0.16	0.30	NS/Accept Ho
CBA & CMEd	0.16	0.30	NS/Accept Ho
CVM & CME	0.05	0.28	NS/Accept Ho
CVM & COL	0.11	0.29	NS/Accept Ho
CVM & CAFNR	0.25	0.31	NS/Accept Ho
CVM & COEng'g	0.23	0.31	NS/Accept Ho
CVM & COS	0.28	0.31	NS/Accept Ho
CVM & CAAD	0.16	0.29	NS/Accept Ho
CVM & CMEd	0.16	0.30	NS/Accept Ho
CME & COL	0.16	0.30	NS/Accept Ho
CME & CAFNR	0.20	0.32	NS/Accept Ho
CME & COEng'g	0.18	0.30	NS/Accept Ho
CME & COS	0.23	0.31	NS/Accept Ho
CME & CAAD	0.11	0.28	NS/Accept Ho
CME & CMEd	0.11	0.29	NS/Accept Ho
COL & CAFNR	0.36	0.31	S/Reject Ho
COL & COEng'g	0.34	0.32	S/Reject Ho
COL & COS	0.39	0.31	S/Reject Ho
COL & CAAD	0.27	0.30	NS/Accept Ho
COL CMEd	0.27	0.31	NS/Accept Ho
CAFNR & COEng'g	0.02	0.30	NS/Accept Ho
CAFNR & COS	0.03	0.28	NS/Accept Ho
CAFNR & CAAD	0.09	0.31	NS/Accept Ho
CAFNR & CMEd	0.09	0.31	NS/Accept Ho
COEng'g & COS	0.05	0.30	NS/Accept Ho
COEng'g & CAAD	0.07	0.30	NS/Accept Ho
COEng'g & CMEd	0.07	0.29	NS/Accept Ho
COS & CAAD	0.12	0.32	NS/Accept Ho
COS & CMEd	0.12	0.31	NS/Accept Ho
CAAD & CMEd	0.00	0.28	NS/Accept Ho

## Legend:

CAS - College of Arts & Sciences  
 CON - College of Nursing  
 CIT - College of Industrial Technology  
 COEd - College of Education  
 CBA - College of Business Administration  
 CVetMed - College of Veterinary Medicine  
 CME - College of Management and Entrepreneurship  
 COL - College of Law  
 CAFNR - College of Agriculture, Fisheries and Natural Resources  
 COEng'g - College of Engineering  
 COS - College of Science  
 CAAD - College of Architecture and Allied Discipline  
 COMEd - College of Maritime Education

differences were all significant. Hence, this indicated that the college deans, department heads and faculty members of the twelve paired colleges above perceived that the extent of implementation of college deans on management function along controlling was "very much implemented" than as perceived by the deans, department heads and faculty members of the remaining fifty six paired colleges.

Relationships Between the Extent to Which College Deans have Knowledge, Importance and Implementation with the Management Functions and their Profile

This section presents the correlational analysis between the extent to which college deans have knowledge, importance and implementation with the management functions vis- a- vis, 1) planning; 2) organizing; 3) leading; and 4) controlling ; and their profile. The results of the correlation are found in Tables 82 to 93.

Extent of knowledge with planning. Table 82 reflects the correlational analysis between the extent of knowledge of the college deans with the management functions along planning and their profile. As revealed by the table, the correlational coefficients between the college deans age, academic rank, teaching experience ,administrative experience , relevant in-service trainings in terms of international level, and monthly income were posted at 0.397, 0.433,

Table 82

**Relationship Between the Extent of Knowledge of the College  
Deans with the Planning Management Functions  
and their Profile**

Management Functions	$r_{xy}$	Fisher's $t$	$t_{tab};$ $\alpha=0.05;$ $df=36$	Evaluation
Age	0.397	2.67	2.021	S/Reject Ho
Sex	0.165	1.03	2.021	NS/Accept Ho
Civil Status	0.028	0.17	2.021	NS/Accept Ho
Educational Attainment	0.235	1.49	2.021	NS/Accept Ho
Academic Rank	0.433	2.96	2.021	S/Reject Ho
Teaching Experience	0.439	3.01	2.021	S/Reject Ho
Administrative Experience	0.378	2.52	2.021	S/Reject Ho
<b>Relevant In-Service Training</b>				
International	0.725	6.49	2.021	S/Reject Ho
National	0.127	0.79	2.021	NS/Accept Ho
Regional	0.129	0.80	2.021	NS/Accept Ho
Local	0.133	0.83	2.021	NS/Accept Ho
Performance Rating	0.186	1.16	2.021	NS/Accept Ho
Monthly income	0.394	2.64	2.021	S/Reject Ho

Legend: S - Significant  
NS-Not Significant

0.439, 0.378, 0.725, and 0.394, respectively. Hence, as shown from the table, the t-values for testing the significant of the relationship were: 2.67, 2.96, 3.01, 2.52, 6.49 and 2.64 which were found greater than the critical t- value of 2.021 at 0.05 level of significance and 36 degrees of freedom.

The evaluation resulted to the rejection of the hypothesis which states that "there is no significant relationship between the extent to which college deans have knowledge with the planning management function and their profile such as age, academic rank, teaching experience, administrative experience, international training and monthly income". The findings denoted that age, academic rank, teaching experience, administrative experience, relevant in-service training attended at international level and monthly income relate significantly on the extent to which college deans have knowledge with the planning management function.

Extent of importance with planning. Table 83 reflects the correlational analysis between the extent of importance of the college deans with the management functions along planning and their profile. As revealed by the table, educational attainment and international trainings significantly relate as evidenced by the r-values of 0.330 and 0859, respectively and the corresponding t-values were 2.15 and 10.34, respectively, which were found to be greater than the critical t- value of 2.021 at 0.05 level of significance and 36 degrees of freedom. The evaluation resulted to the rejection of the hypothesis which states that "there is no significant relationship between the extent to which college deans have importance with the planning management function and their profile such as educational attainment and international training". The findings denoted that educational attainment and international trainings relate

significantly on the extent to which college deans show importance with the planning management function.

**Table 83**

**Relationship Between the Extent of Importance of the College Deans with the Planning Management Functions and their Profile**

Management Functions	$r_{xy}$	Fisher's t	$t_{tab};$ $\alpha=0.05;$ $df=36$	Evaluation
Age	0.092	0.57	2.021	NS/Accept Ho
Sex	0.199	1.25	2.021	NS/Accept Ho
Civil Status	0.194	1.22	2.021	NS/Accept Ho
Educational Attainment	0.330	2.15	2.021	S/Reject Ho
Academic Rank	0.173	1.08	2.021	NS/Accept Ho
Teaching Experience	0.000	0.00	2.021	NS/Accept Ho
Administrative Experience	0.090	0.56	2.021	NS/Accept Ho
Relevant In-Service Training				
International	0.859	10.34	2.021	S/Reject Ho
National	0.067	0.41	2.021	NS/Accept Ho
Regional	0.186	1.17	2.021	NS/Accept Ho
Local	0.194	1.22	2.021	NS/Accept Ho
Performance Rating	0.033	0.20	2.021	NS/Accept Ho
Monthly income	0.080	0.49	2.021	NS/Accept Ho

Legend: S - Significant  
NS- Not Significant

Extent of implementation with planning. Table 84 shows the correlational analysis between the extent of implementation of the college deans

with the management functions along planning and their profile. As revealed by the table, the correlational coefficients between the college deans age, educational attainment, academic rank, teaching experience ,and relevant in-service trainings in terms of international level were posted at 0.339, 0.423, 0.515, 0.321, and 0.503, respectively.

**Table 84**

**Relationship Between the Extent of Implementation of the College Deans with the Planning Management Functions and their Profile**

Management Functions	$r_{xy}$	Fisher's $t$	$t_{tab};$ $\alpha=0.05;$ $df=36$	Evaluation
Age	0.339	2.22	2.021	S/Reject Ho
Sex	0.173	1.08	2.021	NS/Accept Ho
Civil Status	0.153	0.95	2.021	NS/Accept Ho
Educational Attainment	0.423	2.88	2.021	S/Reject Ho
Academic Rank	0.515	3.70	2.021	S/Reject Ho
Teaching Experience	0.321	2.09	2.021	S/Reject Ho
Administrative Experience	0.123	0.77	2.021	NS/Accept Ho
Relevant In-Service Training				
International	0.503	3.59	2.021	S/Reject Ho
National	0.246	1.57	2.021	NS/Accept Ho
Regional	0.038	0.23	2.021	NS/Accept Ho
Local	0.115	0.72	2.021	NS/Accept Ho
Performance Rating	0.292	1.88	2.021	NS/Accept Ho
Monthly income	0.204	1.28	2.021	NS/Accept Ho

Legend: S - Significant  
NS - Not Significant

Hence, the t-values for testing the significant of the relationship were: 2.22, 2.88, 3.70, 2.09 and 3.59 were found to be greater than the critical t- value of 2.021 at 0.05 level of significance and 36 degrees of freedom. The evaluation resulted to the rejection of the hypothesis which states that "there is no significant relationship between the extent to which college deans have implementation with the planning management function and their profile such as age, educational attainment, academic rank, teaching experience, and international training attended". The findings denoted that age, educational attainment, academic rank, teaching experience, and relevant in-service training attended at international level relate significantly on the extent to which college deans have implementation with the planning management function.

Extent of knowledge with organizing. Table 85 depicts the correlational analysis between the extent of knowledge of the college deans with the management functions along organizing and their profile. As revealed by the table, the correlational coefficients between the college deans age, educational attainment, academic rank, teaching experience ,and relevant in-service trainings in terms of international level, regional level and monthly income were posted at 0.336, 0.326, 0.595, 0.419, 0.364, 0.372, and 0.364, respectively. Hence, the t-values for testing the significant of the relationship were: 2.20, 2.13, 4.56, 2.85, 2.41, 2.47 and 2.41 were found to be greater than the critical t- value of 2.021 at 0.05 level of significance and 36 degrees of freedom.

**Table 85**

**Relationship Between the Extent of Knowledge of the College  
Deans with the Organizing Management Functions  
and their Profile**

Management Functions	$r_{xy}$	Fisher's $t$	$t_{tab};$ $\alpha=0.05;$ $df=36$	Evaluation
Age	0.336	2.20	2.021	S/Reject Ho
Sex	0.064	0.39	2.021	NS/Accept Ho
Civil Status	0.046	0.28	2.021	NS/Accept Ho
Educational Attainment	0.326	2.13	2.021	S/Reject Ho
Academic Rank	0.595	4.56	2.021	S/Reject Ho
Teaching Experience	0.419	2.85	2.021	S/Reject Ho
Administrative Experience	0.171	1.07	2.021	NS/Accept Ho
Relevant In-Service Training				
International	0.364	2.41	2.021	S/Reject Ho
National	0.372	2.47	2.021	S/Reject Ho
Regional	0.091	0.56	2.021	NS/Accept Ho
Local	0.036	0.22	2.021	NS/Accept Ho
Performance Rating	0.266	1.70	2.021	NS/Accept Ho
Monthly income	0.364	2.41	2.021	S/Reject Ho

Legend: S - Significant

NS - Not Significant

The evaluation resulted to the rejection of the hypothesis which states that "there is no significant relationship between the extent to which college deans have knowledge with the organizing management function and their profile such as age, educational attainment, academic rank, teaching experience, international and regional trainings attended and monthly income". The findings denoted that age, educational attainment, academic rank, teaching

experience, relevant in-service training attended at international level and regional level , and monthly income relate significantly on the extent to which college deans have knowledge with the organizing management function.

Extent of importance with organizing. Table 86 depicts the correlational analysis between the extent of importance of the college deans with the management functions along organizing and their profile. As revealed by the table, the correlational coefficients between the college deans educational attainment, academic rank, teaching experience ,and relevant in-service trainings in terms of international level, and national level were posted at 0.319, 0.504, 0.407, 0.421, 0.469, respectively. Hence, the t-values for testing the significant of the relationship were: 2.07, 3.59,2.75, 2.86, and 3.27 which were found greater than the critical t- value of 2.021 at 0.05 level of significance and 36 degrees of freedom. The evaluation resulted to the rejection of the hypothesis which states that "there is no significant relationship between the extent to which college deans have importance with the organizing management function and their profile". The findings denoted that educational attainment , academic rank, teaching experience, relevant in-service training attended at international level and national level relate significantly on the extent to which college deans have importance with the organizing management function.

Table 86

**Relationship Between the Extent of Importance of the College  
Deans with the Organizing Management Functions  
and their Profile**

Management Functions	$r_{xy}$	Fisher's t	$t_{tab};$ $\alpha=0.05;$ $df=36$	Evaluation
Age	0.290	1.87	2.021	NS/Accept Ho
Sex	0.053	0.33	2.021	NS/Accept Ho
Civil Status	0.056	0.34	2.021	NS/Accept Ho
Educational Attainment	0.319	2.07	2.021	S/Reject Ho
Academic Rank	0.504	3.59	2.021	S/Reject Ho
Teaching Experience	0.407	2.75	2.021	S/Reject Ho
Administrative Experience	0.144	0.89	2.021	NS/Accept Ho
<b>Relevant In-Service Training</b>				
International	0.421	2.86	2.021	S/Reject Ho
National	0.469	3.27	2.021	S/Reject Ho
Regional	0.306	1.98	2.021	NS/Accept Ho
Local	0.085	0.52	2.021	NS/Accept Ho
Performance Rating	0.022	0.13	2.021	NS/Accept Ho
Monthly income	0.251	1.60	2.021	NS/Accept Ho

Legend: S - Significant

NS - Not Significant

Extent of implementation with organizing. Table 87 depicts the correlational analysis between the extent of implementation of the college deans with the management functions along organizing and their profile. As revealed by the table, the correlational coefficients between the college deans educational attainment, teaching experience ,academic experience and relevant

in-service trainings in terms of international level were posted at 0.336, 0.454, 0.391, 0.518, respectively. Hence, the t-values for testing the significant of the relationship were: 2.20, 3.14, 2.62 and 3.73 which were found greater than the critical t- value of 2.021 at 0.05 level of significance and 36 degrees of freedom.

**Table 87**

**Relationship Between the Extent of Implementation of the College Deans with the Organizing Management Functions and their Profile**

Management Functions	$r_{xy}$	Fisher's t	$t_{tab};$ $\alpha=0.05;$ $df=36$	Evaluation
Age	0.213	1.35	2.021	NS/Accept Ho
Sex	0.139	0.86	2.021	NS/Accept Ho
Civil Status	0.168	1.05	2.021	NS/Accept Ho
Educational Attainment	0.336	2.20	2.021	S/Reject Ho
Academic Rank	0.257	1.64	2.021	NS/Accept Ho
Teaching Experience	0.454	3.14	2.021	S/Reject Ho
Administrative Experience	0.391	2.62	2.021	S/Reject Ho
Relevant In-Service Training				
International	0.518	3.73	2.021	S/Reject Ho
National	0.010	0.06	2.021	NS/Accept Ho
Regional	0.027	0.17	2.021	NS/Accept Ho
Local	0.005	0.03	2.021	NS/Accept Ho
Performance Rating	0.064	0.40	2.021	NS/Accept Ho
Monthly income	0.307	1.99	2.021	NS/Accept Ho

Legend: S - Significant  
NS - Not Significant

Therefore, the hypothesis which states that "there is no significant relationship between the extent to which college deans have implementation with the organizing management function and their profile such as educational attainment, teaching experience, academic experience and international trainings attended" was rejected. The findings denoted that educational attainment, teaching experience, administrative experience and relevant in-service training attended at international level relate significantly on the extent to which college deans have implementation with the organizing management function.

Extent of knowledge with leading. Table 88 depicts the correlational analysis between the extent of knowledge of the college deans with the management functions along leading and their profile. As revealed by the table, the correlational coefficients between the college deans educational attainment, academic rank, and relevant in-service trainings in terms of international level were posted at 0.334, 0.367, and 0.371, respectively. Hence, the t-values for testing the significant of the relationship were: 2.18, 2.43 and 2.46 which were found greater than the critical t- value of 2.021 at 0.05 level of significance and 36 degrees of freedom. Therefore, the hypothesis which states that "there is no significant relationship between the extent to which college deans have knowledge with the leading management function and their educational attainment, academic rank, and international trainings attended" was rejected. The findings denoted that educational attainment, academic rank, relevant in-service training attended at international level relate

significantly on the extent to which college deans have knowledge with the leading management function.

Table 88

**Relationship Between the Extent of Knowledge of the College Deans with the Leading Management Functions and their Profile**

Management Functions	$r_{xy}$	Fisher's t	$t_{tab}; \alpha=0.05; df=36$	Evaluation
Age	0.244	1.55	2.021	NS/Accept Ho
Sex	0.042	0.26	2.021	NS/Accept Ho
Civil Status	0.068	0.42	2.021	NS/Accept Ho
Educational Attainment	0.334	2.18	2.021	S/Reject Ho
Academic Rank	0.367	2.43	2.021	S/Reject Ho
Teaching Experience	0.129	0.80	2.021	NS/Accept Ho
Administrative Experience	0.040	0.25	2.021	NS/Accept Ho
Relevant In-Service Training				
International	0.371	2.46	2.021	S/Reject Ho
National	0.060	0.37	2.021	NS/Accept Ho
Regional	0.171	1.07	2.021	NS/Accept Ho
Local	0.234	1.49	2.021	NS/Accept Ho
Performance Rating	0.126	0.78	2.021	NS/Accept Ho
Monthly income	0.193	1.21	2.021	NS/Accept Ho

Legend: S - Significant  
NS - Not Significant

Extent of importance with leading. Table 89 depicts the correlational analysis between the extent of importance of the college deans with the management functions along leading and their profile. As revealed by the

table, the correlational coefficients between the college deans academic rank, relevant in-service trainings in terms of international level, and monthly income were posted at 0.591, 0.421, and 0.346, respectively.

**Table 39**

**Relationship Between the Extent of Importance of the College Deans with the Leading Management Functions and their Profile**

Management Functions	$r_{xy}$	Fisher's t	$t_{tab};$ $\alpha=0.05;$ $df=36$	Evaluation
Age	0.214	1.35	2.021	NS/Accept Ho
Sex	0.052	0.32	2.021	NS/Accept Ho
Civil Status	0.090	0.55	2.021	NS/Accept Ho
Educational Attainment	0.248	1.58	2.021	NS/Accept Ho
Academic Rank	0.591	4.52	2.021	S/Reject Ho
Teaching Experience	0.259	1.65	2.021	NS/Accept Ho
Administrative Experience	0.163	1.02	2.021	NS/Accept Ho
Relevant In-Service Training				
International	0.421	2.86	2.021	S/Reject Ho
National	0.179	1.12	2.021	NS/Accept Ho
Regional	0.241	1.53	2.021	NS/Accept Ho
Local	0.185	1.16	2.021	NS/Accept Ho
Performance Rating	0.302	1.95	2.021	NS/Accept Ho
Monthly income	0.346	2.27	2.021	S/Reject Ho

Legend: S - Significant

NS - Not Significant

Hence, the t-values for testing the significant of the relationship were: 4.52, 2.86 and 2.27 which were found greater than the critical t- value of 2.021 at 0.05 level of significance and 36 degrees of freedom. Therefore, the hypothesis which states that "there is no significant relationship between the extent to which college deans have importance with the leading management function and their academic rank, international trainings attended and monthly income" was rejected. The findings denoted that academic rank, relevant in-service training attended at international level and monthly income relate significantly on the extent to which college deans have importance with the leading management function.

Extent of implementation with leading. Table 90 reflects the correlational analysis between the extent of implementation of the college deans with the management functions along leading and their profile. As revealed by the table, academic rank variate with a coefficient of 0.346 and a t-value of 2.27 significantly relate which was found greater than the critical t-value of 2.021 at 0.05 level of significance and 36 degrees of freedom. Therefore, the hypothesis which states that "there is no significant relationship between the extent to which college deans have implementation with the leading management function and their academic rank" was rejected. The findings implied that academic rank relates significantly on the extent to which college deans have implementation with the leading management function.

Table 90

**Relationship Between the Extent of Implementation of the College  
Deans with the Leading Management Functions  
and their Profile**

Management Functions	$r_{xy}$	Fisher's t	$t_{tab};$ $\alpha=0.05;$ $df=36$	Evaluation
Age	0.149	0.93	2.021	NS/Accept Ho
Sex	0.071	0.44	2.021	NS/Accept Ho
Civil Status	0.061	0.38	2.021	NS/Accept Ho
Educational Attainment	0.202	1.27	2.021	NS/Accept Ho
Academic Rank	0.346	2.27	2.021	S/Reject Ho
Teaching Experience	0.138	0.86	2.021	NS/Accept Ho
Administrative Experience	0.102	0.63	2.021	NS/Accept Ho
Relevant In-Service Training				
International	0.069	0.42	2.021	NS/Accept Ho
National	0.024	0.15	2.021	NS/Accept Ho
Regional	0.228	1.45	2.021	NS/Accept Ho
Local	0.300	1.94	2.021	NS/Accept Ho
Performance Rating	0.118	0.73	2.021	NS/Accept Ho
Monthly income	0.189	1.19	2.021	NS/Accept Ho

Legend: S - Significant  
NS - Not Significant

Extent of knowledge with controlling. Table 91 shows the correlational analysis between the extent of knowledge of the college deans with the management functions along controlling and their profile. As revealed by the table, the correlational coefficient for performance rating was 0.430 with a t-value of 2.94 which was found greater than the critical t- value of 2.021 at 0.05

level of significance and 36 degrees of freedom. Therefore, the hypothesis which states that "there is no significant relationship between the extent to which college deans have knowledge with the controlling management function and their profile" was rejected. The findings denoted that performance rating relates significantly on the extent to which college deans have knowledge with the management function along controlling.

Table 91

**Relationship Between the Extent of Knowledge of the College Deans with the Controlling Management Functions and their Profile**

Management Functions	$r_{xy}$	Fisher's t	$t_{tab}; \alpha=0.05; df=36$	Evaluation
Age	0.012	0.07	2.021	NS/Accept Ho
Sex	0.206	1.29	2.021	NS/Accept Ho
Civil Status	0.169	1.06	2.021	NS/Accept Ho
Educational Attainment	0.141	0.88	2.021	NS/Accept Ho
Academic Rank	0.238	1.51	2.021	NS/Accept Ho
Teaching Experience	0.124	0.77	2.021	NS/Accept Ho
Administrative Experience	0.010	0.06	2.021	NS/Accept Ho
Relevant In-Service Training				
International	0.049	0.30	2.021	NS/Accept Ho
National	0.086	0.53	2.021	NS/Accept Ho
Regional	0.046	0.28	2.021	NS/Accept Ho
Local	0.005	0.03	2.021	NS/Accept Ho
Performance Rating	0.430	2.94	2.021	S/Reject Ho
Monthly income	0.179	1.12	2.021	NS/Accept Ho

Legend: S - Significant

NS - Not Significant

Extent of importance with controlling. Table 92 shows the correlational analysis between the extent of importance of the college deans with the management functions along controlling and their profile. As revealed by the table, the correlational coefficients for age and local training attended

Table 92

**Relationship Between the Extent of Importance of the College Deans with the Controlling Management Functions and their Profile**

Management Functions	$r_{xy}$	Fisher's t	$t_{tab};$ $\alpha=0.05;$ $df=36$	Evaluation
Age	0.345	2.27	2.021	S/Reject Ho
Sex	0.091	0.56	2.021	NS/Accept Ho
Civil Status	0.135	0.84	2.021	NS/Accept Ho
Educational Attainment	0.038	0.23	2.021	NS/Accept Ho
Academic Rank	0.070	0.43	2.021	NS/Accept Ho
Teaching Experience	0.180	1.12	2.021	NS/Accept Ho
Administrative Experience	0.005	0.03	2.021	NS/Accept Ho
Relevant In-Service Training				
International	0.018	0.11	2.021	NS/Accept Ho
National	0.124	0.77	2.021	NS/Accept Ho
Regional	0.036	0.22	2.021	NS/Accept Ho
Local	0.317	2.06	2.021	S/Reject Ho
Performance Rating	0.285	1.83	2.021	NS/Accept Ho
Monthly income	0.046	0.28	2.021	NS/Accept Ho

Legend: S - Significant  
NS - Not Significant

were 0.345 and 0.317, respectively with a t-value of 2.27 and 2.06, respectively, which were found greater than the critical t-value of 2.021 at 0.05 level of significance and 36 degrees of freedom. Therefore, the hypothesis which states that "there is no significant relationship between the extent to which college deans have importance with the controlling management function and their age and local trainings attended" was rejected. The findings denoted that age and local trainings relate significantly on the extent to which college deans have importance with the management function along controlling.

Extent of implementation with controlling. Table 93 shows the correlational analysis between the extent of implementation of the college deans with the management functions along controlling and their profile. As revealed by the table, the correlational coefficient for academic rank was 0.331 with a corresponding t-value of 2.16 which was found greater than the critical t-value of 2.021 at 0.05 level of significance and 36 degrees of freedom. Therefore, the hypothesis which states that "there is no significant relationship between the extent to which college deans have implementation with the controlling management function and their academic rank" was rejected. The findings denoted that academic rank relates significantly on the extent to which college deans have implementation with the management function along controlling.

Table 93

**Relationship Between the Extent of Implementation of the College  
Deans with the Controlling Management Functions  
and their Profile**

Management Functions	$r_{xy}$	Fisher's $t$	$t_{tab};$ $\alpha=0.05;$ $df=36$	Evaluation
Age	0.062	0.38	2.021	NS/Accept Ho
Sex	0.050	0.31	2.021	NS/Accept Ho
Civil Status	0.271	1.74	2.021	NS/Accept Ho
Educational Attainment	0.164	1.02	2.021	NS/Accept Ho
Academic Rank	0.331	2.16	2.021	S/Reject Ho
Teaching Experience	0.001	0.01	2.021	NS/Accept Ho
Administrative Experience	0.159	0.99	2.021	NS/Accept Ho
Relevant In-Service Training				
International	0.042	0.26	2.021	NS/Accept Ho
National	0.067	0.41	2.021	NS/Accept Ho
Regional	0.087	0.54	2.021	NS/Accept Ho
Loca	0.155	0.97	2.021	NS/Accept Ho
Performance Rating	0.165	1.03	2.021	NS/Accept Ho
Monthly income	0.104	0.64	2.021	NS/Accept Ho

Legend: S - Significant

NS - Not Significant

**Level of Productivity of College Deans**

This section presents data relative to the level of productivity of College deans among State Universities and Colleges in State Universities and Colleges in Eastern Visayas along the following areas: 1) instruction ; 2) research; 3) extension ; and 4) production. Table 94 shows the productivity of College

deans along the four areas as assessed by the three groups of respondents namely: college deans, department heads and faculty members. Along instruction, 36 or 94.74 percent of the respondents have answered "moderately high" interpretation with 41-60 percent level of productivity and 2 or 5.26 percent of the respondents have answered "high" level of productivity with a mean of 51.06 which was interpreted as "moderately high" and a standard deviation of 4.93. Along research, 28 or 73.68 percent of the respondents have answered "moderately high" while 6 or 15.79 percent of the respondents have answered "low" and 4 or 10.53 percent of the respondents have answered "high" with an average of 48.17 which is interpreted as "moderately high" level of

Table 94

## Level of Productivity by the College Deans

Level	Productivity Categories							
	Instruction		Research		Extension		Production	
	F	%	f	%	f	%	f	%
81-100 (VH)	0	0.00	0	0.00	0	0.00	0	0.00
61-80 (H)	2	5.26	4	10.53	34	89.47	0	0.00
41-60 (MH)	36	94.74	28	73.68	4	10.53	0	0.00
21-40 (L)	0	0.00	6	15.79	0	0.00	1	2.63
1-20 (VL)	0	0.00	0	0.00	0.00	0.00	37	97.37
Total	38	100.00	38	100.00	38	100.00	38	100.00
Mean	51.06 (MH)	-	48.17 (MH)	-	50.18 (MH)	-	8.16 (VL)	-
SD	4.93	-	10.18	-	5.5451721	-	6.47	-

Legend: VH - Very High  
 H - High  
 MH - Moderately High  
 L - Low  
 VL - Very Low

productivity and with a standard deviation of 10.18. Moreover, along the area of extension, 34 or 89.47 percent of the respondents have answered "high" level of productivity and 4 or 10.53 percent of the respondents have answered "moderately high" with an average of 50.18 which is interpreted as "moderately high" and a standard deviation of 5.5451. Along production, 37 or 97.37 percent of the respondents have answered "very low" level of productivity of college deans and 1 or 2.63 percent of the respondents have answered "low" with an average of 8.16 which is interpreted as "very low" with a standard deviation of 6.47. The findings revealed that College deans are actively involved in extension activities and "moderately productive" in instruction and research areas. This also implies that College deans need to engage in the production area based on the data shown in Table 93.

#### Relationships Between the Leadership Styles Management Functions and Productivity of College Deans

This section presents the correlational analysis between the leadership styles, management functions and productivity of College deans. The results of the correlation are found in Tables 95 to 97.

Leadership styles against management functions. As gleaned from the table, there is no significant relationship between the participative style of the college deans over the four management functions of College Deans. However, along supportive style, planning, organizing, leading and controlling were found

significant at 0.01 level of significance. Hence, the hypothesis which states that "there is no significant relationships between the college deans' supportive style and management functions" is rejected. This means that the college deans' supportive leadership style affect his planning, organizing, leading and controlling functions on different matters of the College. Moreover, directive and achievement-oriented leadership styles of college deans affect their management functions as revealed by the Pearson r results at 0.05 level of significance.

**Table 95**

**Relationship Between the College Deans' Leadership Styles  
and Management Functions**

Leadership Style		Management			
		Planning	Organizing	Leading	Controlling
Participative	Pearson r	0.313	0.293	0.233	0.17
	Sig. (2-tailed)	0.056	0.075	0.159	0.308
	N	38	38	38	38
Supportive	Pearson r	.533**	.560**	.469**	.447**
	Sig. (2-tailed)	0.001	0	0.003	0.005
	N	38	38	38	38
Directive	Pearson r	.535**	.429**	.552**	.455**
	Sig. (2-tailed)	0.001	0.007	0	0.004
	N	38	38	38	38
Achievement	Pearson r	.577**	.436**	.453**	.433**
	Sig. (2-tailed)	0	0.006	0.004	0.007
	N	38	38	38	38

Legend: \*\*. Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

**Management functions and level of productivity.** Table 96 shows the relationship between the College Deans management functions and their level of productivity. As seen from the table, along planning function, it bears no significant relationship with the instruction, research, extension and production as revealed by the computed Pearson r values of 0.21, -0.105, -0.003 and 0.108, respectively.

**Table 96**

**Relationship Between the College Deans' Management Functions and their Level of Productivity**

Management		Productivity Categories			
		Instruction	Research	Extension	Production
Planning	Pearson Correlation	0.21	-0.105	-0.003	0.108
	Sig. (2-tailed)	0.205	0.531	0.986	0.517
	N	38	38	38	38
Organizing	Pearson Correlation	0.145	-0.176	-0.128	-0.099
	Sig. (2-tailed)	0.386	0.29	0.443	0.556
	N	38	38	38	38
Leading	Pearson Correlation	0.045	0.001	-0.077	-0.136
	Sig. (2-tailed)	0.79	0.994	0.645	0.416
	N	38	38	38	38
Controlling	Pearson Correlation	0.18	-0.059	-0.174	-0.086
	Sig. (2-tailed)	0.278	0.727	0.296	0.608
	N	38	38	38	38

\*\*. Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

This means that the hypothesis which states that: "There is no significant relationship between the planning function of College Deans and their level of

productivity" is accepted. On the other hand, along organizing, leading and controlling functions, none of the three functions bore a significant relationship with the College deans' productivity.

Leadership styles and level of productivity. Table 97 shows the relationship between the College deans' leadership styles and their level of productivity. As gleaned from the table, the data revealed that none of the leadership styles employed by College Deans affects their level of productivity along the areas of instruction, research, extension and production as shown further by the results of the Pearson r correlation.

Table 97

**Relationship Between the College Deans' Leadership Styles and their Level of Productivity**

Leadership Style		Productivity			
		Instruction	Research	Extension	Production
Participative	Pearson Correlation	-0.026	-0.111	-0.17	-0.211
	Sig. (2-tailed)	0.876	0.506	0.308	0.203
	N	38	38	38	38
Supportive	Pearson Correlation	-0.116	-0.253	0.091	-0.037
	Sig. (2-tailed)	0.487	0.125	0.589	0.827
	N	38	38	38	38
Directive	Pearson Correlation	0.049	-0.248	0.234	0.226
	Sig. (2-tailed)	0.769	0.133	0.157	0.172
	N	38	38	38	38
Achievement	Pearson Correlation	0.191	-0.273	0.133	0.074
	Sig. (2-tailed)	0.249	0.098	0.425	0.658
	N	38	38	38	38

Legend: \*\*. Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

## Chapter 5

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, the corresponding conclusions drawn as well as the recommendations made on the basis of these conclusions.

#### Summary of Findings

From the data collected, analyzed and interpreted, the following are the salient findings of the study:

1. A total of 351 respondents of this study were representatives of the three groups to wit: 38 SUCs College Deans, 52 Department Heads and 261 Faculty Members.
2. The average age of the College Deans was 51.61 years with a standard deviation of 6.86 years indicating that the College deans from the respondent SUCs in Eastern Visayas were in their early 50's.
3. Majority of the College deans were females with 26 or 68.42 percent out of 38 respondents and only 12 or 31.58 percent were males.
4. Majority of the College deans were married with 31 or 81.58 percent. The single comprised the 5 or 13.16 percent and 2 or 5.26 percent were widow or widower.

5. The majority of the College deans or 29 or 76.32 percent have post-graduate degree in Ph.D./DM/Ed.D and 5 or 13.16 percent were master's degree holders with doctoral units and 4 or 10.53 percent were master's degree holders.

6. Majority of the college deans enjoy the academic rank positions of Professor III and Professor IV.

7. The average teaching experience of college deans was 25.61 years with a standard deviation of 7.24 years.

8. The average length of administrative experience of College deans was 7.82 years with a standard deviation of 4.79 years.

9. The average number of hours of attendance in trainings in international level by the dean-respondents was pegged at 26 hours with a standard deviation of 10 hours. In the national level, the average was 44 hours with a standard deviation of 33 hours. Hence, in the regional level, the average number of hours was 39 with a standard deviation of 25 hours and in the local level, the average number of hours was pegged at 35 hours with a standard deviation of 25 hours.

10. The average performance rating of the College Deans for the year 2010 was 9.16 (Very satisfactory) with a standard deviation of 0.36 while in year 2009, the average performance rating was pegged at 9.05 (Very satisfactory) with a standard deviation of 0.36 and in year 2008 the average performance rating was posted at 9.04 (very satisfactory) with a standard deviation of 0.35.

11. The average income of the College deans was Php41,775.45 with a standard deviation of Php14,847.43.

12. Along participative leadership style, the extent of preference was assessed by the College deans as "much preferred" as evidenced by the obtained grand mean of 4.40. On the extent of knowledge, the College deans considered participative leadership style as "much knowledgeable" as evidenced by the grand mean of 4.41; on the extent of manifestation, the College deans assessed the participative leadership style as "much manifested" as evidenced by the grand mean of 4.42.

13. As regards to department heads' perceptions towards participative leadership style on the extent of preference, they rated "much preferred" as evidenced by the obtained grand mean of 4.26; on the extent of knowledge and manifestation, the assessment was "much knowledgeable" and "much manifested" as evidenced by the obtained grand means of 4.26 and 4.22, respectively.

14. Participative leadership style was assessed by the faculty members on the extent of preference and knowledge as "much preferred" and "much knowledgeable" as evidenced by the grand means of 4.08 and 4.10, respectively. Hence, on the extent of manifestation "much manifested" as evidenced by the grand mean of 4.09.

15. Along supportive leadership style, the College deans assessed this style as "very much preferred" and "very much manifested" as evidenced by the grand means of 4.53 and 4.54, respectively. Hence, on the extent of knowledge they rated "much knowledgeable" as evidenced by the grand mean of 4.50.

16. Along supportive leadership style, the extent of preference was assessed by the department heads as "much preferred" as evidenced by the obtained grand mean of 4.19. On the extent of knowledge, the rating was "much knowledgeable" as evidenced by the grand mean of 4.27; on the extent of manifestation, the rating was "much manifested" as evidenced by the grand mean of 4.19.

17. Along supportive leadership style, the faculty members assessed the preference, knowledge, manifestation as "much preferred", "much knowledgeable", and "much manifested" as evidenced by the obtained grand means of 4.12, 4.12 and 4.13, respectively.

18. Along directive leadership style, the College deans assessed the extent of preference aspect as "much preferred" as evidenced by the obtained grand mean of 4.49. Hence, along the extent of knowledge and manifestation, their assessment was "much knowledgeable" and "much manifested" as evidenced by the obtained grand means of 4.48 and 4.46, respectively.

19. As regards to department heads' perceptions along directive leadership style on the extent of preference, it was assessed "much preferred" as

evidenced by the obtained grand mean of 4.20. Hence, knowledge and manifestation aspects were assessed "much knowledgeable" and "much manifested" as evidenced by the grand means of 4.21 and 4.16, respectively.

20. In terms of faculty members' assessment of the directive leadership style on the extent of preference, knowledge and manifestation, these were assessed by them as "much preferred," "much knowledgeable" and "much manifested" as evidenced by the obtained grand means of 4.16, 4.16 and 4.18, respectively.

21. As regards to College deans' perceptions of the achievement-oriented leadership style on the extent of preference, their assessment was "much preferred" as evidenced by the obtained grand mean of 4.48 while the knowledge and manifestation aspects as "much knowledgeable" and "much manifested" as evidenced by the obtained grand mean of 4.50 and 4.49, respectively.

22. Along achievement-oriented leadership style, the department heads assessed the extent of preference as "much preferred" as evidenced by the obtained grand mean of 4.31. Hence, assessed "much knowledgeable" and "much manifested" along knowledge and manifestation aspects as evidenced by the obtained grand means of 4.30 and 4.28, respectively.

23. As regards to faculty members' perceptions along achievement-oriented leadership style on the extent of preference, knowledge and

manifestation, these aspects were assessed "much preferred", "much knowledgeable" and "much manifested" as evidenced by the obtained grand means of 4.17, 4.18 and 4.16.

24. There were no significant differences among the perceptions of the three groups of respondents relative to the extent of preference of the college deans along participative leadership style. The obtained F-value was 27.71 which was greater than the critical F-value of 3.35 at 0.05 level of significance with 2 and 27 df.

25. There were no significant differences among the perceptions of the three groups of respondents relative to the extent of knowledge of the college deans along participative leadership style. The computed F-value of 40.189 was greater than the critical F-value of 3.35 at .05 level of significance with 2 and 27 degrees of freedom.

26. There were no significant differences among the perceptions of the three groups of respondents relative to the extent of manifestation of the college deans along participative leadership style" the computed F-value of 40.383 was greater than the critical F-value of 3.35 at .05 level of significance with 2 and 27 degrees of freedom .

27. There were no significant differences among the perceptions of the three groups of respondents relative to the extent of preference of the college deans along supportive leadership style" the computed F-value of 129.65 was

greater than the critical F-value of 3.40 at .05 level of significance with 2 and 24 degrees of freedom.

28. There were no significant differences among the perceptions of the three groups of respondents relative to the extent of knowledge of the college deans along supportive leadership style. The computed F-value of 12.25 was greater than the critical F-value of 3.40 at .05 level of significance with 2 and 24 degrees of freedom.

29. There were no significant differences among the perceptions of the three groups of respondents relative to the extent of manifestation of the college deans along supportive leadership style. The computed F-value of 12.25 was greater than the critical F-value of 3.40 at .05 level of significance with 2 and 24 degrees of freedom.

30. There were no significant differences among the perceptions of the three groups of respondents relative to the extent of preference of the college deans along directive leadership style. The computed F-value of 111.74 was greater than the critical F-value of 3.40 at .05 level of significance with 2 and 24 degrees of freedom.

31. There were no significant differences among the perceptions of the three groups of respondents relative to the extent of knowledge of the college deans along directive leadership style. The computed F-value of 66.02

was greater than the critical F-value of 3.40 at .05 level of significance with 2 and 24 degrees of freedom.

32. There were no significant differences among the perceptions of the three groups of respondents relative to the extent of manifestation of the college deans along directive leadership style. The computed F-value of 55.59 was greater than the critical F-value of 3.40 at .05 level of significance with 2 and 24 degrees of freedom.

33. There were no significant differences among the perceptions of the three groups of respondents relative to the extent of preference of the college deans along achievement-oriented leadership style" the computed F-value of 108.28 was greater than the critical F-value of 3.35 at .05 level of significance with 2 and 27 degrees of freedom.

34. There were no significant differences among the perceptions of the three groups of respondents relative to the extent of knowledge of the college deans along achievement leadership style. The computed F-value of 107.65 was greater than the critical F-value of 3.35 at .05 level of significance with 2 and 27 degrees of freedom.

35. There are no significant differences among the perceptions of the three groups of respondents relative to the extent of manifestation of the college deans along achievement-oriented leadership style. The computed F-value of

106.81 was greater than the critical F-value of 3.35 at .05 level of significance with 2 and 27 degrees of freedom.

36. There were no significant differences among respondents' perceptions by type of college on the extent of preference of the college deans relative to participative style. The data revealed a computed F-value of 1.89 which is greater than the critical F-value of 1.84 with 12 and 117 degrees of freedom. Hence, a posteriori test has been undertaken to generate evaluation on differences in means of paired colleges. Thus, 11 out of 78 paired colleges revealed "significant" which led to the rejection of the hypothesis.

37. As to the extent of knowledge of College deans relative to the participative leadership style by type of college, the comparison of the respondents' perceptions revealed a computed F-value of 5.52 which is greater than the critical F-value of 1.84 with 12 and 117 degrees of freedom. Moreover, the hypothesis of no significant differences among their perceptions by type of college was rejected. Hence, a posteriori test has been undertaken to generate evaluation on differences in means of paired colleges. Thus, 36 out of 78 paired colleges revealed "significant" which led to the rejection of the hypothesis.

38. As to the extent of manifestation of College deans relative to the participative leadership style by type of college, the comparison of the respondents' perceptions revealed a computed F-value of 5.10 which is greater than the critical F-value of 1.84 with 12 and 117 degrees of freedom. Moreover,

the hypothesis of no significant differences among their perceptions by type of college was rejected. Hence, a posteriori test was undertaken to generate evaluation on differences in means of paired colleges. Thus, 42 out of 78 paired colleges revealed "significant" which led to the rejection of the hypothesis.

39. As to the extent of preference of College deans relative to the supportive leadership style by type of college, the comparison of the respondents' perceptions revealed a computed F-value of 8.63 which is greater than the critical F-value of 1.85 with 12 and 104 degrees of freedom. Moreover, the hypothesis of no significant differences among their perceptions by type of college was rejected. Hence, a posteriori test has been undertaken to generate evaluation on differences in means of paired colleges. Thus, 11 out of 78 paired colleges revealed "significant" which led to the rejection of the hypothesis.

40. As to the extent of knowledge of College deans relative to the supportive leadership style by type of college, the comparison of the respondents' perceptions revealed a computed F-value of 8.63 which is greater than the critical F-value of 1.85 with 12 and 104 degrees of freedom. Moreover, the hypothesis of no significant differences among their perceptions by type of college was rejected. Hence, a posteriori test has been undertaken to generate evaluation on differences in means of paired colleges. Thus, 35 out of 78 paired colleges revealed "significant" which led to the rejection of the hypothesis.

41. As to the extent of manifestation of College deans relative to the supportive leadership style by type of college, the comparison of the respondents' perceptions revealed a computed F-value of 6.11 which is greater than the critical F-value of 1.85 with 12 and 104 degrees of freedom. Moreover, the hypothesis of no significant differences among their perceptions by type of college was rejected. Hence, a posteriori test has been undertaken to generate evaluation on differences in means of paired colleges. Thus, 31 out of 78 paired colleges revealed "significant" which led to the rejection of the hypothesis.

42. As to the extent of preference of College deans relative to the directive leadership style by type of college, the comparison of the respondents' perceptions revealed a computed F-value of 5.33 which is greater than the critical F-value of 1.85 with 12 and 104 degrees of freedom. Moreover, the hypothesis of no significant differences among their perceptions by type of college was rejected. Hence, a posteriori test has been undertaken to generate evaluation on differences in means of paired colleges. Thus, 32 out of 78 paired colleges revealed "significant" which led to the rejection of the hypothesis.

43. As to the extent of knowledge of College deans relative to the directive leadership style by type of college, the comparison of the respondents' perceptions revealed a computed F-value of 3.31 which is greater than the critical F-value of 1.85 with 12 and 104 degrees of freedom. Moreover, the hypothesis of no significant differences among their perceptions by type of

college was rejected. Hence, a posteriori test has been undertaken to generate evaluation on differences in means of paired colleges. Thus, 24 out of 78 paired colleges revealed "significant" which led to the rejection of the hypothesis.

44. As to the extent of manifestation of College deans relative to the directive leadership style by type of college, the comparison of the respondents' perceptions revealed a computed F-value of 2.84 which is greater than the critical F-value of 1.85 with 12 and 104 degrees of freedom. Moreover, the hypothesis of no significant differences among their perceptions by type of college was rejected. Hence, a posteriori test has been undertaken to generate evaluation on differences in means of paired colleges. Thus, 21 out of 78 paired colleges revealed "significant" which led to the rejection of the hypothesis.

45. As to the extent of preference of College deans relative to the achievement leadership style by type of college, the comparison of the respondents' perceptions revealed a computed F-value of 4.20 which is greater than the critical F-value of 1.84 with 12 and 117 degrees of freedom. Moreover, the hypothesis of no significant differences among their perceptions by type of college was rejected. Hence, a posteriori test has been undertaken to generate evaluation on differences in means of paired colleges. Thus, 17 out of 78 paired colleges revealed "significant" which led to the rejection of the hypothesis.

46. As to the extent of knowledge of College deans relative to the achievement-oriented leadership style by type of college, the comparison of the

respondents' perceptions revealed a computed F-value of 5.44 which is greater than the critical F-value of 1.84 with 12 and 117 degrees of freedom. Moreover, the hypothesis of no significant differences among their perceptions by type of college was rejected. Hence, a posteriori test was undertaken to generate evaluation on differences in means of paired colleges. Thus, 33 out of 78 paired colleges revealed "significant" which led to the rejection of the hypothesis.

47. As to the extent of manifestation of College deans relative to the achievement-oriented leadership style by type of college, the comparison of the respondents' perceptions revealed a computed F-value of 4.96 which is greater than the critical F-value of 1.84 with 12 and 117 degrees of freedom. Moreover, the hypothesis of no significant differences among their perceptions by type of college was rejected. Hence, a posteriori test has been undertaken to generate evaluation on differences in means of paired colleges. Thus, 28 out of 78 paired colleges revealed "significant" which led to the rejection of the hypothesis.

48. The College Deans perceived that their extent of knowledge with the planning management function was "very much knowledgeable" with a grand mean of 4.52 , and the extent of importance and implementation were assessed by themselves as "much knowledgeable" and "much implemented" with grand means of 4.50 and 4.48, respectively.

49. As perceived by the department heads, the extent of knowledge, importance and implementation relative to planning management function were

assessed "much knowledgeable", "much important" and "much implemented" with grand means of 4.31, 4.27 and 4.27, respectively.

50. The responses of the faculty members on the extent of knowledge, importance and implementation along planning management function were "much knowledgeable", "much important" and "much implemented" as evidenced by the grand means of 4.15, 4.15 and 4.16, respectively.

51. As regards to College deans' perceptions on the extent of knowledge and importance along organizing function, their assessments were "much knowledgeable" and "much important" as evidenced by the grand mean of 4.46 and 4.49, respectively. On the other hand, the extent of implementation was assessed by them as "very much implemented" as evidenced by the grand mean of 4.53.

52. The department heads assessed the extent of knowledge, importance and implementation of College deans along organizing as "much knowledgeable", "much important" and "much implemented" as evidenced by the grand means of 4.26, 4.27 and 4.27, respectively.

53. The responses of faculty members on the extent of knowledge, importance and implementation along organizing management function were "much knowledgeable", "much important" and "much implemented" as evidenced by the grand means of 4.16, 4.16 and 4.16, respectively.

54. The assessment of the college deans on the extent of knowledge along leading was "much knowledgeable" with a grand mean of 4.48 while "very much important" and "very much implemented" on the extent of importance and implementation of leading function as evidenced by the grand means of 4.51 and 4.53, respectively.

55. The department heads perceived that the extent of knowledge, importance and implementation of the college deans of leading function were "much knowledgeable", "much important" and "much implemented" as evidenced by the grand means of 4.31, 4.27 and 4.27, respectively.

56. The responses of faculty members on the extent of knowledge, importance and implementation along leading management function were "much knowledgeable", "much important" and "much implemented" as evidenced by the grand means of 4.13, 4.12 and 4.13, respectively.

57. Along controlling, the college deans assessed the extent of knowledge, importance and implementation of this management function by themselves as "very much knowledgeable", "very much important" and "very much implemented" as evidenced by the grand means of 4.55, 4.56 and 4.54, respectively.

58. The department heads perceived that the extent of knowledge, importance and implementation of the college deans along controlling were

"much knowledgeable", "much important" and "much implemented" as evidenced by the grand means of 4.31, 4.34 and 4.39, respectively.

59. The responses of faculty members on the extent of knowledge, importance and implementation along controlling management function were "much knowledgeable", "much important" and "much implemented" as evidenced by the grand means of 4.13, 4.12 and 4.13, respectively.

60. Relative to the comparison on the extent of knowledge of the college deans on the management function along planning by group of respondents, the college deans gave the highest mean of 4.52 which is equivalent to a qualitative rating of "very much knowledgeable" and the department heads and faculty members rated "much knowledgeable" as evidenced by the grand means of 4.31 and 4.15, respectively. As a result, respondents perceptions revealed a computed F-value of 64.88 which is greater than the critical F-value of 3.35 with 2 and 27 degrees of freedom. The hypothesis of no significant differences among their perceptions by group of respondents was rejected.

61. As regards to the comparison on the extent of importance of the college deans on the management function along planning by group of respondents, the three categories of respondents gave the following overall means: 4.50 for college deans, 4.32 for department heads and 4.15 for faculty members which are all equivalent to a qualitative rating of "much important". As a result, the computed F-value of 67.729 which is greater than the critical F-

value of 3.35 with 2 and 27 degrees of freedom. The hypothesis of no significant differences among their perceptions by group of respondents was rejected.

62. Pertaining to the comparison on the extent of implementation of the college deans on the management function along planning by group of respondents, the three categories of respondents gave the following overall means: 4.48 for college deans, 4.27 for department heads and 4.16 for faculty members which are all equivalent to a qualitative rating of "much implemented". As a result, the comparison of the respondents perceptions revealed a computed F-value of 46.20 which is greater than the critical F-value of 3.35 with 2 and 27 degrees of freedom. The hypothesis of no significant differences among their perceptions by group of respondents was rejected.

63. As regards to the comparison on the extent of knowledge of the college deans on the management function along organizing by group of respondents, the three categories of respondents gave the following overall means: 4.46 for college deans, 4.26 for department heads and 4.16 for faculty members which are all equivalent to a qualitative rating of "much knowledgeable". As a result, the comparison of the respondents perceptions revealed a computed F-value of 43.434 which is greater than the critical F-value of 3.47 with 2 and 21 degrees of freedom. The hypothesis of no

significant differences among their perceptions by group of respondents was rejected.

64. Relative to the comparison on the extent of importance of the college deans on the management function along organizing by group of respondents, the three categories of respondents gave the following overall means: 4.49 for college deans, 4.28 for department heads and 4.17 for faculty members which are all equivalent to a qualitative rating of "much important". As a result, the comparison of the respondents perceptions revealed a computed F-value of 51.718 which is greater than the critical F-value of 3.47 with 2 and 21 degrees of freedom. The hypothesis of no significant differences among their perceptions by group of respondents was rejected.

65. As regards to the comparison on the extent of implementation of the college deans on the management function along organizing by group of respondents, the three categories of respondents gave the following overall means: 4.53 or "very much implemented" for college deans, 4.27 or "much implemented" for department heads and 4.16 or "much implemented" for faculty members. As a result, the comparison of the respondents perceptions revealed a computed F-value of 75.469 which is greater than the critical F-value of 3.47 with 2 and 21 degrees of freedom. The hypothesis of no significant differences among their perceptions by group of respondents was rejected.

66. Relative to the comparison on the extent of knowledge of the college deans on the management function along leading by group of respondents, the three categories of respondents rated "much knowledgeable". As a result, the comparison of the respondents' perceptions revealed a computed F-value of 98.50 which is greater than the critical F-value of 3.35 with 2 and 27 degrees of freedom. The hypothesis of no significant differences among their perceptions by group of respondents was rejected.

67. For the comparison on the extent of importance of the college deans on the management function along leading by group of respondents, the college deans rated "very much important" while the department heads and faculty members rated "much important". As a result, the comparison of the respondents perceptions revealed a computed F-value of 159.79 which is greater than the critical F-value of 3.35 with 2 and 27 degrees of freedom. The hypothesis of no significant differences among their perceptions by group of respondents was rejected.

68. As regards to the comparison on the extent of implementation of the college deans on the management function along leading by group of respondents, the three categories of respondents gave the following overall means: 4.53 or "very much implemented" for college deans, 4.27 or "much implemented" for department heads and 4.13 or "much implemented" for faculty members. As a result, the comparison of the respondents perceptions

revealed a computed F-value of 157.94 which is greater than the critical F-value of 3.47 with 2 and 21 degrees of freedom. The hypothesis of no significant differences among their perceptions by group of respondents was rejected.

69. Relative to the comparison on the extent of knowledge of the college deans on the management function along controlling by group of respondents, the college deans rated themselves as "very much knowledgeable" and the department heads and faculty members rated "much knowledgeable". As a result, the comparison of the respondents perceptions revealed a computed F-value of 185.42 which is greater than the critical F-value of 3.40 with 2 and 24 degrees of freedom. The hypothesis of no significant differences among their perceptions by group of respondents was rejected.

70. For the comparison on the extent of importance of the college deans on the management function along controlling by group of respondents, the college deans rated themselves as "very much important" while the department heads and faculty members rated "much important". As a result, the comparison of the respondents perceptions revealed a computed F-value of 236.88 which is greater than the critical F-value of 3.40 with 2 and 24 degrees of freedom. The hypothesis of no significant differences among their perceptions by group of respondents was rejected.

71. For the comparison on the extent of implementation of the college deans on the management function along controlling by group of respondents, the college deans rated "very much implemented" while the department heads and faculty members rated "much implemented". As a result, the comparison of the respondents perceptions revealed a computed F-value of 108.71 which is greater than the critical F-value of 3.40 with 2 and 27 degrees of freedom. The hypothesis of no significant differences among their perceptions by group of respondents was rejected.

72. For the comparison on the extent of knowledge of the college deans on the management functions along planning by type of college, ten out of thirteen colleges rated "very much knowledgeable" and the remaining three colleges rated "much knowledgeable". Hence, the one-way analysis of variance was employed and the perceptions of the colleges revealed a computed F-value of 6.11 which is greater than the critical F-value of 1.84 at 0.05 level of significance with 2 and 117 degrees of freedom. The hypothesis of no significant differences among their perceptions by type of college was rejected.

73. Relative to the comparison on the extent of importance of the college deans on the management functions along planning by type of college, eight out of thirteen colleges rated "very much important" and the remaining five colleges rated "much important". Hence, the one-way analysis of variance was employed and the perceptions of the colleges revealed a computed F-value

of 2.15 which is greater than the critical F-value of 1.84 at 0.05 level of significance with 2 and 117 degrees of freedom. The hypothesis of no significant differences among their perceptions by type of college was rejected.

74. For the comparison on the extent of implementation of the college deans on the management functions along planning by type of college, nine out of thirteen colleges rated "very much implemented" and the remaining four colleges rated "much implemented". Hence, the one-way analysis of variance was employed and the perceptions of the colleges revealed a computed F-value of 6.04 which is greater than the critical F-value of 1.84 at 0.05 level of significance with 2 and 117 degrees of freedom. The hypothesis of no significant differences among their perceptions by type of college was rejected. This indicated that the responses of the thirteen colleges considered were different.

75. For the comparison on the extent of knowledge of the college deans on the management functions along organizing by type of college, seven out of thirteen colleges rated "very much knowledgeable" and the remaining six colleges rated "much knowledgeable". Hence, the one-way analysis of variance was employed and the perceptions of the colleges revealed a computed F-value of 3.78 which is greater than the critical F-value of 1.84 at 0.05 level of significance with 12 and 91 degrees of freedom. The hypothesis which states that "there is no significant differences on the extent of knowledge of the college

deans on the management functions along organizing by type of college" is rejected.

76. For the comparison on the extent of importance of the college deans on the management functions along organizing by type of college, seven out of thirteen colleges rated "very much important" and the remaining six colleges rated "much important. Hence, the one-way analysis of variance was employed and the perceptions of the colleges revealed a computed F-value of 2.96 which is greater than the critical F-value of 1.84 at 0.05 level of significance with 12 and 91 degrees of freedom. The hypothesis which states that "there is no significant differences on the extent of importance of the college deans on the management functions along organizing by type of college" is rejected.

77. Pertaining to the comparison on the extent of implementation of the college deans on the management functions along organizing by type of college, seven out of thirteen colleges rated "very much implemented" and the remaining six colleges rated "much implemented". Hence, the one-way analysis of variance was employed and the perceptions of the colleges revealed a computed F-value of 5.11 which is greater than the critical F-value of 1.86 at 0.05 level of significance with 12 and 91 degrees of freedom. The hypothesis which states that "there is no significant differences on the extent of implementation of the college deans on the management functions along organizing by type of college" is rejected.

78. For the comparison on the extent of knowledge of the college deans on the management functions along leading by type of college, five out of thirteen colleges rated "very much knowledgeable" and the remaining six colleges rated "much knowledgeable". Hence, the one-way analysis of variance was employed and the perceptions of the colleges revealed a computed F-value of 6.89 which is greater than the critical F-value of 1.84 at 0.05 level of significance with 12 and 117 degrees of freedom. The hypothesis which states that "there is no significant differences on the extent of knowledge of the college deans on the management functions along leading by type of college" is rejected.

79. For the comparison on the extent of importance of the college deans on the management functions along leading by type of college, five out of thirteen colleges rated "very much important" and the remaining six colleges rated "much important". Hence, the one-way analysis of variance was employed and the perceptions of the colleges revealed a computed F-value of 6.25 which is greater than the critical F-value of 1.84 at 0.05 level of significance with 12 and 117 degrees of freedom. The hypothesis which states that "there is no significant differences on the extent of importance of the college deans on the management functions along leading by type of college" is rejected.

80. For the comparison on the extent of implementation of the college deans on the management functions along leading by type of college, six out of thirteen colleges rated "very much implemented" and the remaining seven

colleges rated "much implemented". Hence, the one-way analysis of variance was utilized and the perceptions of the colleges revealed a computed F-value of 5.37 which is greater than the critical F-value of 1.84 at 0.05 level of significance with 12 and 117 degrees of freedom. The hypothesis which states that "there is no significant differences on the extent of implementation of the college deans on the management functions along leading by type of college" is rejected.

81. For the comparison on the extent of knowledge of the college deans on the management functions along controlling by type of college, nine out of thirteen colleges rated "very much knowledgeable" and the remaining four colleges rated "much knowledgeable". Hence, the one-way analysis of variance was employed and the perceptions of the colleges revealed a computed F-value of 1.69 which is lesser than the critical F-value of 1.85 at 0.05 level of significance with 12 and 104 degrees of freedom. The hypothesis which states that "there is no significant differences on the extent of knowledge of the college deans on the management functions along leading by type of college" is accepted

82. The hypothesis that "there is no significant differences on the extent of importance of the college deans on the management functions along leading by type of college" was accepted. Nine out of thirteen colleges rated "very much important" and the remaining four colleges rated "much important". Based on the result of the one-way analysis of variance, the

perceptions of the colleges revealed a computed F-value of 1.59 which is lesser than the critical F-value of 1.85 at 0.05 level of significance with 12 and 104 degrees of freedom.

83. The hypothesis that "there is no significant differences on the extent of importance of the college deans on the management functions along leading by type of college" was rejected. Based on the result of the one-way analysis of variance , the perceptions of the colleges revealed a computed F-value of 2.08 which is greater than the critical F-value of 1.85 at 0.05 level of significance with 12 and 104 degrees of freedom. The extent of importance of the college deans, therefore, is positively and significantly correlated to its management function along leading.

84. For the comparison on the extent of implementation of the college deans on the management functions along leading by type of college, seven out of thirteen colleges rated "very much implemented" and the remaining six colleges rated "much implemented ". Hence, the one-way analysis of variance was employed and the perceptions of the colleges revealed a computed F-value of 2.08 which is greater than the critical F-value of 1.85 at 0.05 level of significance with 12 and 104 degrees of freedom.

85. There was no significant relationship between the leadership style along participative and the management functions of the college deans. The computed t-values for testing the significance of the relationship were

pegged at : 1.94, 1.88, 1.48 and 1.07, which were lesser than the critical t-value of 2.021 at 0.05 level of significance with 36 degrees of freedom.

86. There was a significant relationship between the leadership style along supportive and the management functions of the college deans. The computed t-values for testing the significance of the relationship were pegged at : 3.84, 4.16, 3.27 and 3.07 which were formed greater than the critical t-value of 2.021 at 0.05 level of significance with 36 degrees of freedom.

87. There was a significant relationship between the leadership style along directive and the management functions of the college deans along planning, organizing, leading and controlling. The computed t-values were greater than the critical t-value of 2.021 at 0.05 level of significance with 36 degrees of freedom.

88. There was a significant relationship between the leadership style along achievement-oriented and the management functions of the college deans along planning, organizing, leading and controlling. To test their significance of correlation, the Fisher's t-values were computed which were pegged at : 4.29, 3.00, 3.16 and 2.96 , respectively, and proved greater than the critical t-value of 2.021 at 0.05 level of significance with 36 degrees of freedom.

89. There was no significant relationship between the extent to which college deans prefer with the participative leadership style and their age, sex,

civil status, educational attainment, teaching experience, administrative experience, relevant in-service training attended at national, regional or local levels, performance rating and monthly income. The correlational coefficients of these variables were posted at 0.209, 0.232, 0.038, 0.274, 0.024, 0.299, 0.039, 0.064, 0.159, 0.215 and 0.172 , respectively, which were found to be lesser than the critical values of 2.021 at 0.05 level of significance and 36 degrees of freedom.

90. There was a significant relationship between the extent to which college deans prefer with the participative leadership style and their academic rank and relevant in-service trainings in terms of international level . The r-values were pegged at 0.332 and 0.488, with a corresponding t-values of 2.17 and 3.44 which proved greater than the tabular value of 2.021 with 36 degrees of freedom.

91. There was no significant relationship between the extent to which college deans manifest with the participative leadership style and age and sex, civil status, educational attainment, academic rank, teaching experience, administrative experience, relevant in-service trainings attended, performance rating and monthly income.

92. There was a significant relationship between the extent to which college deans prefer with the supportive leadership style and their performance rating". The r- value was 0.461 with a corresponding t-value of 3.20 which was

found to be greater than the critical value of 2.021 at 0.05 level of significance and 36 degrees of freedom

93. There was a significant relationship between the extent to which college deans have knowledge with the supportive style and their international trainings and performance rating. The computed r- values were pegged at 0.643 and 0.497 and the corresponding t-values were 5.18 and 3.53 which were greater than the tabular value of 2.021 with 36 degrees of freedom.

94. There was a significant relationship between the extent of manifestation of the college deans with the leadership styles along supportive and their trainings in international level and performance rating as suggested by their r- values of 0.732 and 0.320, respectively. The corresponding t-values of 6.63 and 2.08 were found greater than the tabular value of 2.021 with 36 degrees of freedom.

95. There was a significant relationship between the extent of preference of the college deans with the leadership styles along directive and their trainings in terms of international level as suggested by the r-value of 0.424 with a t-value of 2.88 which was greater than the tabular value of 2.021 with 36 degrees of freedom.

96. There was a significant relationship between the extent of knowledge of college deans' along directive style and their trainings in terms of international level as suggested by the r- value of 0.525 with a t-value of 3.80

which was found greater than the tabular value of 2.021 with 36 degrees of freedom.

97. There was a significant relationship between the extent of manifestation of the college deans with the leadership styles along directive and their trainings in terms of international level as suggested by the r- value of 0.4037 with a t-value of 2.72 which was greater than the tabular value of 2.021 with 36 degrees of freedom.

98. There was a significant relationship between the extent of preference of the college deans with the leadership styles along achievement-oriented and their international and regional trainings attended as revealed their r- values of 0.677 and 0.372 with a corresponding t-values of 5.67 and 2.47 , respectively, which were greater than the tabular value of 2.021 with 36 degrees of freedom.

99. There was no significant relationship between the extent of knowledge of the college deans with the leadership styles along achievement-oriented and their age and sex, civil status, educational attainment, academic rank, teaching experience, administrative experience, relevant in-service training, performance rating and monthly income.

100. There was no significant relationship between the extent of manifestation of the college deans with the leadership styles along achievement-oriented and their age and sex, civil status, educational

attainment, academic rank, teaching experience, administrative experience, relevant in-service training, performance rating and monthly .

101. There was a significant relationship between the extent of knowledge of the college deans with the management functions along planning and their age, academic rank, teaching experience, administrative experience, relevant in-service training attended at international level and monthly income .

The correlational coefficients between the college deans' age, academic rank, teaching experience ,administrative experience , relevant in-service trainings in terms of international level, and monthly income were posted at 0.397, 0.433, 0.439, 0.378, 0.725, and 0.394,, respectively. The corresponding t-values for testing the significant of the relationship were: 2.67, 2.96, 3.01, 2.52, 6.49 and 2.64 which were found greater than the critical t- value of 2.021 at 0.05 level of significance and 36 degrees of freedom.

102. There was a significant relationship between the extent of importance of the college deans with the management functions along planning and their educational attainment and international trainings as evidenced by the r-values of 0.330 and 0859, respectively and the corresponding t-values were pegged at 2.15 and 10.34 which were found to be greater than the critical t-value of 2.021 at 0.05 level of significance and 36 degrees of freedom.

103. There was a significant relationship between the extent of implementation of the college deans with the management functions along

planning and their age, educational attainment, academic rank, teaching experience, and relevant in-service training attended at international level. The correlational coefficients between the college deans age, educational attainment, academic rank, teaching experience, and relevant in-service trainings in terms of international level were posted at 0.339, 0.423, 0.515, 0.321, and 0.503, respectively. Hence, the t-values for testing the significant of the relationship were: 2.22, 2.88, 3.70, 2.09 and 3.59 were found to be greater than the critical t-value of 2.021 at 0.05 level of significance and 36 degrees of freedom.

104. There was a significant relationship between the extent of knowledge of the college deans with the management functions along organizing and their age, educational attainment, academic rank, teaching experience, and relevant in-service trainings in terms of international level, regional level and monthly income which were posted at 0.336, 0.326, 0.595, 0.419, 0.364, 0.372, and 0.364, respectively with a corresponding t-values for testing of 2.20, 2.13, 4.56, 2.85, 2.41, 2.47 and 2.41 which were found to be greater than the critical t-value of 2.021 at 0.05 level of significance and 36 degrees of freedom.

105. There was a significant relationship between the extent of importance of the college deans with the management functions along organizing and their educational attainment, academic rank, teaching experience, and relevant in-service trainings in terms of international level, and

national level which were posted at 0.319, 0.504, 0.407, 0.421, 0.469, respectively with a corresponding the t-values for testing the significant of the relationship of : 2.07, 3.59, 2.75, 2.86, and 3.27 which were found greater than the critical t-value of 2.021 at 0.05 level of significance and 36 degrees of freedom.

106. There was a significant relationship between the extent of implementation of the college deans with the management functions along planning and their age, educational attainment, academic rank, teaching experience ,and relevant in-service trainings in terms of international level which were posted at 0.339, 0.423, 0.515, 0.321, and 0.503, respectively and with a corresponding the t-values for testing the significant of the relationship of : 2.22, 2.88, 3.70, 2.09 and 3.59 which were found to be greater than the critical t-value of 2.021 at 0.05 level of significance and 36 degrees of freedom.

107. There was a significant relationship between the extent of knowledge of the college deans with the management functions along organizing and their age, educational attainment, academic rank, teaching experience ,and relevant in-service trainings in terms of international level, regional level and monthly income were posted at 0.336, 0.326, 0.595, 0.419, 0.364, 0.372, and 0.364, respectively. Hence, the t-values for testing the significant of the relationship were: 2.20, 2.13, 4.56, 2.85, 2.41, 2.47 and 2.41 were found to be greater than the critical t-value of 2.021 at 0.05 level of significance and 36 degrees of freedom.

108. There was a significant relationship between the extent of importance of the college deans with the management functions along organizing and their educational attainment, academic rank, teaching experience ,and relevant in-service trainings in terms of international level, and national level were posted at 0.319, 0.504, 0.407, 0.421, 0.469, respectively and the corresponding the t-values for testing the significant of the relationship were: 2.07, 3.59,2.75, 2.86, and 3.27 which were found greater than the critical t- value of 2.021 at 0.05 level of significance and 36 degrees of freedom.

109. There was a significant relationship between the extent of implementation of the college deans with the management functions along organizing and their educational attainment, teaching experience ,academic experience and relevant in-service trainings in terms of international level were posted at 0.336, 0.454, 0.391, 0.518, respectively with the t-values for testing the significant of the relationship of : 2.20, 3.14, 2.62 and 3.73 which were found greater than the critical t- value of 2.021 at 0.05 level of significance and 36 degrees of freedom.

110. There a significant relationship between the extent of knowledge of the college deans with the management functions along leading and their educational attainment, academic rank, and relevant in-service trainings in terms of international level were posted at 0.334, 0.367, and 0.371, respectively. Hence, the t-values for testing the significant of the relationship were: 2.18, 2.43

and 2.46 which were found greater than the critical t- value of 2.021 at 0.05 level of significance and 36 degrees of freedom.

111. There was a significant relationship between the extent of importance of the college deans with the management functions along leading and their academic rank, relevant in-service trainings in terms of international level, and monthly income were posted at 0.591, 0.421, and 0.346, respectively. Hence, the t-values for testing the significant of the relationship were: 4.52, 2.86 and 2.27 which were found greater than the critical t- value of 2.021 at 0.05 level of significance and 36 degrees of freedom.

112. There was a significant relationship between the extent of implementation of the college deans with the management functions along leading and their academic rank with a coefficient of 0.346 and a t-value of 2.27 which was greater than the critical t- value of 2.021 at 0.05 level of significance and 36 degrees of freedom.

113. There was a significant relationship between the extent of knowledge of the college deans with the management functions along controlling and their performance rating with an r-value of 0.430 and with a t-value of 2.94 which was found greater than the critical t- value of 2.021 at 0.05 level of significance and 36 degrees of freedom.

114. There was a significant relationship between the extent of importance of the college deans with the management functions along

controlling and their age and local training attended with r-value of 0.345 and 0.317, respectively. The computed t-value was posted at of 2.27 and 2.06, respectively, which were found greater than the critical t- value of 2.021 at 0.05 level of significance and 36 degrees of freedom.

115. There was a significant relationship between the extent to which college deans have implementation with the controlling management function and their academic rank with a correlational coefficient of 0.331 with a corresponding t-value of 2.16 which was found greater than the critical t- value of 2.021 at 0.05 level of significance and 36 degrees of freedom.

116. Along instruction, 36 or 94.74 percent of the respondents have answered "moderately high" interpretation with 41-60 percent level of productivity and 2 or 5.26 percent of the respondents have answered "high" level of productivity with a mean of 51.06 which was interpreted as "moderately high" and a standard deviation of 4.93.

117. Along research, 28 or 73.68 percent of the respondents have answered "moderately high" while 6 or 15.79 percent of the respondents have answered "low" and 4 or 10.53 percent of the respondents have answered "high" with an average of 48.17 which is interpreted as "moderately high" level of productivity and with a standard deviation of 10.18. Moreover, along the area of extension, 34 or 89.47 percent of the respondents have answered "high" level of productivity and 4 or 10.53 percent of the respondents have answered

"moderately high" with an average of 50.18 which is interpreted as "moderately high" and a standard deviation of 5.5451.

118. Along production, 37 or 97.37 percent of the respondents have answered "very low" level of productivity of college deans and 1 or 2.63 percent of the respondents have answered "low" with an average of 8.16 which is interpreted as "very low" with a standard deviation of 6.47.

119. Along supportive style, planning, organizing, leading and controlling were found significant at 0.01 level of significance. Hence, the hypothesis which states that "there is no significant relationships between the college deans' supportive style and management functions" is rejected.

120. Along directive and achievement-oriented leadership styles of college deans affect their management functions as revealed by the Pearson r results at 0.05 level of significance.

121. Along planning function, it bears no significant relationship with the instruction, research, extension and production as revealed by the computed Pearson r values of 0.21, -0.105, -0.003 and 0.108, respectively. This means that the hypothesis which states that: " There is no significant relationship between the planning function of College Deans and their level of productivity" is accepted.

122. Along organizing, leading and controlling functions, none of the three functions bore a significant relationship with the College deans' productivity in terms of instruction, research, extension and production.

### Conclusions

In the light of these findings, the following conclusions were drawn:

1. The college deans among state universities and colleges in Eastern Visayas are mostly married, dominated by females, and in their early 50s and considerably mature for their present position. Majority of the college deans are doctorate degree holders and some of them have finished master's degree and with units in Ph.D./Ed.D./D.M. Many of them have been teaching first before they become administrators, have attended relevant in-service trainings, with very satisfactory performance rating and an adequate monthly income.

2. The college deans have much preference, much knowledgeable and much manifestation on the leadership styles along participative, supportive, directive and achievement-oriented.

3. There are significant differences on the perceptions of the three groups of respondents on the extent of preference, knowledge and manifestation of the leadership styles along participative, supportive, directive and achievement-oriented.

4. There are significant differences on the perceptions of the three groups of respondents on the extent of preference, knowledge and manifestation

of the leadership styles along participative, supportive, directive and achievement-oriented by type of college.

5. The college deans are much knowledgeable, much important and much implementation on the management functions along planning, organizing, leading and controlling.

6. There are significant differences of perceptions of the college deans, department heads and faculty members on the extent of knowledge, importance and implementation of the college deans on the management functions along planning, organizing, leading and controlling.

7. There is no significant relationship between participative leadership style and management functions of college deans along planning, organizing, leading and controlling.

8. There is a significant relationship between supportive leadership style and management functions of college deans along planning, organizing, leading and controlling.

9. There is a significant relationship between supportive leadership style and management functions of college deans long planning, organizing , leading and controlling.

10. There is a significant relationship between the achievement-oriented leadership style and the management functions of college deans along planning, organizing , leading and controlling.

11. Among the demographic variables only academic rank and international trainings attended by the college deans influence their preference towards participative style, and educational attainment and monthly income on the extent of knowledge.

12. Performance rating correlated significantly with the extent of preference of college deans while international training and performance rating for the extent of knowledge and manifestation along supportive style.

13. International trainings attended by the college deans correlated significantly on the extent of preference, knowledge and manifestation with the college deans' leadership style along leading.

14. Among the demographic variables considered, only the international and regional trainings attended by the college deans which correlated significantly to its leadership style along achievement-oriented.

15. Age, academic rank, teaching experience, administrative experience, relevant in-service trainings attended at international level and monthly income relate significantly on the extent to which college deans have knowledge, importance and implementation with the planning management function.

16. Variables such as age, educational attainment, academic rank, teaching experience, relevant in-service training attended at international level and regional level , and monthly income relate significantly on the extent to

which college deans have knowledge, importance and implementation with the organizing management function.

17. Educational attainment, academic rank, teaching experience, relevant in-service training attended at international level and national level relate significantly on the extent to which college deans have importance and implementation with the organizing management function.

18. The level of productivity of college deans along instruction, research and extension was "moderately high" while "very low" along production.

19. In terms of relationship between leadership styles and management functions, the supportive, directive and achievement-oriented leadership styles showed a significantly correlation with planning, organizing, leading and controlling.

### Recommendations

In the light of the findings and conclusions of the study, the respondents and researcher recommend the following:

1. The College deans must be provided with ample information on leadership styles, management functions and productivity to improve their leadership, management and productivity skills.

2. The College deans should be encouraged to actively involve themselves in research, extension and income generation so as to meet goals and objectives of the college and augment the college's income as well.

3. A similar study may be conducted in other regions using the same instrument to assess the leadership style, management functions and productivity of college deans.

4. Another study maybe conducted to correlate the demographic profile, leadership styles, management functions and productivity of key officials in private higher educational institutions in the region.

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## A P P E N D I C E S

APPENDIX A  
Republic of the Philippines  
SAMAR STATE UNIVERSITY  
Catbalogan, Samar

May 23, 2011

DR. MARILYN D. CARDOSO  
Dean, College of Graduate Studies  
This University

Madam:

In my earnest desire to finish my doctoral studies, I have the honor to submit for approval one of the following research problems, preferably number 1:

1. LEADERSHIP STYLES AND MANAGEMENT FUNCTIONS OF COLLEGE DEANS AMONG STATE UNIVERSITIES AND COLLEGES IN EASTERN VISAYAS : BASIS FOR A TRAINING MODEL
2. LEADERSHIP STYLES AND MANAGEMENT FUNCTIONS OF STATE UNIVERSITIES AND COLLEGES PRESIDENTS IN EASTERN VISAYAS: A MODEL
3. CONCEPTUAL UNDERSTANDING IN CHEMISTRY OF FRESHMEN ENGINEERING STUDENTS OF SAMAR STATE UNIVERSITY: ITS IMPACT IN THE APPLICATION OF CONCEPTS IN THE FIELD OF ENGINEERING

Hoping for your favorable approval of any of these titles.

Thank you so much and more power.

Very truly yours,

(SGD.) LANIE M. PACADALJEN  
Researcher

APPROVED:

(SGD.) MARILYN D. CARDOSO, Ph.D.  
Dean, College of Graduate Studies

Republic of the Philippines  
SAMAR STATE UNIVERSITY  
Catbalogan, Samar

September 5, 2011

DR. SIMON P. BABALCON, JR.  
Officer-in-Charge, Office of the President  
This University

Sir:

The undersigned is currently conducting a study entitled "LEADERSHIP STYLES, MANAGEMENT FUNCTIONS AND PRODUCTIVITY OF COLLEGE DEANS AMONG STATE UNIVERSITIES AND COLLEGES IN EASTERN VISAYAS: BASIS FOR A TRAINING MODEL", as a requirement for the degree, Doctor of Philosophy major in Educational Management in this University.

In this regard, the undersigned humbly asks permission from your good office to validate her research instrument in the College of Education of this University.

Anticipating your favorable approval on this request.

Thank you so much for your support and more power.

Very truly yours,

(SGD.)LANIE M. PACADALJEN  
Researcher

NOTED:

(SGD.)EUSEBIO T. PACOLOR, Ph.D.  
Adviser

APPROVED:

(SGD.)SIMON P. BABALCON, JR., Ph.D.  
Officer-in-Charge, Office of the University President

Republic of the Philippines  
**SAMAR STATE UNIVERSITY**  
Catbalogan, Samar

September 6, 2011

Dear Validator:

The undersigned is currently conducting a study entitled **"LEADERSHIP STYLES, MANAGEMENT FUNCTIONS AND PRODUCTIVITY OF COLLEGE DEANS AMONG STATE UNIVERSITIES AND COLLEGES IN EASTERN VISAYAS: BASIS FOR A TRAINING MODEL"**, as a requirement for the degree, Doctor of Philosophy major in Educational Management in this University.

In this regard, the researcher is pleased to inform you that you have been chosen to validate her research instrument, as such, your honest and sincere responses to the different indicators in the attached questionnaire and checklist based on what and how you perceived are highly solicited. Moreover, please feel free to make some suggestions/ recommendations on the items which you think need revisions.

Rest assured that all information that you will supply will be treated with strict confidentiality and will be presented in statistical manner without reference to a particular person.

Thank you so much for your cooperation and support.

Very truly yours,

**(SGD.) LANIE M. PACADALJEN**  
Researcher

Republic of the Philippines  
SAMAR STATE UNIVERSITY  
Catbalogan, Samar

September 12, 2011

DR. SIMON P. BABALCON, JR.  
University Professor  
Officer-in-Charge, Office of the President  
This University

Sir:

Greetings!

In connection with the research which I am presently conducting entitled "LEADERSHIP STYLES, MANAGEMENT FUNCTIONS AND PRODUCTIVITY OF COLLEGE DEANS AMONG SUCs IN EASTERN VISAYAS: BASIS FOR A TRAINING MODEL", I am respectfully requesting permission from your good office to administer my survey questionnaire to three respondents of your University, namely: 1) Deans, 2) Associate Deans, and 3) Faculty.

Rest assured that responses would be kept confidential.

Your favorable action on this matter is earnestly sought.

Thank you so much.

Very truly yours,

(SGD.) LANIE M. PACADALJEN  
Researcher

NOTED:

(SGD.) EUSEBIO T. PACOLOR, Ph.D.  
Adviser/ Vice-President for Academic Affairs

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.  
Dean, College of Graduate Studies

APPROVED:

(SGD.) SIMON P. BABALCON, JR., Ph.D.  
Officer-in-Charge, Office of the President

Republic of the Philippines  
SAMAR STATE UNIVERSITY  
Catbalogan, Samar

September 09, 2011

**DR. JOSE L. BACUSMO**  
President, Visayas State University  
VisCa, Baybay, Leyte

Sir:

Greetings!

In connection with the research which I am presently conducting entitled "LEADERSHIP STYLES, MANAGEMENT FUNCTIONS AND PRODUCTIVITY OF COLLEGE DEANS AMONG SUCs IN EASTERN VISAYAS: BASIS FOR A TRAINING MODEL", I am respectfully requesting permission from your good office to administer my survey questionnaire to three respondents of your University, namely: 1) Deans, 2) Associate Deans, and 3) Faculty.

Rest assured that responses would be kept confidential.

Your favorable action on this matter is earnestly sought.

Thank you so much.

Very truly yours,

(SGD.) LANIE M. PACADALJEN  
Researcher

NOTED:

(SGD.) EUSEBIO T. PACOLOR, Ph.D.  
Adviser/ Vice-President for Academic Affairs

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.  
Dean, College of Graduate Studies

APPROVED:

(SGD.) JOSE L. BACUSMO, Ph.D.  
University President

Republic of the Philippines  
SAMAR STATE UNIVERSITY  
Catbalogan, Samar

September 09, 2011

**DR. REYNALDO A. LOMBRO**  
President, Eastern Samar State University  
Borongan, Eastern, Samar

Sir:

Greetings!

In connection with the research which I am presently conducting entitled "LEADERSHIP STYLES, MANAGEMENT FUNCTIONS AND PRODUCTIVITY OF COLLEGE DEANS AMONG SUCs IN EASTERN VISAYAS: BASIS FOR A TRAINING MODEL", I am respectfully requesting permission from your good office to administer my survey questionnaire to three respondents of your University, namely: 1) Deans, 2) Associate Deans, and 3) Faculty.

Rest assured that responses would be kept confidential.

Your favorable action on this matter is earnestly sought.

Thank you so much.

Very truly yours,

(SGD.)**LANIE M. PACADALJEN**  
Researcher

NOTED:

(SGD.)**EUSEBIO T. PACOLOR, Ph.D.**  
Adviser/ Vice-President for Academic Affairs

Recommending Approval:

(SGD.)**MARILYN D. CARDOSO, Ph.D.**  
Dean, College of Graduate Studies

(SGD.)**SIMON P. BABALCON, JR., Ph.D.**  
Officer-in-Charge, Office of the President

APPROVED:

(SGD.)**REYNALDO A. LOMBRO, Ph.D.**  
University President

Republic of the Philippines  
SAMAR STATE UNIVERSITY  
Catbalogan, Samar

September 09, 2011

**DR. SOCORRO O. BOHOL**  
President, Northwest Samar State University  
Calbayog City

Madam:

Greetings!

In connection with the research which I am presently conducting entitled "LEADERSHIP STYLES, MANAGEMENT FUNCTIONS AND PRODUCTIVITY OF COLLEGE DEANS AMONG SUCs IN EASTERN VISAYAS: BASIS FOR A TRAINING MODEL", I am respectfully requesting permission from your good office to administer my survey questionnaire to three respondents of your University, namely: 1) Deans, 2) Associate Deans, and 3) Faculty.

Rest assured that responses would be kept confidential.

Your favorable action on this matter is earnestly sought.

Thank you so much.

Very truly yours,

**(SGD.)LANIE M. PACADALJEN**  
Researcher

NOTED:

**(SGD.)EUSEBIO T. PACOLOR, Ph.D.**  
Adviser/ Vice-President for Academic Affairs  
Recommending Approval:

**(SGD.)MARILYN D. CARDOSO, Ph.D.**  
Dean, College of Graduate Studies

**(SGD.)SIMON P. BABALCON, JR., Ph.D.**  
Officer-in-Charge, Office of the President

APPROVED:

**(SGD.)SOCORRO D. BOHOL, Ph.D.**  
University President

Republic of the Philippines  
SAMAR STATE UNIVERSITY  
Catbalogan, Samar

September 09, 2011

**DR. DELIA T. COMBISTA**  
President, Palompon Institute of Technology  
Palompon, Leyte

Madam:

Greetings!

In connection with the research which I am presently conducting entitled "LEADERSHIP STYLES, MANAGEMENT FUNCTIONS AND PRODUCTIVITY OF COLLEGE DEANS AMONG SUCs IN EASTERN VISAYAS: BASIS FOR A TRAINING MODEL", I am respectfully requesting permission from your good office to administer my survey questionnaire to three respondents of your College, namely: 1) Deans, 2) Associate Deans, and 3) Faculty.

Rest assured that responses would be kept confidential.

Your favorable action on this matter is earnestly sought.

Thank you so much.

Very truly yours,

(SGD.) LANIE M. PACADALJEN  
Researcher

NOTED:

(SGD.) EUSEBIO T. PACOLOR, Ph.D.  
Adviser/ Vice-President for Academic Affairs

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.  
Dean, College of Graduate Studies

(SGD.) SIMON P. BABALCON, JR., Ph.D.  
Officer-in-Charge, Office of the President

Approved:

(SGD.) DELIA T. COMBISTA, Ph.D.  
College President

Republic of the Philippines  
**SAMAR STATE UNIVERSITY**  
 Catbalogan, Samar

September 09, 2011

**DR. GLORIA M. REYES**  
 President, Southern Leyte State University  
 Sogod, Southern Leyte

Madam:

Greetings!

In connection with the research which I am presently conducting entitled "LEADERSHIP STYLES, MANAGEMENT FUNCTIONS AND PRODUCTIVITY OF COLLEGE DEANS AMONG SUCs IN EASTERN VISAYAS: BASIS FOR A TRAINING MODEL", I am respectfully requesting permission from your good office to administer my survey questionnaire to three respondents of your University, namely: 1) Deans, 2) Associate Deans, and 3) Faculty.

Rest assured that responses would be kept confidential.

Your favorable action on this matter is earnestly sought.

Thank you so much.

Very truly yours,

(SGD.)**LANIE M. PACADALJEN**  
 Researcher

NOTED:

(SGD.)**EUSEBIO T. PACOLOR, Ph.D.**  
 Adviser/ Vice-President for Academic Affairs  
 Recommending Approval:

(SGD.)**MARILYN D. CARDOSO, Ph.D.**  
 Dean, College of Graduate Studies

(SGD.)**SIMON P. BABALCON, JR., Ph.D.**  
 Officer-in-Charge, Office of the President

APPROVED:

(SGD.)**GLORIA M. REYES, D.A.**  
 University President

Republic of the Philippines  
**SAMAR STATE UNIVERSITY**

Catbalogan, Samar

September 09, 2011

**DR. EDITA S. GENSON**  
President, Naval State University  
Naval, Biliran

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University President

Republic of the Philippines  
**SAMAR STATE UNIVERSITY**  
 Catbalogan, Samar

September 09, 2011

**DR. EVELYN C. CRUZADA**  
 President, Leyte Normal University  
 Tacloban City, Leyte

Madam:

Greetings!

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 Officer-in-Charge, Office of the President

APPROVED:

**(SGD.) EVELYN C. CRUZADA, Ph.D.**  
 University President

Republic of the Philippines  
SAMAR STATE UNIVERSITY  
Catbalogan, Samar

September 09, 2011

**DR. CATALINO B. BELTRAN**  
President, Eastern Visayas State University  
Tacloban City

Sir:

Greetings!

In connection with the research which I am presently conducting entitled "LEADERSHIP STYLES, MANAGEMENT FUNCTIONS AND PRODUCTIVITY OF COLLEGE DEANS AMONG SUCs IN EASTERN VISAYAS: BASIS FOR A TRAINING MODEL", I am respectfully requesting permission from your good office to administer my survey questionnaire to three respondents of your University, namely: 1) Deans, 2) Associate Deans, and 3) Faculty.

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Adviser/ Vice-President for Academic Affairs

Recommending Approval:

(SGD.)MARILYN D. CARDOSO, Ph.D.  
Dean, College of Graduate Studies

(SGD.)SIMON P. BABALCON, JR., Ph.D.  
Officer-in-Charge, Office of the President

APPROVED:

(SGD.) CATALINO B. BELTRAN, Ph.D.  
University President

Republic of the Philippines  
SAMAR STATE UNIVERSITY  
Catbalogan, Samar

September 09, 2011

**DR. REYNALDO A. LOMBARIO**  
President, Eastern Visayas State University  
Borongan, Eastern Samar

Sir:

Greetings!

In connection with the research which I am presently conducting entitled "LEADERSHIP STYLES, MANAGEMENT FUNCTIONS AND PRODUCTIVITY OF COLLEGE DEANS AMONG SUCs IN EASTERN VISAYAS: BASIS FOR A TRAINING MODEL", I am respectfully requesting permission from your good office to administer my survey questionnaire to three respondents of your University, namely: 1) Deans, 2) Associate Deans, and 3) Faculty.

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(SGD.)MARILYN D. CARDOSO, Ph.D.  
Dean, College of Graduate Studies

(SGD.)SIMON P. BABALCON, JR., Ph.D.  
Officer-in-Charge, Office of the President

APPROVED:

(SGD.)REYNALDO A. LOMBARIO, Ph.D.  
University President

Republic of the Philippines  
SAMAR STATE UNIVERSITY  
Catbalogan, Samar

September 09, 2011

**DR. MAR P. DE ASIS**  
President, University of Eastern Philippines  
University Town, Catarman, Northern Samar

Sir:

Greetings!

In connection with the research which I am presently conducting entitled "LEADERSHIP STYLES, MANAGEMENT FUNCTIONS AND PRODUCTIVITY OF COLLEGE DEANS AMONG SUCs IN EASTERN VISAYAS: BASIS FOR A TRAINING MODEL", I am respectfully requesting permission from your good office to administer my survey questionnaire to three respondents of your University, namely: 1) Deans, 2) Associate Deans, and 3) Faculty.

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Very truly yours,

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Adviser/ Vice-President for Academic Affairs

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(SGD.)**MARILYN D. CARDOSO, Ph.D.**  
Dean, College of Graduate Studies

(SGD.)**SIMON P. BABALCON, JR., Ph.D.**  
Officer-in-Charge, Office of the President

APPROVED:

(SGD.)**MAR D. ASIS, Ph.D.**  
University President

Republic of the Philippines  
**SAMAR STATE UNIVERSITY**  
Catbalogan, Samar

September 28, 2011

Dear Respondent:

The undersigned is currently conducting a study entitled "**LEADERSHIP STYLES, MANAGEMENT FUNCTIONS AND PRODUCTIVITY OF COLLEGE DEANS AMONG STATE UNIVERSITIES AND COLLEGES IN EASTERN VISAYAS: BASIS FOR A TRAINING MODEL**", as a requirement for the degree, Doctor of Philosophy major in Educational Management in this University.

As a potent source of information in this study, the undersigned requests for your honest and sincere responses to the different indicators in the attached questionnaire based on how and what you perceived.

Rest assured that all information that you will supply will be treated with strict confidentiality and will be presented in statistical manner without reference to a particular person.

Thank you so much for your cooperation and support.

Very truly yours,

**(SGD.) LANIE M. PACADALJEN**  
Researcher

NOTED:

**EUSEBIO T. PACOLOR, Ph.D.**  
Adviser/ Vice-President for Academic Affairs

**SURVEY QUESTIONNAIRE**  
**(For College Deans)**

**PART I- PERSONAL PROFILE**

**Direction:** *Kindly complete the following questions by writing in the appropriate space or by checking in the appropriate box for each item.*

1. Name (optional): \_\_\_\_\_

2. Name of College / University: \_\_\_\_\_ Department: \_\_\_\_\_

3. Age: \_\_\_\_\_ 4. Sex : \_\_\_\_\_ 5. Civil Status: \_\_\_\_\_

6. Educational Attainment:

Bachelor's Degree (*pls specify*) \_\_\_\_\_ **Major:** \_\_\_\_\_

With Master's degree Units

Master's Degree (*pls specify*) \_\_\_\_\_ **Major:** \_\_\_\_\_

With Doctoral Units

Doctoral Degree (*please specify*): \_\_\_\_\_ **Major:** \_\_\_\_\_

7. Academic rank (*please specify*): \_\_\_\_\_

8. Years in administrative position (*pls specify*): \_\_\_\_\_

Years as Dean: \_\_\_\_\_

Years in other administrative position (*if any*): \_\_\_\_\_

Years in teaching: \_\_\_\_\_

9. Performance rating: (*for the last 3 years*)

Year	Qualitative Rating:	Numerical rating:
------	---------------------	-------------------

2010	_____	_____
------	-------	-------

2009	_____	_____
------	-------	-------

2008

## 9. Seminars and trainings attended:

*Direction: The areas of seminar/ training have been given to you. Please check the corresponding column if you have attended such areas internationally, nationally, regionally or locally for the last three years and please indicate the total number of hours for each seminars attended.*

AREA OF SEMINAR/ TRAINING ATTENDED	International/ No. of hrs	National/ No. of hrs	Regional/ No. of hrs	Local/ No. of hrs
Instruction				
Management				
Research and Development				
Extension				
Production				

10. Monthly Income : Php \_\_\_\_\_

## PART II - LEADERSHIP STYLES OF COLLEGE DEANS

**Direction:** Please rate your leadership styles by checking/ encircling the number under the three question categories. Please be guided with the following scale:

5-*Very Much Preferred/Knowledgeable/Manifested*

4-*Much Preferred/Knowledgeable/Manifested*

3-*Preferred/Knowledgeable/Manifested*

2-*Slightly Preferred/Knowledgeable/Manifested*

1-*Not Preferred/Knowledgeable/Manifested*

INDICATORS	How much do you prefer this indicator? (Preference)	How much do yourself know about this indicator? (Knowledge)	How much do you manifest this indicator? (Manifestation)									
			1	2	3	4	5	1	2	3	4	5
<b>A. Participative</b>												
1. Sharing work problems with the faculty.	1 2 3 4 5	1 2 3 4 5	1	2	3	4	5	1	2	3	4	5
2. Resolving differences through democratic process.	1 2 3 4 5	1 2 3 4 5	1	2	3	4	5	1	2	3	4	5
3. Involving faculty members in policy and action plan formulation.	1 2 3 4 5	1 2 3 4 5	1	2	3	4	5	1	2	3	4	5
4. Encouraging participation among faculty members.	1 2 3 4 5	1 2 3 4 5	1	2	3	4	5	1	2	3	4	5
5. Promoting freedom of expression whenever things are to be decided on.	1 2 3 4 5	1 2 3 4 5	1	2	3	4	5	1	2	3	4	5
6. Allowing faculty members to make their own decisions and be accountable of their	1 2 3 4 5	1 2 3 4 5	1	2	3	4	5	1	2	3	4	5

actions.				
7. Consulting faculty members whenever there are changes in their duties.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8. Acting as a cooperative group member with faculty members.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9. Showing concerns with the welfare and feelings of his faculty members.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10. Willing to explain his action and can compromise his point.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
<b>B. Supportive</b>				
1. Supporting needs of the faculty.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Addressing the demands and request of faculty members.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Willing to offer his talents/ expertise for the welfare of the faculty members and of the College in general.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Demonstrating concerns for faculty members' needs.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Creating a pleasant work environment for faculty members.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. Showing interest, gives credit and lends a	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

sympathetic ear to troubles.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7. Studying , analyzing , and dissecting the causes of faculty members' dissatisfaction.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8. Showing sympathy and offers help to faculty members whenever they suffer bereavement or misfortune.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9. Striving to build a good interpersonal relationship in motivating faculty.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
<b>C. Directive</b>			
1. Instructing faculty members how to accomplish a task on time.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Asking faculty members to follow standard rules and regulations.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Scheduling the work to be done by the faculty members to avoid conflict.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Making sure that the Dean's role/ part is understood by the group whenever task is given.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Deciding what shall be done by the faculty members and give inputs on how it shall be done.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. Giving direction and telling faculty about the goals of the	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

college/				
7. Expecting faculty members to use varied work methods.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8. Informing the faculty what he/she expects.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9. Instructing faculty members to observe and obey the rules and policy of the College.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
<b>D. Achievement -Oriented (Concerned with Goals)</b>				
1. Expecting highest performance from faculty members in terms of accomplishment of task.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Assisting faculty members with potentials to achieve the objectives	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Communicating with the faculty members the accomplishment of the group especially in the achievement of challenging goals.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Encouraging faculty for continuous improvement.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Letting the faculty members know what is expected of them.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. Challenging faculty members to perform and give their best in assigned tasks.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

7. Helping faculty members the attainment of good results simpler and easier.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8. Informing the faculty members that best tools, machines and other resources will be provided for them in the accomplishment of task.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9. Studying each operation in the College painstakingly and seeks shortcuts and energy-saving improvements.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10. Keeping up with the increased tempo of methods improvement.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

### PART III- MANAGEMENT FUNCTIONS/ ACADEMIC LEADERSHIP FACTORS

**Direction:** Rate the following Dean's tasks by encircling on the number under the three question categories. Please be guided of the following scale:

5-Very Much Knowledgeable/Important/Implemented

4-Much Knowledgeable/Important/Implemented

3-Knowledgeable/Important/Implemented

2-Slightly Knowledgeable/Important/Implemented

1-Not Knowledgeable/Important/Implemented

INDICATORS	How much do yourself know about the indicator? (Knowledge)	How important this indicator to you? (Importance)	How much do you implement this indicator? (Implementation)

<b>A. Planning</b>	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
<b>B. Organizing</b>			
1. Organizing committees that will do certain tasks and provides coordination of activities among them.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

2. Following certain criteria in organizing the group.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Selecting, training , and informing his staff and obtain resources.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Establishing the structure of authority, responsibility and machinery.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Providing a cooperative task that lead to have a closer tie-up between the superior and subordinates.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. Dividing the work into a manageable unit and faculty members who fit the job.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7. Giving equal opportunity to faculty members in the attendance of seminars and trainings as part of their professional development.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8. Keeping the group work as a team.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
<b>C. Leading</b>			
1. Guiding , supervising , and helping subordinates with problems.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Establishing proper communication between himself and faculty members.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Motivating the members of his staff to work with zeal and confidence.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

4. Supervising projects even beyond the reach of vehicles or in the remote area for the sake of extension services.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Encouraging the faculty members to establish harmonious relationships between himself and the faculty members.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. Displaying willingness to work well and puts emphasis on what is right rather than on who is right.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7. Coordinating the duties and functions of his staff with the College and parents of the students.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8. Seeing to it that people who are working with Him are doing their jobs to the best of their abilities.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9. Initiating and encourages group dynamics.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10. Assigning and distributing work equitably.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
<b>D. Controlling</b>			
1. Evaluating the performance of his faculty members.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Recommending awards and promotion to deserving faculty members.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Giving incentives for good	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

performance.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Monitoring the activities of the College whether they conform to its goals and objectives.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Giving a fair rating to his faculty members.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. Identifying errors and weaknesses in order to correct them.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7. Delegating authority and responsibility to his faculty members whenever necessary.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8. Making rules and standard in the accomplishment of the objectives and targets.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9. Helping faculty members grow and achieve more.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

#### PART IV- ADMINISTRATIVE PROBLEMS:

*Direction: Please check or encircle as many problems you encountered in the exercise of your management functions as dean.*

1. Limited educational facilities
2. Political influences
3. Apathy of some faculty members/ subordinates
4. Uncooperativeness of some faculty members
5. Misinterpretation of good intention of faculty members
6. Lack of time for supervision
7. Slow in the procurement of supply and materials
8. Resistance to change of faculty members
9. Others (please specify) \_\_\_\_\_

*Direction: Please give your suggested solution/s to the problems you have enumerated above.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

**Thank you so much and God bless!**

*The Researcher*

## INTERVIEW-QUESTIONNAIRE FOR COLLEGE DEANS

**Directions:** Please answer the following questions as accurate as you can.

**A. Instruction:**

1. The required number of faculty members have earned graduate degrees appropriate and relevant to the program.

1.1 *How many faculty members have obtained master's degree and doctorate degree relevant to the programs offered in your College during your term of office?*

2. Faculty members demonstrate professional competence and are engaged in any or a combination of the following: instruction, research, extension, production, consultancy and expert services, publication and creative scholarship.

2.1 *How many faculty members in your College demonstrated professional competence and are engaged in instruction, research, extension, production, consultancy and expert services, publication and creative scholarship?*

3. Faculty members have received academic recognition such as scholarship/fellowships, grants and awards.

3.1 *How many faculty members in your College have received academic recognition such as scholarship, grants and awards?*

4. There is a provision to give incentives for workload teaching.

4.1 *Is there a provision in your College/University as a whole to give incentives for workload teaching?*

4.2 *How much is the incentives being received by your faculty member for extra-load teaching?*

5. The College implements a sustainable faculty development program based on identified priorities/ needs.

5.1 *Does the faculty development program of your College functional?*

5.2 *How many faculty members have availed/ enjoyed the faculty development program of your College?*

6. The College periodically conducts an in-service training for faculty members.

6.1 *When do you usually conduct an in-service training for faculty members?*

6.2 *How many in-service trainings did your College conduct for the faculty members during your term as Dean?*

6.3 *How many faculty members have attended the in-service training conducted by your College?*

7. The College supports the professional growth of the faculty members by encouraging their attendance in lectures, symposia, conferences and workshops.

7.1 *How many faculty members have attended in lectures, symposia, conferences and workshops?*

7.2 *Does your College extend financial support to those faculty members who attended in lectures, symposia, conferences and workshops?*

8. The College requires faculty members to submit updated syllabi every semester.

8.1 *How many faculty members in your College have submitted their course syllabi every semester? How many have failed?*

9. The dean sees to it that quality instruction is achieved through observation of classes, capability building, regular holding of classes, etc.

9.1 *Do you observe classes of your faculty? How often?*

9.2 *How many classes do you observe per semester?*

10. The dean monitors the employability of graduates through linkages with different industries during on the job-training of graduates and regular conduct of tracer study.

10.1 *Do you monitor the employability of your graduates through the conduct of a tracer study? If yes, how often?*

11. In a science laboratory room, there is at least one assistant/ facilitator for the requirements of students.

11.1 *Do your College have a science laboratory room?*

11.2 *How many assistant/ facilitator do your science laboratory room has?*

12. There is a computer laboratory with at least 15 usable computer units.

14.1 *Does your College have a computer laboratory?*

14.2 *How many computer units in your laboratory are still functional? How many needs repair?*

## B. Research

1. The faculty presents/ publishes papers in regional/national and or/international magazines /journals.

1.1 *How many faculty members in your College have presented/ published papers in regional/ national and/or international magazines/journals?*

2. The College allocates funds for the conduct of the faculty and student for research activities.

2.1 Does your College allocate funds for the conduct of the faculty and student research activities?

2.2 How much does your College allocate for the research activities of your faculty and students?

3. The College established linkages in the local, national or international levels for funding support and assistance.

3.1 Does your College establish linkages in the local, national or international levels for funding support and assistance?

3.2 How many linkages have you established in the local? National? Or international levels?

4. The College generates income from patents, licenses and copyrights and other research outputs through the help of his faculty members.

4.1 Does your College generate income from patents, licenses and copyrights?

4.2 How much have you earned during your term?

5. The College provides a conducive and well-equipped workplace including a research center/area.

5.1 Does your College provide a conducive and well-equipped workplace including a research center/area?

5.2 How many research center/area do you have in your College?

6. The College has a Research and Development unit managed by competent and capable faculty.

6.1 Does your College have a research and development unit managed by competent and capable faculty?

6.2 If there is none, do you intend to have at least one?

6.3 If there is, how many faculty members manage your R&D unit?

7. The faculty members conduct applied research in line with their field of specialization, and operational researches to improve operations, their teaching content and procedures.

7.1 How many faculty members in your College are active in conducting applied research in line with their field of specialization?

7.2 How many applied research outputs do your College have at present?

8. The College encourages and/or requires its students to conduct research activities as a requirement of the course and/or to test or generate new knowledge/technology.

8.1 Does your College require students to conduct research activities as a requirement of a course (i.e. thesis)?

9. Completed and ongoing research studies are periodically monitored and evaluated during local and regional in-house reviews.

9.1 How many completed research studies do your College have/ ongoing research studies?

10. The College provides avenues for the dissemination of research results such as fora, conferences, faculty seminars and other communication media.

10.1 Does your College exert effort in the dissemination of research results?

10.2 How many fora, conferences, faculty seminars and the like have been conducted by your College to disseminate research results?

11. The College regularly publishes a research journal and maintains a library exchange of research publication.

11.1 Does your college have a research journal and maintains a library exchange of research publication?

11.2 When do you usually publish a research journal?

11.3 How many times do your College publish a research journal?

### C. Extension

1. Research outputs utilized/ adopted as extension outputs.

1.1 How many research outputs does your College have which had been utilized /adopted as extension outputs?

2. The College has a distinct office / unit that oversees the implementation of the extension program.

2.1 Does your College have a separate office/ unit that oversees the implementation of the extension program? How many?

3. The College has a pool of consultants/ experts from various disciplines to serve in special extension projects.

3.1 Does the College has a pool of consultants/ experts from various disciplines who serve in special extension projects?

3.2 How many consultants/ experts do you have in your College?

4. The College has a monitoring and evaluation instruments / processes that are used during extension activities.

*4.1 How many available instruments/ processes do your College have employed for the purpose of monitoring and evaluation?*

5. The College sources out additional funding, technical assistance and service inputs from other agencies.

*5.1. Does your college exert efforts in the sourcing out of additional funds, technical assistance and inputs from other agencies?*

*5.2. How much do you usually raise in this activity?*

6. The dean sees to it that there is a regular year-round extension activity serving at least 500 beneficiaries per year.

*6.1 Do you have an extension activity for your adopted barangay?*

6.2 *To be exact, how many beneficiaries have you served for a year?*

#### D. Production

1. The College generates more income through consultancy service.

*1.1 How much does your College generate from your consultancy service?*

2. The College generates income through royalties from patented technology.

*2.1 How many patents does your College have? How much have you generated from it?*

3. The College generates more income through sale and royalties from copyrighted books.

*3.1 How much have you generated from sale and royalties from copyrighted books?*

**SURVEY QUESTIONNAIRE**  
**(For Associate Deans/Department Heads / Faculty Members)**

**PART I- PERSONAL PROFILE**

*Direction:* Kindly complete the following questions by writing in the appropriate space or by checking in the appropriate box for each item.

**Classification: (Please check)**

Associate Dean  
 Department Head  
 Faculty Member

1. Name (optional): \_\_\_\_\_
2. Name of College/ University: \_\_\_\_\_ Department: \_\_\_\_\_
3. Age: \_\_\_\_\_ 4. Sex: \_\_\_\_\_ 5. Civil status: \_\_\_\_\_

**PART II- LEADERSHIP STYLES AS PERCEIVED BY ASSOCIATE DEANS/DEPARTMENT HEADS AND COLLEGE FACULTY MEMBERS**

*Direction:* Please rate your Dean's leadership styles by checking/ encircling the number under the three question categories. Please be guided of the following scale:

5-very Much Preferred/ Knowledgeable/Manifested (VMP/VMK/VMM)

4-Much Preferred/Knowledgeable/manifested (MP/MK/MM)

3-preferred/Knowledgeable/manifested (P/K/M)

2-Slightly Preferred/Knowledgeable/Manifested (SP/SK/SM)

1-Not Preferred/Knowledgeable/Manifested (NP/NK/NM)

INDICATORS	How much your dean prefer this indicator?	How much does your dean know about this indicator?	How much does your dean manifest this indicator?
	(Preference)	(Knowledge)	(Manifestation)
<b>A. Participative</b>			
1. Sharing work problems with the faculty.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Resolving differences through democratic process.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Involving faculty members in policy and action plan formulation.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Encouraging participation among faculty members.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Promoting freedom of expression whenever things are to be decided on.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. Allowing faculty members to make their own decisions and be accountable of their actions.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7. Consulting faculty members whenever there are changes in their duties.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8. Acting as a cooperative group member with faculty members.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9. Showing concerns with the welfare and feelings of his faculty members.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

10. Willing to explain his action and can compromise his point.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
<b>B. Supportive</b>			
1. Supporting needs of the faculty.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Addressing the demands and request of faculty members.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Willing to offer his talents/expertise for the welfare of the faculty members and of the College in general.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Demonstrating concerns for faculty members' needs.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Creating a pleasant work environment for faculty members.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. Showing interest, gives credit and lends a sympathetic ear to troubles.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7. Studying, analyzing, and dissecting the causes of faculty members' dissatisfaction.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8. Showing sympathy and offers help to faculty members whenever they suffer bereavement or misfortune.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9. Striving to build a good interpersonal relationship in	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

motivating faculty.				
<b>C. Directive</b>				
1. Instructing faculty members how to accomplish a task on time.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Asking faculty members to follow standard rules and regulations.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Scheduling the work to be done by the faculty members to avoid conflict.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Making sure that the Dean's role/ part is understood by the group whenever task is given.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Deciding what shall be done by the faculty members and give inputs on how it shall be done.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. Giving direction and telling faculty about the goals of the college/	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7. Expecting faculty members to use varied work methods.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8. Informing the faculty what he/she expects.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9. Instructing faculty members to observe and obey the rules and policy of the College.				

<b>D. Achievement -Oriented (Concerned with Goals)</b>															
1. Expecting highest performance from faculty members in terms of accomplishment of task.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2. Assisting faculty members with potentials to achieve the objectives	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3. Communicating with the faculty members the accomplishment of the group especially in the achievement of challenging goals.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
4. Encouraging faculty for continuous improvement	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
5. Letting the faculty members know what is expected of them.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
6. Challenging faculty members to perform and give their best in assigned tasks.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
7. Helping faculty members the attainment of good results simpler and easier.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
8. Informing the faculty members that best tools, machines and other resources will be provided for them in the accomplishment of task.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
9. Studying each operation in the College painstakingly and seeks shortcuts and energy-saving	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

improvements.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10. Keeping up with the increased tempo of methods improvement.			

### PART III- MANAGEMENT FUNCTIONS/ ACADEMIC LEADERSHIP FACTORS

**Direction:** Please rate your Dean's tasks by encircling on the number under the three categories. Please be guided of the following scale:

5-very Much Preferred/ Knowledgeable/Manifested (VMk/VMK/VMM)

4-Much Preferred/Knowledgeable/manifested (MP/MK/MM)

3-preferred/Knowledgeable/manifested (P/K/M)

2-Slightly Preferred/Knowledgeable/Manifested (SP/SK/SM)

1-Not Preferred/Knowledgeable/Manifested (NP/NK/NM)

Functions	How much does your dean know about this indicator? (Knowledge)	How important these functions to you? (Importance)	How much you as Dean implement these factors? (Implementation)

<b>A. Planning</b>					
1. Reporting and communicating the action plans to the immediate supervisor.		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Implementing policies and / or programs.		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Setting realistic objectives for improvement.		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Working and accomplishing targets.		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Spending resources wisely.		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. Keeping the necessary action and assume responsibility in the accomplishment of the task.		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7. Gathering and analyzing information.		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8. Knowing the procedures by which problems are studied.		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9. Communicating plans and decisions to faculty members.		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10. Working to provide and maintain funds and facilities.		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
<b>B. Organizing</b>					
1. Organizes committees that will do certain tasks and provides coordination of activities among them.		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Follows certain criteria in		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

organizing the group.															
3. Selects, trains, and informs his staff and obtain resources.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
4. Establishes the structure of authority, responsibility and machinery.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
5. Provides a cooperative task that lead to have a closer tie-up between the superior and subordinates.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
6. Divides the work into a manageable unit and faculty members who fit the job.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
7. Gives equal opportunity to faculty members in the attendance of seminars and trainings as part of their professional development.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
8. Keeps the group work as a team.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>C. Leading</b>															
1. Guiding, supervising, and helping subordinates with problems.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2. Establishing proper communication between himself and faculty members.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3. Motivating the members of his staff to work with zeal and confidence.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
4. Supervising projects even beyond the reach of vehicles or in the remote area for the sake of extension services.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

5. Encouraging the subordinates to establish harmonious relationships between himself and the faculty members.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. Displaying willingness to work well and puts emphasis on what is right rather than on who is right.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7. Coordinating the duties and functions of his staff with the College and parents of the students.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8. Seeing to it that people who are working with Him are doing their jobs to the best of their abilities.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9. Initiating and encourages group dynamics.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10. Assigning and distributing work equitably.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
<b>D. Controlling</b>			
1. Evaluating the performance of his faculty members.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Recommending awards and promotion to deserving faculty members.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Giving incentives for good performance.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Monitoring the activities of the College whether they conform to its goals and objectives.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

5. Giving a fair rating to his faculty members.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. Identifying errors and weaknesses in order to correct them.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7. Delegating authority and responsibility to his faculty members whenever necessary.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8. Making rules and standard in the accomplishment of the objectives and targets.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9. Helping faculty members grow and achieve more.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

## PART V- ADMINISTRATIVE PROBLEMS

**Direction:** Please check or encircle as many problems you encountered in your College in the exercise of your dean's leadership and management functions.

1. Limited educational facilities.
2. Political influences
3. Apathy of some faculty members/ subordinates
4. Uncooperativeness of some faculty members
5. Misinterpretation of good intention of faculty members
6. Lack of time for supervision
7. Slow in the procurement of supplies and materials
8. Resistance to change of faculty members
9. Others (please specify) \_\_\_\_\_

*Direction: Please give your suggested solution to the problems you have enumerated above.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

**Thank you so much and God bless!**

*The Researcher*

**C U R R I C U L U M   V I T A E**

## CURRICULUM VITAE

**NAME** : **LANIE M. PACADALJEN**  
**ADDRESS** : **Villa Hermosa Subdivision, Sto.Nino,  
Brgy. San Andres, Catbalogan, Samar**  
**DATE OF BIRTH** : **August 08, 1979**  
**PLACE OF BIRTH** : **Gandara , Samar**  
**AGENCY** : **Samar State University- Paranas Campus**  
**CIVIL STATUS** : **Married**  
**HUSBAND** : **Randy Ebin Pacadaljen**  
**SON** : **Kim Lawrence M. Pacadaljen**

## EDUCATIONAL BACKGROUND

**Elementary** : **Gandara Central Elementary School  
Gandara , Samar  
1987-1993  
Class Salutatorian**  
**Secondary** : **Gandara National High School  
Gandara, Samar  
1993-1997  
Class Valedictorian**  
**College** : **Samar State Polytechnic College  
Catbalogan , Samar  
1997-2001  
Magna Cum Laude  
Manuel B. Villar Awardee for Academic  
Excellence  
Mutya ng SSPC '98-First Runner Up  
Dean's Lister (S.Y. 1997-2000)**

President, Supreme Student Council (S.Y.  
2000-2001  
Awardee, Best Student Teacher Demonstrator  
(S.Y. 2000-2001)  
Full Academic Scholar, Governor Jose A. Rono  
Scholarship Foundation, Province of Samar

Degree Finished : Bachelor of Secondary Education  
Major in Chemistry and minor in  
Mathematics

Graduate Studies : Samar State University  
Catbalogan, Samar

Degree Obtained : Master of Arts in Teaching major in  
Chemistry

Post- Graduate Studies : Samar State University  
Catbalogan, Samar

Curricular Pursued : Doctor in Philosophy  
Major in Educational Management

### **ELIGIBILITY**

Licensure Examination for Teachers (LET), August 2001

Civil Service Eligibility for Honor Graduate (Presidential Decree No. 907)

### **SEMINARS AND TRAININGS ATTENDED**

Research and Development Management, Monitoring and Evaluation Conducted  
by EVCIERD in Eastern Visayas State University on November 7-8, 2006.

Seminar-Workshop on Research and extension Project Development and  
Resource Generation conducted by Eastern Visayas Consortium For  
Industry and Energy Research Development and Department of Science  
and Technology at Samar State University, Catbalogan, Samar on  
September 14-15, 2006.

31<sup>st</sup> National Physics Seminar-Workshop Convention/ 22<sup>nd</sup> national Physics Olympics and 17<sup>th</sup> National physics Fair/ 1<sup>st</sup> PPS national Water Rocket Challenge conducted by the Philippine Physics Society held at Camarines Sur State Agricultural College , Pili, Camarines, Sur on April 1-4, 2009.

Division Dialogue of Public Secondary School Heads and Fourth Year Teachers in English, Science and Mathematics conducted by Department of Education, Samar Division on February 2-3, 2005.

Seminar-Workshop on Gender Sensitivity and Gender Responsive Planning conducted by Samar State University, Catbalogan , Samar on February 15, 2008.

Seminar-Workshop on Business Planning conducted by Samar State University, Catbalogan, Samar on February 26-27, 2009.

Seminar-Worshop on Verbalizing and Conceptualizing Research Project conducted by Samar State University, Catbalogan, Samar on February 4-5, 2008.

Seminar-Workshop on RDE project management for SSU and Academic Institutions' researchers and Extension Workers conducted by Samar State University on July 1-2, 2010.

Seminar- Workshop on Updates of SUC Budgeting: normative Financing Scheme conducted by Samar State University, Catbalogan, Samar on September 27, 2010.

Division Seminar-Workshop on Science Instruction and Test Construction in Secondary Schools conducted by the Department of Education, Division of Samar on November 26-27, 2005.

Service training on the Use and Operation of multimedia Equipment and Learning System Units conducted by Audio Visual Center of Samar State University on September 25, 2008.

Certificate of Participation in the 2<sup>nd</sup> Samar R&D / Extension Conference conducted by Samar State University on November 12, 2009.

Certificate of Participation in the Institutional Forum on the CCE and Revised QCE Guidelines under NBC 461 conducted by Samar State University, Catbalogan, Samar on October 20, 2009.

**Orientation Seminar on Thesis and Dissertation Writing at Samar State University Catbalogan, Samar on May 23, 2003.**

**25<sup>th</sup> National Physics Convention/ 16<sup>th</sup> national Physics Olympics/ 11<sup>th</sup> National Physics fair conducted by the Philippine Physics Society and Samar State Polytechnic College, Catbalogan, Samar on April 2-5, 2003.**

**Presentation of Research and Extension Outputs conducted by Samar State Polytechnic College, Catbalogan, Samar on February 2, 2002.**

**Regional Seminar on Upgrading Physics Teaching held at Samar State Polytechnic College, Catbalogan, Samar on February 15-16, 2001.**

**First Regional Organizational Meeting of PASUC 08 Faculty and Students Associations conducted by Philippine Association of State Universities and Colleges on March 5, 2001.**

**Annual Orientation Seminar in Teacher Education conducted by PAFTE on February 28, 2001.**

**Student Training for Active Organizations conducted by Commission on Higher Education and Philippine association of State Universities and Colleges on August 22-27, 2000.**

#### **AWARDS AND DISTINCTIONS**

**Certificate of Merit for being the Second Place Winner of National Physics Quiz -Teacher Category held during the 31<sup>st</sup> National Physics Seminar-Workshop Convention at Camarines Sur State Agricultural College, Pili, Camarines, Sur on April 1-4, 2009.**

**Certificate of Recognition for being the JUDGE in the 2007 School Science Fair conducted by Samar National School, Catbalogan, Samar on November 6, 2007.**

**Certificate of Appreciation for being the JUDGE in the Search for Bb. Agham, G. Teknolohiya and Bb. Kalawakan for the NCSM Activities conducted by the Science Club Campus Network Organization of Samar State University held on September 2009.**

**Certificate of Recognition for being the Resource Person of the Seminar-Workshop on Research Paper Writing held on September 19, 20, 26 and**

27, 2009 conducted by the Samar State University -Mercedes campus, Mercedes, Catbalogan, Samar.

**Certificate of Appreciation as LECTURER/ REVIEW MASTER during the 2006 LET Review held on April 29-July 22, 2006 at the SSU- College of Education IT Room of Samar State University.**

**Certificate of Appreciation as LECTURER/ REVIEW MASTER during the 2006 LET Review held on April 21-June 3, 2007 at the SSU- College of Education IT Room of Samar State University.**

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