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TITLE: Influence of Leadership Personality of Academic Deans on the Teaching Performance of their Instructors.
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Abstract: This study aimed to investigate the influence of the leadership personality of academic deans in the teaching performance of the instructors of Northwestern College, Divine Word College and Northern Christian College during the school year 1989-1990. It sought to answer the following specific leadership capabilities with respect to job knowledge and management skills, language communication, professional and cultural growth and social qualities? (2) How do instructors perceive their deans’ leadership capabilities? (3) How compatible are the deans’ and instructors’ perception in the same deans’ leadership capabilities? (4) Is the instructors’ academic performance influenced by their perception of their deans’ leadership capabilities?

Methodology

The researcher made use of the descriptive method to accomplish the study. The questionnaire was the main tool in the gathering of data. It was administered to 88 instructors and 14 academic deans. Other techniques employed were interview, Observation and references to various books and magazines read by the researcher.

The mean and standard deviation were the measures that described the leadership capability of dean and the Instructors’ perception of their deans. Testing hypothesis of (a) no difference between deans and instructors perception utilized t-test of uncorrelated means and (b) no relation between instructors perception of their deans' leadership capability and teaching efficiency utilized chi-square test of independence.

Findings

The academic deans perceived themselves to be outstanding in the aspect of Personal and Social Qualities; Cultural and
Professional Growth; Language Communication; and very satisfactory in Job Knowledge and Management Skills.

The instructors in all schools perceived their academic deans as Very Satisfactory in all aspects of Personal and Social Qualities; Cultural and Professional Growth; Language Communication and Job Knowledge and Management Skills.

There was incompatibility between deans’ and instructors’ rating in the leadership capabilities of the deans. The differences were statistically significant. The difference in ratings however did not alter the order of the leadership qualities that academic leaders must possess as viewed by both superiors (deans) and subordinates (faculty).

There was significant relationship between instructors’ perception of deans’ leadership capabilities and teaching efficiency.

Conclusions

Academic deans have high regard in themselves to be outstanding in their leadership capabilities. This implies that they have self-confidence in their capabilities as leaders.

Instructors perceived their deans to be human relations oriented. They cultivate the values of openness, fairness and approachability. Instructors feel comfortable with the “self-assurance” that their administrators are very much concerned of their welfare, personally and professionally.

There was incompatibility between deans’ self-perception and instructors’ perception in their former’s leadership capabilities. There were differences in the ratings of the two groups. Deans rated themselves good performers while instructors considered them average performers. The difference though is spatial rather than dimensional are perceived by both deans and instructors along a similar scale although the measures vary.

There was significant relationship between instructors’ perception of deans’ leadership capabilities and teaching efficiency. The academic deans are indeed the elan vital from which the faculty draw their inspiration and drive to work to the best of their ability.

Recommendations

1. Minimum requirements on qualification of an academic dean based on policies and standards of the Department of Education, Culture and Sports should be met before appointing him to the position.
2. An academic dean should attend conferences, seminars, workshops in order that he be kept abreast of latest trends. Continuing education will make her more knowledgeable and competent in the performance of his function.

3. Faculty meetings should be strengthened such that they can be means of enhancing professional growth.

4. An academic dean should come out with a functional supervisory program and should closely follow it up.

5. An academic dean should be undertaken to follow-up the development of the study.