

Leadership Commitment of Higher Education Institutions Pangasinan with Accredited Programs: Basis for a Quality Assurance Model

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ABSTRACT

This study aimed to assess the Leadership Commitment of Higher Education Institutions in Pangasinan with Accredited Programs: Basis for a Quality Assurance Model. This determined all the components needed for a quality program measures by the administrators, dean and programs heads. Thus, it sought to analyze the leadership commitment in higher education institution with accredited programs in the province of Pangasinan during the Academic Year 2009-2010 as basis for a proposed quality assurance model specifically the professional profile of the school administrators, deans and program heads of the Higher Education Institutions in terms of their Demographic Characteristics such as their age and civil status, as well as their Professional Qualifications which includes their highest educational attainment, number of years in the institution, rank and position, relevant-in-service trainings attended and their membership in professional organization. Also include are the problems met by the school administrators, deans and program heads that are adversely affecting their leadership commitment. Based on the survey, a proposed quality assurance model was formulated for the higher education institutions in Pangasinan with accredited programs. The descriptive research survey aided to characterize the fact finding about the prevailing conditions and then making adequate and accurate interpretation of the data with the aid of Licker scale method. The checklist was the main instrument used in gathering the needed data required in this study. With the use of questionnaire as the data gathering instrument, it determined to necessary tool to complete the research. The respondents of the study consisted of thirty (30) respondents specifically the Administration, Deans and Program Heads of HEI's in Pangasinan, Philippines with accredited programs. The following statistical tools were used: 5-point Likert, F-test, and weighter mean formula. Thus, the administrators, Deans and Program Headsof Higher Education Institutions should intensify its internal quality assurance system so there will be an identified body to monitor, review and plan enhancements in pursuing quality system in their own institutions. A parallel study is suggested also to be undertaken by other researcgers o a weder scope of study to validate the findings of this study.

Keywords: Leadership Commitment, Quality Assurance, Commission on Higher Education, Administrators, Accreditation, Accredited Programs

INTRODUCTION

The world organization is changing rapidly: globalization, deregulation, E-Commerce, telecommuting and outsourcing. People throughtout the businesss world are feeling the impact of these and other trends and are forced to adapt new ways of working. It takes strong leaders to effect the changes need for survival and to guide peiole and oranization through the uncertainty and confusion of rapid change.

The key to survival and succes lies not in the rational, quantitiative approaches, but rather in a commitment to irrational, difficult-to-measure things like people, quality, customer service and most importantly, developing the flexibility to meet changing conditions,. Organizatins

need to adapt to these changing market conditions and the same time cope with the need for renewing rather than ne reactive forces. (Harvey and Brown, 1996).

Good leadership fosters positive sentiments towards group activity and members in the organizationIt is also said that a leader’s action is determined by the perception of his role and his duties as well as his functions.

REVIEW OF RELATED LITERATURE AND STUDIES

The literature surveyed and review included studies on leadership qualities effective leadership concept and leadership behaviours of Private Education Administrators.

Peter Drucker famously stated that "management is doing things right; leadership is doing the right things." Great leaders possess dazzling social intelligence, a zest for change, and above all, vision that allows them to set their sights on the "things" that truly merit attention. Not a bad skill set for the rest of us, either.

On literature on leadership describes leaders. Gene E. Hall and Shirley M. Hord, in *Change in Schools: Facilitating the Process* (1987), stated that the leadership has in large measure centered on the analysis of the traits, behaviours or styles brought to the role of leader and on the extent to which the situation influences leadership potential”.

Ellaine McEwan assembled what she called 10 Traits of Highly Effective Principals: From Good to Great Performance (2003). An effective Principal has the following traits in various degrees: Communicator, Educator, Envisioner, Facilitator, Change Master, Culture Builder, Activator, Producer, Character Builder, and Contributor. According to Mc Ewan, “ no one is perfect in all traits, but all works in progress”. McEwan believed that some traits were more dominant than others but that an effective leader must possess all of the traits “in some measure to be effective”.

METHODOLOGY

The study employed the descriptive method of research in the Leadership Commitment of Higher Education Institutions: Basis for a Proposed Quality Assurance Model. This research design is deemed appropriate for this study since the onjective of the study is to determine the leadership enhancement model for a sustainable commitment of the ashcool administrators, deans and program heads in higher educational institutions in Pangasinan with accredited programs. The descriptive method is used to characterized based on the profile data of the respondents. The descriptive studies are primarily concerned with finding out “what is” (Borg & Gall, 1983). The statistical tols from the data gathered from the survey questionnaires used the 5-point Lickert Scale:

ANALYSIS AND INTERPRETATION OF DATA

Table 1. Respondent’s Professional Qualification in Terms of Highest Education Attainment

<i>Highest Educational Attainment</i>	<i>Frequency</i>	<i>Percentage</i>
Bachelor’s Degree	00	0.00
With Units in Master’s Program	03	10.00
MA/MS/MBA	11	36.67
With units in Doctorate	04	13.33
DBA/EdD/PhD	12	40.00

Table 1 shown on this page is the respondent's professional qualification in terms of highest educational attainment out of the thirty (30) respondents.

Table 2. Respondent's Professional Qualification in Terms of Number of Yeras in the Service

<i>Number of years in Service as Administrator</i>	<i>Frequency</i>	<i>Percentage</i>
Less than 5 years	12	40
5-9 years	08	26.67
10 – 14 years	04	13.33
15 – 19 years	02	06.67
20 years and above	04	13.33

Table 2 presents that majority of the respondents are still young with only a maximum of nine (9) years of experience as an administrator.

Table 3. Respondents Professional Qualification in Terms of Relevant Seminars Attended

<i>Trainings Attended</i>	<i>Number of Seminars Trainings</i>									
	<i>0</i>		<i>1-3</i>		<i>4-6</i>		<i>7-8</i>		<i>10+</i>	
	<i>F</i>	<i>P</i>	<i>F</i>	<i>P</i>	<i>F</i>	<i>P</i>	<i>F</i>	<i>P</i>	<i>F</i>	<i>P</i>
1 Institutional	01	03.33	16	53.33	07	23.33	02	6.67	04	13.33
2 Regional	05	16.67	15	50.00	05	16.67	03	10.00	02	06.67
3 National	09	30.00	14	46.67	04	13.33	03	10.00	00	00.00
4 Interrnational	23	76.67	03	10.00	00	00	04	13.33	00	00.00

Legend: F= Frequency P= Percentage

Table 5 shown on this page is aranged to type of seminars attended and the frequency of seminars attended.

Table 4. Respondent's Level of Perceived Leadership Commitment in the Discharge of their Duties

<i>Statements</i>	<i>Descriptive Equivalent</i>
1 Maximize his time in the job.	Very Capable
2 Follows through with his decision	Very Capable
3 Teaches/coaches people skillfully to help them handle	Very Capable
4 Gives constructive feedback effectively	Significantly capable
5 Deals with performance problems in a timely manner	Slightly capable

Table 4 reveals the respondents’ level of perceived leadership commitment in terms of the task required to perform. Three out of the five indicators used had a descriptive equivalent of “very capable”. The rest describe as “significantly capable” and in general, the perceived level of leadership is described as “significantly capable” as reflected in the overall mean.

FINDINGS

The descriptive methods was used to characterize based on thr profile data of the respondents according to their age, sex/gender, highest educational attainment, length of service in the business, relevant trainings in accordance to their line of specialization and trainings on leadership.

Educational Attainment, majority are full fledge MA/MS/MBA DBA/PhD/EdD holders although some are still pursuing their their Master’s and Doctoral Degrees. Relative to the number of years in the service as an Administrator, majority of them are still considered young administrators. It is also evident that majority of the Adminstrators are holding a profesional qualification in terms of a postion as a Dean. And to Acadmic Rank, majority of the respodents have an Academic Rank as a Professor. As to the respondents’ level of perceived leadership commitment in terms of the task required to perform.

There are problems met by the school administrators, deans and program heads that are adversely affecting their leadership commitment idenrified in this study. The problem identified is the School Head is managing the institution personnaly, thus, always visible anytime showed as significantly aserious problem .

Based on the findings, a quality assurance model as shown below can be proposed for a sustainable leadership commitment of the school administrators. Deans and Programs Heads of the Higher Educatlon Institutions with accredited programs in Pangasinan.

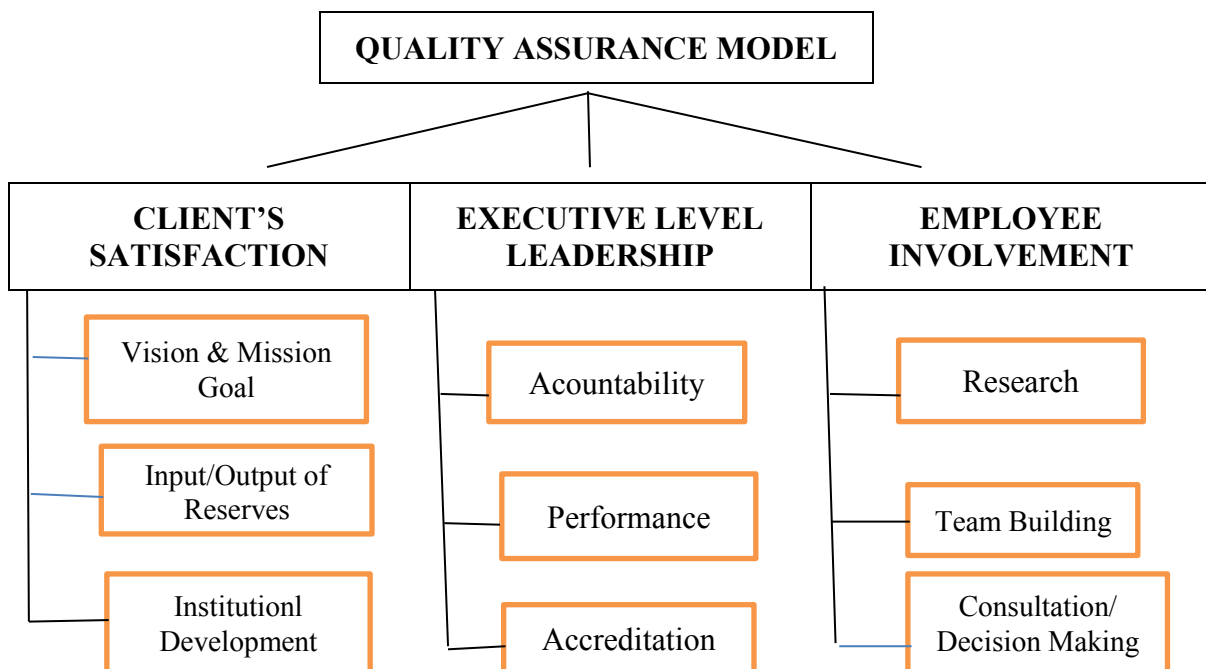


Figure 1: Proposed Model for a sustainable leadership commitment of the school administrators

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. The respondents are already academically qualified as school administrators.
2. Majority of the respondents can still be considered as young administrators having not yet too old with regards to their experience as an administrator.
3. Most respondents are now holding or occupying higher academic rank and more have already achieved the peak of their academic requirement, thus, they are now expected to be holding a managerial position such as a Dean.
4. There are more trainings and seminars needed for young administrators in terms of leadership enhancement offered regional or national level.

RECOMMENDATION

As a result of the recommendations drawn, the following recommendations are offered:

1. The proposed Quality Assurance Plan should be implemented in order to enhance good quality of education and this will also serve as the guide of the institutions which are non-accredited yet by the accrediting agencies in order to meet the challenge demand of time.
2. The effectiveness of the implementation of the quality assurance program should be monitored. Feedback on the effectiveness of such can be reflected in terms of instructional competence and of students in terms of effective instruction manifested by evaluation result.
3. Other researchers may use the proposed program as a springboard for the development of other quality assurance model or plan to address the needs of their clientele.

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