

Managerial Competencies of Associate Dean in Higher Learning Institutions

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Abstract

School leaders are responsible for actively communicating the school's values, norms and beliefs with others. This process is facilitated when they are engaged in materializing the school mission to which institution they belong to. With the changing landscape of education in this technological age, various tasks were laden to the school leaders. The associate dean being the assistant to the dean plays a significant role in the attainment of all the College's vision, missions and goals. Hence, banking on his competencies to lead the college when needs arise, it is just important to assess his competencies whether he can adapt on the fast changing world in the academe. It is at this juncture that the researcher conducted a study to determine his managerial competencies. It is in this context that the study explored on their managerial competencies with regard to technical, decision making, human relation, and conceptual skills, in the four areas of Batangas province both the private and public. This study is descriptive in nature, employing the quantitative approach and utilizing a questionnaire, focused group discussion and interview to generate data. The respondents were 51 Deans and 170 faculty of Batangas province. They were selected through stratified random sampling with proportional allocation using Slovin formula. The statistical tools used to analyze data gathered were percentage, weighted mean and T-test. Results revealed that generally, the associate dean's managerial competencies were moderately evident. Showing respect when dealing with other people is the only very evident to them. There are no significant differences on the responses of the two groups of respondents.

Keywords: Managerial Competencies; technical skills; decision making skills; human relations; conceptual skills

I. INTRODUCTION

The associate dean just like other heads needs competencies to be used in managerial work. They need competencies such as knowledge, skills, behaviors and attitudes that a manager needs in order to be effective in a wide range of managerial jobs and needs in order to be effective in a wide range in various organization settings. Some of these competencies are: technical skills, decision making skills, human skills, and conceptual skills. Whether one supervises the work of a small group or a global company, cultivating managerial competencies can improve a manager's performance.

Technical skills are job-specific knowledge and techniques. This is the ability to use a special proficiency or expertise to perform particular tasks such as office-based competencies as typing, programming, website maintenance, writing, giving presentations, and using software such as Microsoft Office or Adobe (Mendez and Masura, 2010). The specific kinds of technical skills depend upon the manager's position in the organization. These are initially acquired through formal education and are further develop by training and job experiences.

Technical skills as those specific skills required for performing s specialized task, and often involved working with things rather than working with people. These skills remain important for managers do manage the day to day planning, even when perform relatively few technically specialized tasks themselves, because they enable the manager to effectively acquire, develop, organize, and control the human resources needed to accomplish organizational objectives.

Furthermore, technical skills are easier to learn. Managers use the processes, techniques, and tools of a specific area. A manager's level in the organization determines the relative importance of processing technical skills. For instance, supervisor's need this skill to manage their area of specially. With the rapid improvement of technology, this management skill is very essential.

The responsibility of today's technical leader is significant. The introduction of new technology touches everyone in the company with all the necessary changes and risks and it never stops. In this fast-moving field of computer age, technical mangers should know how to lead and motivate his group, search for better solutions if problems arise and move to a decision despite some uncertainty. In fact, one of the primary benefits the technical leader can bring to the organization is balance. Balancing between people and projects or customer satisfaction or financial results is important both in the business and academic sectors.

Oftentimes, a technical leader faced competing objectives of caring for people and getting the best financial contract. Understanding that success can be visualized if these two things are considered, must be clear to technical managers (Robbins, 2009).

However, balancing the work life and family life among technical leaders is ever challenging. No matter how critical the work, the best leaders understand the need to support their people as they struggle to achieve balance in their lives. Gaining the respect of the group is paramount. Technical people tend to respect those who have the same level of intelligence and knowledge of technology background; he will inevitably earn respect based on his technical knowledge and accomplishments. The challenge will be develop the executive presence and credibility to represent the group's interest and garner for its members the recognition he deserves. It is a mistake to try to become expert. One's knowledge of the business and freedom to ask information from the expert are needed to ensure the respect of the group.

Decision making, as another managerial skill, describes the process by which a course of action is selected as the way to deal with a specific problem. Decision making is a key part of a managers activities, especially when the manager is engaged in planning which involves the most significant and far-reaching decisions. Every decision starts with a problem, a discrepancy between an existing and a desired condition. Once a manager has identified a problem, he or she must identify the decision criteria that are relevant to resolving the problem (Ducker, 2004).

Managers at all levels and in all areas of organization make decisions and make choices. Likewise all organizational members make decisions that affect their jobs and the organization they work for. Their decisions provide the framework within which other organization members make their decisions and act. Hence, if the relevant criteria aren't equally important, the decision maker must weigh the items in order to give them the correct priority in the decision. All viable alternatives must be listed and evaluate them one by one and choose the best alternative and put them in action. Finally, a manager will evaluate the outcome of the result of the action.

In the field of education, administrators and their subordinates, including the teachers, are often compelled or forced to make decisions. Usually, decisions are geared towards achievement of goals set. In decision-making, attainment of the goals set depends largely on the behaviour of decision-makers. Solving problems and making decisions are the heart of school management. School managers choose to focus on problem solving process.

Likewise, school managers use their decision making to solve problems by selecting one course of action from several possible alternatives. Decision making is also a key component of management skills (Adair, 2005). Decision making can be hard. Almost any decision involves some conflicts and dissatisfaction. The difficult part is to pick one solution where the positive outcome can outweigh possible losses. Avoiding decisions often seems easier, yet making their own decision and accepting the consequences are the only ways to stay in control of their time, their success and their life.

School managers are expected to be efficient and effective in attaining educational goals. They use certain levels when making decisions, which include directive, input, dialogue, collaboration and delegate. All decisions have some influence, whether large or small on the school's client. Administrators can obtain the acceptance of their decisions from those who will be most affected, or if they need to proceed in spite of their adverse reactions, they should then attempt to secure the resources and personnel necessary to initiate action. Depending on the nature of the decisions, they may need to design and carry out a complicated plan involving many resources, a large number of people, retaining programs and variables of time and role redefinition.

Furthermore, the problem for which the school leaders institute decisions may be simple or complex. Nevertheless, there is a decision to make. The problem knows no time. It can be anytime or any day of the year. It involves any member of the academic community. It knows no bound and school leaders and managers should do something as his institution is involved. In order to effectively lead an organization, educational leaders must possess the ability to make valued decisions which are a fundamental means by which opportunities for change and development are possible. The success and failures of an organization may be directly linked to its leader's decisions.

Human skills are the ability to work with and through other people and at the same time to work effectively as a group member (Yuki, 2006). This skill is demonstrated in the way a manager relates to other people, including the ability to motivate, facilitate, coordinate, lead, communicate and resolve conflicts. Managers with high human skill level allow subordinates to express themselves without fear of ridicule but rather encourage participation. A manager is concerned with the quality of people to ensure organizational success.

In addition, leaders with higher levels of human relation skills are better able to adapt their own ideas to other people's ideas, especially when this will aid in achieving

organizational goals more quickly and take other's needs and motivations into account when deciding what to do to achieve organizational goals.

Moreover, the term human relations is a broad interactions between people in all kinds of situations in which they seek, through mutual action, to achieve some purpose, thus, it can properly applied to two people seeking to develop a happy and productive life together, a social club, a business firm, schools and indeed entire governments and even the whole societies. The organization that regulates the human interactions is the subject of human relations, it can be informal, even diffuse, and therefore difficult to describe accurately.

These skills include proficiency in working with people based on a person's knowledge about people and how they behave, how they operate in groups, how to communicate effectively with them, and their motives, attitudes and feelings. These are the skills required to effectively influence superiors, peers, and subordinates in the achievement of organizational goals. These skills enable a leader to influence team or group members to work together to accomplish organizational goals and objectives. Human skill proficiency means that leaders know their thoughts on different issues and, simultaneously, become cognizant of the thoughts of others.

The importance of the assistant to the dean is to nurture positive relationships includes conveying clear expectations, holding sensible views of beginning teacher's performance, having in place significant mentoring program, and providing sincere enhancement to beginning teachers to maintain and increase skills for successful classroom instruction. One importance aspect of any subject coordinator's task is maintaining the good human relations with pupils, teachers and parents. The kind of learning experiences that school can provide children and the effectiveness of school programs depend largely on how the students, faculty, administrators and parents understand each other. Another is how well all of them can work together. The kind of organizational climate which prevails is an important factor in a successful school administrations and supervision.

To be a good leader is an effort earned through good relationships with other people (Brayman, 2004). The best formula for success is to know how to get along with others, by making every person to feel that they are needed, important, and appreciated, or treat them as the most important person on Earth. Human skills emerge in the workplace as a spirit of trust, enthusiasm, and genuine involvement in interpersonal relationships. A manager with good human skills will have a high degree of self-awareness and a capacity to understand or empathize with the feelings of others. An important component of the essential human skills

is emotional intelligence. It is defined by scholar and consultant (Daniel Goleman, 2008) as the ability to manage ourselves and our relationship effectively. Given the highly interpersonal nature of managerial work, human skills are critical for all managers.

Conceptual skill is another competency of the manager that deals with the ability to coordinate and integrate ideas, concepts, and practices by recognizing problem areas selecting critical information from masses of data to solve big problems (Ghillyer, 2007). A leader with conceptual skills is comfortable talking about the ideas that shape an organization and the intricacies involved. He is good at putting the company's goals into words and can understand and express the economic principles that affect the company. A leader with conceptual skills works easily with abstractions and hypothetical notions.

Furthermore, conceptual skill includes the ability to analyze a situation and distinguish between cause and effect. Senior level managers require high conceptual skills because their primary responsibilities are planning and organizing the long-term vision of the organization. It is the ability to coordinate and integrate ideas, concepts, and practices by recognizing problem areas selecting critical information from masses of the data to solve big problems. Therefore, all good managers ultimately have the ability to view situations broadly and to solve problems for the benefits of everyone concerned. This ability to think critically and analytically is a conceptual skill. It involves the ability to break down problems into smaller parts, to see the relations between the parts, and to recognize the implications of any one problem for others. As manager assumes ever-higher responsibilities in organizations, he is called upon to deal with more ambiguous problems that have many complications and longer-term consequences.

In the same manner, conceptual skills are central to creating a vision and strategic plan for an organization (Marzano, 2005). Leaders with higher levels of conceptual skills are good at thinking of the ideas that form an organization and its vision for the future, expressing these ideas in verbal and written forms, and understanding and expressing the economic principles underlying their organization's effectiveness. These leaders are comfortable asking what if or hypothetical questions and working with abstract idea.

Conceptual skills also involve coming up with creative and innovative ideas and concepts pertaining to the growth of the organization. An institution for instance needs to boost the quality of service they have in order to attract clients. A person with conceptual skills is one who will treat the increase of clients as a concept rather than a physical target.

He will perform the important functional of management. He will study and speculate, he will analyze and comprehend. He will then come up with the most plausible strategy to use.

Managerial competencies play a role in routine adaptation since they can decide what way routine has to be conducted. Many authors see the important role managers play in organizational change. The capability is by definition a set of decision options, but the role of managers might be broader than just a choice between provided options. Managers might be able to change routines, implement new patterns of action, acquire new resources, shift old resources, and change the way in which resources should be used.

However, it has been observed that some associate deans are not fully aware of their gigantic role in an organization. They sometimes rely on the managerial acumen of their deans or the higher authority which create ambiguous condition of their role as assistant to the dean. Also, since there are times that they act as officer in charge whenever the dean is attending personal and official business, it is deem necessary that they possess the same managerial competencies. Associated with its various demands, and at times they are laid down by many requisites in quality assurance processes needed by the department they belong to, the researcher being dean of one of the Higher Education Institutions decided that it is deeply important to conduct a study on this area. The results of this study will pave way to fully develop the potentials of associate deans as future deans.

Hence, the study focuses on the associate deans particularly their managerial competencies with the end view of proposing management program for them. The researchers confined her study with the associate deans in the private and public Higher Institutions in Batangas province.

II. OBJECTIVES OF THE STUDY

The study assessed the managerial competencies of the associate deans in both private and public Higher Educational Institutions with regard to technical skills; decision making skills; human relation skills; and conceptual skills. This also determine if there are significant differences on the responses of the two groups of respondents.

1. *Assessment on the Managerial Competencies of Associate Deans*

This study considered that managerial competencies of associate deans in terms of several areas, namely; technical, decision making, human relations, and conceptual. The tables that follow provide the assessment of the Deans and faculty on these skills.

1.1. *Technical Skills.*

Table I presents the assessment on the technical skill of the associate deans.

TABLE I MANAGERIAL COMPETENCIES IN TERMS OF TECHNICAL SKILLS

Technical Skills	Dean			Faculty		
	WM	Rank	VI	WM	Rank	VI
1. Facilitates computer aided instruction	3.18	8	ME	3.18	8	ME
2. Assists the dean in creating and writing correspondence and other written materials for internal use of the school system	3.06	9	ME	2.97	10	ME
3. Prepares and submits accomplishments reports about the college activities	3.43	2	ME	3.36	4	ME
4. Keeps a systematic filing of records and documents both soft and hard copies	3.35	6	ME	3.32	6	ME
5. Encodes records of students and faculty for future reference	3.37	5	ME	3.37	3	ME
6. Helps prepare investment and operational plans for the college operation	2.99	10	ME	2.94	9	ME
7. Assist the dean on communicating with external linkages	3.26	7	ME	3.24	7	ME
8. Constructs valid and reliable drills and exercises for the students for preparation on board Examination	3.38	4	ME	3.24	5	ME
9. Makes appropriate learning tools, visual aids and other materials that support development of good teaching –learning process	3.42	3	ME	3.41	2	ME
10. Consolidates the results of Licensure Examination, Comprehensive Examination and the like, to get the learners achievement level	3.53	1	VE	3.46	1	ME
Composite Mean	3.30		ME	3.26		ME

Legend: ME – Moderately Evident

VE – Very Evident

Based on the assessment of the findings, the technical skills identified were moderately evident, as shown with composite means of 3.30 and 3.26, for deans and faculty respectively.

The assessment of the two groups of respondents on technical skills had similarities in that they considered the skills as number one among associate deans. In particular, among the skills assessed, it is very evident that associate dean consolidates the results Licensure Examination, Comprehensive Examination and the like, to get the learners achievement level as indicated in a weighted mean of 3.53 and moderately evident for the assessment of the faculty, shown in a weighted mean of 3.46. Knowing the achievement level of students is a significant part of the associate dean’s task in order to monitor how they perform in different type of evaluation. Through this, the dean will be able to determine strategies on how to enhance the performance of the students.

Another skill moderately evident among associate deans is the preparation and timely submission of accomplishment reports about the college activities. This is shown with in the weighted means of 3.43 and 3.36, for deans and faculty respectively. Accomplishment reports are important in order to ascertain the progress of a particular activity. In addition, reporting is one of the specific functions of administrator as pointed out by Villamor. These were also attested by the associate deans during the interview process.

Making appropriate learning tools, visual aids and other materials that support development of a good teacher-learning process was also assessed to be moderately evident. This generated weighted means of 3.42 for deans and 3.41 for faculty. Associate deans are required to prepare visual aids and IT materials in presenting lessons to the faculty. This coincides with Mendez and Masura, that technical skills are required to perform specific task within an organization. Traditional teaching style was no longer effective today since educators are dealing with 21st century students who are living in the computer age. Furthermore, being an associate dean necessitate the development of appropriate learning tools, visual aids and other materials to support the development of good teaching-learning process. These tools provide the students to fully engage in the teaching-learning process. It could be a means of supporting the ideas imparted by teachers and enables students to comprehend the lesson well. Moreover, visual aids and other materials help to illustrate complex ideas.

Assessing the academic achievement of student evaluate whether students are learning. This may be done through the construction of valid and reliable drills and exercises, which was found to be moderately evident among the respondents. Evaluations also become a motivating tool for students to study harder since they can monitor their progress. Since associate deans are also classroom teachers, they have the knowledge to construct reliable drills and exercises based on the skills and competencies of the students. This got weighted means of 3.38 for the deans and 3.24 for the faculty.

It is not only the preparation administration of tests where the task of associate dean ends. It also includes the systematic filling of hard and soft copies of documents. It was moderately evident as assessed by themselves and faculty with weighted means of 3.36 and 3.32, respectively. These records may be collated to serve as bases for decision making and in various quality assurance processes. These records likewise reflect the continuous assessment made on the academic progress of students. According to the associate deans, some of the records that they filed are very useful during accreditation.

Also considered as moderately evident among associate deans with a weighted mean of 3.26 and 3.24 according to deans and faculty respectively is the ability to assist the deans in communicating with external linkages. This is also one of the vital functions of associate deans since this will broaden the exposure of the students. Providing the students varied avenues will develop them into becoming holistic individuals.

Meanwhile, facilitating computer aided instruction was also found to be moderately evident. This earned a weighted mean of 3.18. This skill was lower in rank because not all associate deans are technologically competent. Though according to them, they are keeping themselves abreast to the new trends of teaching to adapt with the Industrial 4.0. Also got lowest assessment were the skill of assisting the deans in creating and writing correspondence and other written materials for internal use of the school system, and the skill of helping the deans in the preparation of investment and operational plans for the college operations. These were considered moderately evident based on the assessment of the deans and faculty, with a weighted means of 3.06 and 2.99 for deans while 2.97 and 2.94 for faculty respectively. They help the deans in preparing fund allocation of the school. They are also included in the group of middle managers who assist the higher officials in the preparation of University Strategic Plan.

Data revealed that being in an educational institution is not only about teaching. There other tasks which must be performed in order to deliver quality education. This is where associate deans need to possess technical skills. In the interview conducted, they said that they are able to practice these skills in the performance of their functions. These can be considered technical skills since they are able to use a special proficiency or expertise to perform particular tasks. In addition, they are able to use these skills because of the position that they hold in the organization. Being in an educational institution, it is necessary to have the technical skills in the performance of teaching-related tasks. These skills often involve working with things rather than working with people. These remain important for managers to manage the planning, even when they perform relatively few technically specialized tasks themselves, because they enable the manager to effectively acquire, develop, organize and control the human resources needed to accomplish organizational objectives.

1.2. *Decision Making Skills.*

Table II presents the assessments on the decision making skills of associate deans.

TABLE II. MANAGERIAL COMPETENCIES IN TERMS OF DECISION MAKING

Decision Making Skills	Dean			Faculty		
	WM	Rank	VI	WM	Rank	VI
1. Examines the issues and problem and take personal investigations before making judgment	3.23	7	ME	3.24	7.5	ME
2. Gathers all relevant information about the issues through brainstorming and critical thinking	3.17	9	ME	3.19	9	ME
3. Weighs all possible solutions/outcomes and decides which one is the best	3.27	5	ME	3.28	3.5	ME
4. Compares different options by considering the pros and cons	3.25	6	ME	3.24	7.5	ME
5. Takes responsibilities for any consequences of the decision made	3.30	2.5	ME	3.27	5	ME
6. Handles problems confidently and calmly	3.29	4	ME	3.25	6	ME
7. Develops plans to implement solutions	3.32	1	ME	3.28	3.5	ME
8. Keeps high moral in difficult situations	3.30	2.5	ME	3.33	1	ME
9. Observes confidentiality in handling problems	3.10	10	ME	3.29	2	ME
10. Is capable of handling more than one problem at a time	3.18	8	ME	3.18	10	ME
Composite Mean	3.30		ME	3.26		ME

Legend: ME – Moderately Evident

VE – Very Evident

It is reflected in the Table that both respondents found the skills to be moderately evident, as indicated by the composite mean of 3.30 for deans and 3.26 and faculty respectively. These could only mean that the associate deans exhibit decision making skills and are good decision makers. They make decisions anytime and anywhere as the needs arise. Basically, being in the field of education, they make a number of decisions daily in different circumstances. The decisions made by them may begin once they sit on their desks or on the spot while interacting with the students. For them, their decisions would center on the welfare of the faculty and students under their respective departments.

Both groups of respondents assessed that associate deans keep high morale in difficult situations. This skill was considered moderately evident, with weighted means of 3.30 and 3.33, from the deans and faculty, respectively. Being a leader requires open mindedness and self-control. They must face the problem professionally bearing in mind the code of ethics of the profession.

This was followed by the skill in developing plans to implement solutions. This was also found to be moderately evident with a weighted means of 3.32 for deans, and 3.28 for faculty. The assessment of the groups differs in the sense that associate deans deal with both teachers and students in school. It was confessed by some associate deans that they seek first the suggestions of immediate supervisors and colleagues before making decision to avoid errors.

Also, the associate dean was moderately evident taking responsibilities for any consequences of the decision made as shown in weighted means of 3.30 for deans and 3.27 for faculty. They have a wider scope than the faculty whose custody is limited to the four corners of their classrooms. Being the assistant of the dean, they take part of the responsibilities in every decision made. These findings are also supported by Adair who said that, decision making is also a key component of management skills. It can be hard and almost involves some conflicts and dissatisfaction. The difficult part is for manager to pick one solution where the positive outcome can outweigh possible losses. Avoiding decisions often seems easier, yet making their own decisions and accepting the consequences are the only way to stay in control of their time, their success and their life.

On the other hand, with a weighted means of 3.27 for deans and 3.28 for the faculty, they assessed that weighing all possible solutions or outcomes and deciding which one is the best is a skill that was moderately evident among associate deans. The associate deans agreed that giving quick decisions often caused disappointment and failures. Weighing all the possible often caused decisions and choosing the best one is very important in managing an organization. School managers choose to focus on problem solving since they see decision making as part of the problem solving process. They use their decision making to solve problems by selecting one course of action from several possible alternatives. According to Drucker, a manager has to learn to determine the problems and must be knowledgeable to the best alternative solution in resolving the problem.

Handling problems confidently and calmly was also moderately evident as assessed by both groups of respondents. This earned weighted means of 3.29 from the deans and 3.25 from the faculty. Being confident and calm in handling situations or problem gave desirable outcomes. Lack of confidence among leaders will cause weak decisions and performance and will lead to poor result or outcomes.

Furthermore, both groups of respondents assessed that comparing different options by considering the possible pros and cons was moderately evident among associate deans. This was shown with weighted means of 3.25 for deans and 3.24 for faculty. The associate deans also examined issues and problems and take personal investigations. This skill got lower assessment from the respondents with a weighted means of 3.23 from the dean and 3.24 from the faculty.

Another decision making skill which was assessed as moderately evident included, gathering all relevant information about the issues through brainstorming and critical

thinking. This skill also got lower assessment among deans and faculty, with weighted means of 3.15 and 3.20, respectively. Associate deans were also found to be capable of observing confidentiality in handling problems. This got a weighted mean of 3.10 for the deans but high assessment from teachers, with a weighted mean of 3.29. The lowest among the assessment but still moderately evident was in handling more than one problem at a time. It generated a weighted mean of 3.18 both from the deans and the faculty. This skill was the lowest in rank because associate deans usually prepare to solve problems one by one as revealed during the focused group discussion. Solving problems one at a time is easier than dealing with several problems at the same time. They further explained that this will lead to confusion and may also cause major problems in the future.

This result only proves that decision making skills are skills that a leader must develop. Proper decision making is considered the key to successful management. It is expected that a leader can make good decisions. Managers at all levels and in all areas of organizations make decisions and make choices. Likewise, all organizational members make decisions that affect their jobs and the organization they work for. Their decisions provide the framework within which other organization members make their decisions and act.

In the field of education, administrators and their subordinates including the faculty are often compelled or forced to make decisions. Usually, decisions are geared towards achievement of goals set. In decision-making, attainment of the goals set depends largely on the behavior of decision-makers. Solving problems and making decisions are the heart of school management.

Associate deans are also expected to be efficient and effective in attaining educational goals. They use certain levels when making decision which include directive, input, dialogue, collaboration and delegation. All decision has some influence, whether large or small on the schools client- the students, and the performance of the faculty. They obtain the acceptance of their decision from those who will most be affected, or if they need to proceed in spite of their adverse reactions, they should then attempt to secure the resources and personnel necessary to initiate action. Depending on the nature of the decisions, they may only need to instruct one individual about what must be done, or they may need to design and carry out complicated plan involving many resources, a large number of people, retaining programs and variables of time and role redefinition.

The problem for which the school coordinators institute decisions may be simple or complex. Nevertheless, there is a decision to make since problems know no time. It can be

anytime or any day of the year. It involves any member of the academic community and it knows no bound. School leaders and managers should do something as the entire school is involved in this issue.

1.3. Human Relation Skills.

TABLE III MANAGERIAL COMPETENCIES IN TERMS OF HUMAN RELATION

Human Relation Skills	Dean			Faculty		
	WM	Rank	VI	WM	Rank	VI
1. Interacts with his colleagues courteously to discuss ways to improve teaching practices	3.43	8	ME	3.46	4	ME
2. Shows respect when dealing with stakeholders for goodwill and cooperation	3.50	1	VE	3.52	1	VE
3. Contributes in making the academic community ethically and spiritually oriented	3.35	9	ME	3.36	9	ME
4. Maintains harmonious relationship with Colleagues, parents, students and the community	3.47	2	ME	3.48	2	ME
5. Recognizes individual differences towards maintaining balance and equality	3.46	4	ME	3.38	8	ME
6. Inspires people to perform actions that are personally and organizationally advantageous	3.28	10	ME	3.26	10	ME
7. Welcomes suggestions willingly and make improvements if necessary	3.44	6.5	ME	3.45	5	ME
8. Shows concern for the welfare of stakeholders	3.46	4	ME	3.47	3	ME
9. Considers the uniqueness of every persons he deals with	3.44	6.5	ME	3.44	6.5	ME
10. Helps maintain a well-united school environment	3.46	4	ME	3.44	6.5	ME
Composite Mean	3.43		ME	3.43		ME

Legend: ME – Moderately Evident

VE – Very Evident

The assessment made by the respondents on human relation skills presented in Table III. The human relations skills of associate deans were moderately evident as indicated by equal composite mean of 3.43 for both deans and faculty.

Among the skills presented, both groups of respondents assessed that the associate deans are showing respect when dealing with stakeholders for goodwill and cooperation very evidently. This was shown with weighted means of 3.50 for deans and 3.52 for faculty. Maintaining harmonious relationship with colleagues, parents, pupils and the community was moderately evident to associate dean as assessed by the deans and faculty, with weighted means of 3.47 and 3.48, respectively. This is in consonance with the statement of Brayman that good relations with other members of the organization lead to the success of every member. One important part of any leader’s task is maintaining good human reactions with students, faculty and parents. The kind of learning experiences that school can provide and

the effectiveness that school programs depend largely on how well each one deal with one another. The kind of organization climate which prevails is an important factor in a successful school administration and supervision.

In addition, the associate dean shows moderately evident recognizing individual differences toward maintaining balance and equality; showing concern for the welfare of the stakeholders, and helping maintain a well-united school environment as indicated in weighted mean of 3.46. These were also assessed as moderately evident by faculty-respondents with weighted means of 3.38, 3.47, and 3.44 respectively.

As assessed by the deans the associate deans welcome suggestions willingly and make improvements if necessary, and consider the uniqueness of every faculty and students was moderately evident as shown in weighted mean of 3.44. The faculty likewise noted that these were moderately evident, as shown with weighted means of 3.45 and 3.44. Another important skill which was shown moderately evident by the associate deans was interacting with fellow teachers courteously to discuss ways to improve teaching practices. It earned weighted means of 3.43 for the deans and 3.46 for faculty. The associate deans possess human relations skills, and they would be able to allow subordinates to express themselves without fear of ridicule but rather encourage participation. They believe that the quality of people present in their organization will ensure organizational success.

Furthermore, it can also be inferred from the findings that since associate deans exhibit human relations skills, they can be considered better able to adapt their own ideas to other people's ideas, especially when this will aid in achieving organizational goals significantly and efficiently. They are more sensitive and empathetic to what motivates others, create an atmosphere of trust for their followers, and take others needs and motivations into account when deciding what to do to achieve organization goals.

In addition, skills both groups of respondents: contributing in making academic community ethically and spiritually oriented; and inspiring people to perform actions that are personally and organizationally advantageous.

Associate dean should be the role model in their department. Their actions should be morally, ethically and spiritually upright. They should guide newly hired teachers in the department and show concern for those who need help and assistance.

1.4. Conceptual Skills.

TABLE IV MANAGERIAL COMPETENCIES IN TERMS OF CONCEPTUAL

Conceptual Skills	Dean			Faculty		
	WM	Rank	VI	WM	Rank	VI
1. Helps interpret policies and goals of school programs and plan for teachers and staff.	3.28	2	ME	3.26	3	ME
2. Gives ideas and opinions during deliberation of important matters	3.19	7.5	ME	3.20	6	ME
3. Studies the goals and objectives of educational program handed down to the college level	3.20	5	ME	3.18	8	ME
4. Tries certain approaches with which to carry out the objectives of an educational program	3.19	7.5	ME	3.19	7	ME
6. Devises intervention materials to enhance student's performance	3.24	4	ME	3.23	5	ME
7. Monitors and evaluates the work of the student and use these judgments to improve the teaching-learning strategies of the faculty	3.10	10	ME	3.30	1.5	ME
8. Devises an action plan that articulate his duties for the college improvement	3.14	9	ME	3.10	10	ME
9. Implements clear policies and practices for assessing, recording and reporting on student's achievement	3.30	1	ME	3.30	1.5	ME
10. Identifies strengths and weaknesses in the quality of teaching and learning and shares good practices	3.26	3	ME	3.24	4	ME
Composite Mean	3.22		ME	3.21		ME

Legend: ME – Moderately Evident

VE – Very Evident

Table IV shows the assessments of the respondents on managerial competencies in terms of conceptual skills. The conceptual skills assessed by the respondents were moderately evident as shown with composite means of 3.22 for deans, and 3.21 for faculty. All the skills listed were considered by the respondents to be moderately evident with weighted means ranging from 3.10 to 3.30.

Implementing clear policies and practices for assessing, recording and reporting on student's achievement was moderately evident based on the assessment of both the deans and faculty, with a similar weighted mean of 3.30. The deans assessed that helping interpreting policies and goals of school programs and plans to teachers and staff was moderately evident, with a weighted mean of 3.28. It was also moderately evident among associate deans, with a weighted mean of 3.26 as assessed by the faculty. These findings support what Samson stated that conceptual skill is the ability to coordinate and integrate ideas, concepts, and practices by recognizing problem areas and selecting critical information from masses of data to solve big problems.

The dean also assessed that monitoring and evaluating the work of the student and use these judgments to improve the teaching-learning strategies of the faculty was moderately evident, with a weighted mean of 3.30. It was also moderately evident based on the assessment of the faculty with a weighted mean of 3.01.

The associate deans likewise considered the strengths and weaknesses in the quality of teaching and learning are identified and share good practices. This was shown with weighted means of 3.26 and 3.24 from the respondents. This relates with what was mentioned by Manzano that all good managers ultimately have the ability to view situations broadly and solve problems to the benefit of everyone concerned. This ability to think critically and analytically is a conceptual skill. It involves the ability to break down problems into smaller parts, to see the relations between the parts, and to recognize the implications of any problem for others.

Devising intervention materials and activities to improve student's performance was also moderately evident according to the deans and faculty, with weighted means of 3.24 and 3.23 respectively. The associate deans were assigned by the dean to devise intervention materials under the least mastered skills as revealed by the result of the drills and exercises. These materials will be used as reviewer of the students to improve their performance level.

Data showed that conceptual skill was moderately evident among the associate deans. As such, it could mean that they are comfortable talking about the ideas that shape an organization and the intricacies involved therein. They are good at putting the academic goals into words and can understand and express the economic principles that affect the school. These conceptual skills make the associate deans work easily with abstractions and hypothetical notions.

TABLE VI– DIFFERENCE IN THE ASSESSMENTS OF DEAN AND FACULTY ON THE MANAGERIAL COMPETENCIES OF ASSOCIATE DEANS

Variables	p-values	Computed t-values	Decision on Ho	Verbal Interpretation
Managerial potentials				
Technical skills	.25	-1.157	Accept	Not significant
Decision making skills	.78	-.282	Accept	Not significant
Human skills	.84	.202	Accept	Not significant
Conceptual skills	.70	-.386	Accept	Not significant

$$\alpha = 0.05$$

Since the p values of .25 to .84 were higher than 0.05 level of significant differences in the assessments of the respondents. This suggest that the assessment of the dean and the

faculty on managerial competencies of the associate deans in terms of technical, decision making, human and conceptual skills did not differ significantly. Results presented in the previous tables indicated that these skills were moderately evident. These imply that associate deans exhibit the competencies that are required of them as members of academic institutions. Hence, these must be enhanced through the management program.

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