

“Value Orientation of Middle Level Managers in Selected Public HIL’s (Higher Institute of Learning’s) in Metro Manila: It’s Implication to Leadership Styles”

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Abstract---- This study is conducted with 67 middle manager respondents from two groups of educational institutions in Manila City. The respondents are female, married; 21-30 years old working in State and LGU sponsored colleges and universities for 1 to 10 years and has attended national seminars during the last three years. There are significant differences in the perceive level of importance to the areas of values orientation and the extent of the leadership behavior manifested in their initiating structure and consideration are given to their subordinates when the middle manager respondents are being group accordingly. The significant implications findings of this study to the manner on values orientation is done by the institutions, the effect of the middle manager respondents ethical standards, their leadership development efforts, etc. Since significant relations exist between the two sets of variables in this study, it is not advisable to suit one program for everybody.

Keywords---- Areas of values orientation, perceive level of importance, relationships and significant implications.

I. INTRODUCTION

THE emerging needs for a progressive community demand some corresponding reforms in governments and non-governments institutions human and physical resources, as well. Reforms will in any way or another help individual and cope with the increasing of complexity of life and meet the necessary increment in various work demand.

Human and physical resources are important factors in providing better (if not the best) outputs: products and services. Corollary to this human’s name orientation, be strongly provided and there leadership abilities to developed fully. Such coordination could be effective enough to bring harmony and unity (if a good institutional performance).

Human resources surfaced in many institutions and became popular as behavioral science research showed that managing people or resources rather than factors of production or simply as human beings with feelings and emotions could result in real benefits to both the institution and the individual employee . This change has signaled the vital role for the human resources people and its leaders (Pangilinan, 2003). It is the greatest asset of any institution and the ultimate wealth of a nation (Andres, 1997)

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Man is himself a value- is all the outer of values. Values are beliefs, deals or commitments chosen personally from among alternatives and direction to life. To become productive, priorities must be obtained straight. Thus- finding ones values in life is essential when one works, he or she is aligned with them, and his or her self-esteem goes up together with energy and motivation. One feels calm and great and relaxed and becomes more productive (Edberg, 2006).

Developing positive attitudes at work determines how successful individual is in his or her profession. According to Siang (2008) developing attitudes at work is difficult. As with everything in life, one needs practice. Just pick one of those listed and remind oneself of it each life he or she starts to worry or face any challenge.

Employers look for the employees, ten values (Loretto, 2005). Strong work values, (2) Dependable and Responsible; (3) Positive attitudes; (4) Adoptable; (5) Honesty and Integrity; (6) Self-motivated; (7) Motivated to Grow and Learn; (8) Strong self-confidence; (9) professionalism; and (10) Loyalty.

In a workplace, people are important than process. Relationships are more important than products, and the services provided to others are as important as ones personal needs. Individuals and teams give one another the same kind of consideration they want for themselves.

All our filled with ideas, concerns, and the ability to solve problems, a workplace is seen wherein all participate in the management of the work. By working together, everything can be done because initiative are taken together to plan work solve problems, and improved the quality of product and/or services being provided. Thu, a dignified and distinguish workplace is obtained by the mission shared as well as the quality of the way work is done together. They serve as standards or guides to decision-making for effective leadership.

II. FULL PAPER FINDINGS

A. Profile of the Respondent

The table above shows that there 34 or 50.70 percent who are working at State Universities and Colleges in Manila while 33 or 49.30% are employees of the LGUs operated universities and Colleges.

TABLE I
CLASSIFICATION OF THE RESPONDENTS ACCORDING TO THE UNIVERSITY/COLLEGE THEY ARE WORKING

Type of Institutions	Frequency	Percent
State Universities & Colleges	34	50.70
LGUs Operated Universities & Colleges	33	49.30
Total	67	100.00

TABLE II
THE DISTRIBUTION OF THE EMPLOYEE RESPONDENTS WITH RESPECT TO THEIR SEX CLASSIFICATION

Sex	Frequency	Percentage
MALE	28	41.79
FEMALE	39	58.21
Total	67	100.00

As shown in Table II, states that majority of the respondents are female which corresponds to sixty percent (36 or 60%) of the total number of respondents while the remaining thirty eight percent (23 or 38.3%) are males.

TABLE III
THE DISTRIBUTION OF THE EMPLOYEE RESPONDENTS WITH RESPECT TO THEIR CIVIL STATUS

Civil Status	Frequency	Percentage
SINGLE	22	32.84
MARRIED	45	67.16
Total	67	100.00

As presented in Table III, The Distribution of the Employee Respondents with respect to their Civil Status denotes that 41 out of 58 respondents (68.3%) are married. On the other hand, the remaining 17 respondent are single which corresponds to twenty eight percent (28.3%). Hence, most of the respondents are married.

TABLE IV
CLASSIFICATION OF THE RESPONDENTS ACCORDING TO THE DEPARTMENT THEY ARE ASSIGNED

Types of Departments	Frequency	Percent
Academic	41	61.19
Office	26	38.81
Total		100.00

Presented in table IV are the respondents' classifications in terms of the types of departments they are working. As can be seen 41 or 61.19 percent are assigned at the Academic Department while the remaining 26 or 38.81% percent are working at the different offices.

TABLE V
CLASSIFICATION OF THE RESPONDENTS ACCORDING TO THEIR POSITIONS

Types of Departments	Frequency	Percent
Dean/Associate Deans	12	17.91
Director/Department Heads	18	26.87
Manager/Supervisors of offices	21	31.34
Others	16	23.88
Total	67	100.00

Of the sixty seven (67), 12 (Twelve) or 17.91% are deans or associate deans and 18 or 26.87% are directors or department heads, while 21 Or 31.34% are manager or supervisors of offices, and the remaining 16 or 23.88% have position other

than that previously mentioned. The details in table V indicates that majority of the respondents are the manager/supervisors of offices.

TABLE VI
CLASSIFICATION OF THE RESPONDENTS ACCORDING TO THEIR NUMBER OF YEARS IN THEIR NUMBER OF YEARS IN THEY ARE WORKING IN THE UNIVERSITY

Number of Years of service	Frequency	Percent
BELOW 1 YEAR	10	14.93
1 YEAR TO 10 YEARS	27	40.29
11 YEARS TO 20 YEARS	15	22.39
21 YEARS TO 30 YEARS	13	19.40
ABOVE 30 YEARS	2	2.99
Total	67	100.00

TABLE VII
CLASSIFICATION OF THE RESPONDENTS ACCORDING OF THE NATURE OF THE SEMINARS THEY ATTENDED DURING THE LAST THREE (3) YEARS

Nature of Seminar	Frequency	Percent
International	20	29.85
National	47	70.15
Total	67	100.00

As shown in the above table the respondents are classified according to the nature of seminars they attended during the last three years, as summarized, 20 or 29.85 percent of the total number of 67 respondents, attended to International nature of seminars while 47 or 70.15 percent attended national seminars. This may indicate that the administrators of the schools they are working believed on the importance of sending their employees to seminars.

B. Level of Importance of Value Orientation

TABLE VIII
LEVEL OF IMPORTANCE OF VALUE ORIENTATION IN SUC AND LGUS OPERATED COLLEGES & UNIVERSITIES AS PERCEIVED BY THE MIDDLE MANAGERS ALONG THE ASPECT OF PERSONAL VALUES, PROFESSIONAL VALUES AND ORGANIZATIONAL VALUES

Values Orientation	Mean	Sd	Qualitative Descriptions
1. Personal Values			
A. competency	3.87	0.78	Very Important
b. credibility	3.87	0.78	Very Important
c. Integrity	3.17	0.78	Moderately Important
d. Reliability	3.87	0.78	Very Important
e. Trust	3.9	0.78	Very Important
2. Professional Values			
A. Ambition	3.72	1.08	Very Important
b. Excellence	3.66	1.25	Very Important
c. Learning	3.16	0.77	Very Much Important
2. Professionalism			
e. Wisdom	3.92	0.82	Moderately Important
3. Work Values			
a. Adaptability	3.9	0.97	Moderately Important
b. Honesty	3.04	0.92	Very Important
c. Loyalty	3.9	1.06	Moderately Important
d. Responsible	3.06	0.58	Moderately Important
e. Self –confidence	3.02	0.71	Very Important
4. Organizational Values			
a. Authenticity	3.92	0.90	Very Important
b. Centeredness	3.9	0.93	Very Important
c. Collaboration	4.02	0.87	Very Important
d. Inclusivity	3.96	0.87	Very Important
e. Stewardship	3.78	0.90	Very Important

The perception of the middle managers in SUC and LGUs operated Colleges & Universities level of importance of value orientation along the aspect of Personal Values, Professional values and Organizational Values are presented in the table above the personal of value of *integrity* is rated as *moderately important* by the middle manager – respondents and *competency, credibility, reliability and trusts* are rated as *very important*.

As indicated in the same table the work values of adaptability, loyalty and responsibility are *moderately important* as revealed by the computed means and honesty and self-confidence are *very important* as perceived by the middle managers of the institutions.

Lastly, *very important* is the rating given by the middle manager –respondents to the organizational values of authenticity, centeredness, collaboration, inclusivity and stewardship.

III. SUMMARY

A. The Extent Leadership Behavior

The following initiating structure practices establishing policies, rules and procedure, communicating goals and work assignments, emphasizing need for high quality work, delegating necessary authority to accomplish tasks, recommending efficient ways to improve performances as demonstrated are rated as “*Great Extent*”. Another extent of leadership behavior are the middle managers giving of considerations of keeping employees about the department institution activities, staying informed on employees needs and concerns, allowing employees to do work in their own way, asking the groups opinions and suggestions and praising and recognizing employees good performance are also rated as “*Great Extent*”

Differences in the Level of Importance of Value Orientation in SUC and LGUs operated Colleges & Universities as perceived by the middle managers along the aspect of Personal, Professional Professionalism, Work and Organizational Values

- The levels of importance on *personal values orientation* between the two groups of respondents are different significantly with those teaching in SUCs and LGUs sponsored college and universities and male and female middle-manager respondents.
- There are significant differences in the *professional, values orientations* between the middle manager respondents working in SUCs and LGUs, male and female and single and married and those who attended international and national seminars during the last three years.
- Professionalism (wisdom) of the middle manager respondents’ from SUCs and LGUs, male and female, married and single and those who attended international and national seminars during the last three years are significantly different.
- Significant differences are noted when the middle manager respondents are grouped type of institutions

they are working, sex, marital status and nature of seminar they attended on the levels of their *work values orientation*.

Differences in the Extent the Middle Manager Respondents’ Leadership Behaviors that are demonstrated through their Initiating Structure and Providing Consideration to their Subordinates in SUC and LGUs operated Colleges & Universities

- There are significant differences in the Extent the Middle Manager Respondents’ Leadership Behaviors that are demonstrated through their Initiating Structure and Providing Consideration to their Subordinates between those who working in SUC and LGUs operated Colleges & Universities, male and female, married and single, those who attended national and international seminars during the last three years.

Relationship of the Middle – Manager Respondents Level of Importance to their Value Orientation whether they are from SUCs or LGUs.

Age as an independent variable has *significant relationship* with the middle manager respondents’ perceived level of importance on the personal, work and organizational values. The numbers of years working in the institutions are significantly related to the middle manager respondents’ perception on their level of importance on the personal, professional and professionalism. On the other hand, the middle manager respondents’ positions in the institutions are noted to have significant correlation with their perceptions on the level importance towards professional, professionalism, work and organizational values.

Lastly, the middle manager respondents’ type of departments they are working are significantly related to their to the five values orientation areas of personal, professional, professionalism, work and organizational values which is perceived to be very important by the middle manager respondents.

Implications to the leadership development program of the institutions

1. Since the level of importance given by the middle manager respondents on the different aspects of values orientation are not as much high than what is expected, significantly it may mean:
 - a. That since almost all the middle managers are still young and have spent limited number of years of institutions they failed to assimilate themselves on the important values of the institutions.
 - b. That because values are closely related to ethical standards of the institutions this should clearly mean that the leaders especially those at the top positions must pay extra consideration on this aspects of leadership.

- c. Development of statement of the Code of Ethics should Balance with the core values of the institutions
 - d. Values orientation should be an important part employees' development program.
 - e. Designing values re-orientation program should be gender based,
2. The results of this study simply mean that management of the educational institutions should consider the development of an extensive leadership development program not only for the middle managers but most especially to other levels of management.
 3. There is a need that their management staff be exposed to other best practices in terms of values orientation and leadership considerations.
 4. Whatever values or leadership development programs they will develop should take into considerations the profile of their leaders and managers, since significant relations exist between the two sets of variables in this study. It is not advisable to suit one program for everybody.

IV. CONCLUSION

Based on the findings of this study the following are the conclusions:

1. Almost all of the respondents are working in the State Colleges & Universities followed by those working in LGU sponsored colleges and universities, female, married, 21-30 years old, working in their respective institutions for 1 to 10 years already and have attended to national seminars during the last three years.
2. Their perceived level of importance ranges from very important in majority of the values orientation and very much important to several values orientation along the areas of personal, professional, professionalism, work and organizational values.
3. The extent of the leadership behavior as manifested in their initiating structure and giving of considerations to their subordinates are rated as "great"
4. There are significant differences in the perceive level of importance to the areas of values orientation and the extent of the leadership behavior manifested in their initiating structure and consideration given to their subordinates when the middle manager respondents are group according to the type of the educational institutions they are working, marital status, sex and the nature of seminars they attended during the last three years.
5. There are significant relationships between the middle manager – respondents' profile variables of age, number of years working in the institution, positions and the types of department they are working and their perceived level of importance to almost the entire personal, professional, professionalism, work and organizational values.
There are no significant relationship between the middle manager – respondents profile variables of age, number of years of working in the institutions, positions and the types of department they are working and the extent of

6. There are significant implications the findings of this study to the manner on values orientation is done by the institutions, the effect of the middle manager respondents ethical standards, their leadership development efforts, etc.

V. RECOMMENDATIONS

The following are some points of consideration in planning, designing and conducting leadership development programs and activities.

A. *Along the Process/Program Design*

- It is necessary to define meanings, design model. Know what leadership means to the stockholders and the human resources of the organization and have a model for developing it.
- Established ownership: Program participants should own their development.
- Alignment of Leadership Development with the culture, values/values orientation, and strategy. Top management, as the voice of strategy, must play a visible and active role and review how Leadership Development Program efforts support business initiatives. Identify real-time business issues and listen to and provide feedback on recommended solutions by program participants. Align leadership behaviors with strategies to keep focused on the end-game of success.
- Have a meaningful Purpose. Aligning leadership behaviors to strategy creates a core purpose for Leadership Development Program and prevents Leadership Development practices becoming ends in themselves. The best Leadership Development systems enable execution of business strategy. They are anchored in—and driven by— strategy. Leadership traits must mirror and keep pace with the strategic challenges. Leaders must possess the right skills and orientations to launch, test, and revise strategies as necessary. This requires alignment of leadership skills to strategy.
- Involvement of top management and engagement of top talent (active leadership commitment, sponsorship and visibility). Executive endorsement lends credibility to Leadership Development efforts and elevates the experience of participants.
- Design in multiple dimensions, phases, and delivery platforms.
- Predetermine what you want your leaders to know, be and do as a result of the Leadership Development.

B. Along the Area of Providing Avenues for Experiences

- Allow leaders especially those who are new to have on-job experience: field or special assignments/crucible challenges.
- It might also be useful to provide off-job experience: provide room leader's playing/assuming role in extracurricular and volunteer activities.
- Sponsor action learning: Performance with reporting, shared learning, and action items.
- Simulation, pilot, or small-scale operation.
- Delegate assignments most especially those that are developmental, meetings with global counterparts. People learn to lead by doing, so focus on experiential learning. Emphasize experience over classroom training.
- Conduct action orientation. The best Leadership Development tools tend to be actionable and leveraged to real business solutions. Leadership Development program produces higher performance by improving leader effectiveness. Tailor Leadership Development systems to business realities. Strategies for growing leaders shift with changing demands.
- Plan and implement experiential learning. Such learning includes moving leaders onto special projects, task forces, or new initiatives; embedding real-world problems into Leadership Development programs; challenging leaders to take on real problems with immediate feedback and payback; connecting participants to projects that have real consequences.
- Networking. Bonding occurs as individuals work together. Taking on challenges establishes a crucible that forges strong relationships. These networks strengthen as leaders mature. Bring together leaders from different disciplines to work on special projects. Co-mingling of participants tends to break down barriers and promote synergistic problem-solving.
- Rotational assignments. Rotate participants across disciplines, divisions, functions, and geographies. Complexity and specialization are barriers. Use these assignments to round out the leadership package in a way that positions individuals for senior leadership positions.
- Social/political competence: Enlighten participants on how to cope well with the social and political elements of leadership.

C. Development & Implementation of Content/ Curriculum/Competencies

- Learning modules/magazine articles on most relevant topics.
- Define the deficiencies/gaps and identify the critical content and topics.
- Case studies, stories, culture values.
- Community/team building exercises and activities.

- Different agenda and curriculum for different levels of managers and leaders.
- Focus on a few, company-specific core competencies. Have a focused set of competencies—three, four or five competencies—that become the focal point for developing leaders in each unit. As the strategic demands change, LD priorities may also shift. Leadership competencies migrate as the demands evolve.
- Smart Content: Content and curriculum adapted to different levels of managers and leaders in strategic context.
- Tailored leadership competencies: Isolate and agree on the key competencies. Limit competency models to a few competencies, and prioritize them to fit the changing needs.
- Competencies as the development core. Competencies stand as the primary clusters of knowledge, behavior and motivations. Defining a set of organization-specific leadership competencies guides LD efforts.
- Focused and prioritized few. A formal and focused leadership competency model sets behavioral expectations for leaders at all levels. This allows the virtual collection of leadership experience by generating guidelines on how leaders should think, act and interact. A leadership competency framework helps define the culture.
- Identify the leadership competencies that drive business results—the core competencies from which the specific prioritized few are selected. As leaders move up, their skills must shift from people and project management to strategic business and operations management.

Design Leadership curriculum. Most Leadership Development programs have a voluntary curriculum. Those that have specialized, customized, mandatory Leadership Development programs tend to identify the program as essential to elevating leader potential. Create fluid designs incorporating just-in-time response elements, including eLearning and blended learning solutions.

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