

Informational Communication and Leadership Aspect Influence of College Deans in a Rural State University

Leah A. de Asis¹, Brenfred N. Romero²,
Karene Maneka A. de Asis-Estigoy³, Amador A. Estigoy⁴

¹Faculty Member of the College of Education,

²Faculty Member of the College of Arts and Communication,

³Faculty Member of the College of Law,

⁴Faculty Member of the College of Business Administration,

^{1, 2, 3, 4}University of Eastern Philippines, Northern Samar, Philippines

ABSTRACT

This paper examined the informational communication and leadership aspect influence of college deans in a rural state university in Catarman, Northern Samar, Philippines. It made use of 83 sample-research participants, all are faculty members in the eight (8) academic units of the University of Eastern Philippines Main Campus, who answered the instruments lifted from the study of Jennifer de Guia.

The results indicate that the informational communication and leadership aspect of the academic heads are influential.

KEYWORDS: *informational communication, leadership aspect, influence, rural state university*

How to cite this paper: Leah A. de Asis | Brenfred N. Romero | Karene Maneka A. de Asis-Estigoy | Amador A. Estigoy "Informational Communication and Leadership Aspect Influence of College Deans in a Rural State University" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-6 | Issue-1, December 2021, pp.1376-1381, URL: www.ijtsrd.com/papers/ijtsrd47997.pdf



Copyright © 2021 by author (s) and International Journal of Trend in Scientific Research and Development Journal. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<http://creativecommons.org/licenses/by/4.0>)



1. INTRODUCTION

State universities are premier institutions for learning. They become the second home for students' personal development and professional preparedness. Students are scholarly trained for life by the institutions' human capital – the special lecturers, instructors, and professors, who are under the supervision of their respective heads – the college deans. However, the success of this human force is complementary on the aspect of the latter's leadership. As reiterated by Nyangarika and Kapinga (2020), leadership in an organization has been seen as a motivator whereby a leader motivates others towards the achievement of specific goals of the organization. On the downside, the role of leadership in universities has been debated as problematic by the scholars like Lewis and Smith (1994) and Trivellas and Dargenidou (2009a, 2009b).

As academic organizations, state universities need to capitalize on efficient leadership management as it is essential for the optimum individual and group performance. It emphasizes efficiency, organization, and direction while being sensitive to the needs, feelings, and opinions of the group. Leaders set example for desired behaviour or expected outcomes, which may be thoughts, words, actions, symbolisms, and organizational priority settings, while building groups momentum working toward value goods. The enthusiasm of the employee is usually lessened by their dislike with the leadership style their leader has. Many people strongly believe that even when there are good educational plans, good school programmes, adequate staffs and facilities, what is more important is a good administrative leadership to coordinate all

these for the progress and success of the school (Sergon, 2005; and Nyangarika and Kapinga, 2020).

Communication is an important contributory factor to organizational success. According to Morley et al. (2002), organizations that develop effective communication processes are more likely to both have positive work environments and be more effective in achieving their objectives. For a positive turn out, then there must be an effective line manager. Bisel et al. (2012) clearly described that the supervisor-subordinate relationship is a microcosm of the organizational universe when supervisors communicate with subordinates their interactions are an observable manifestation of organization in action. The other top five (5) key dimensions are: having regular face-to-face communication at all levels, good communication from senior managers, ready access to information, and good upwards communication (Hargie, 2016).

For over 50 years, leadership researchers have attempted to identify the aspects of leadership that improve organizational performance. Countless studies have been conducted over the past half century to determine why some leaders are more effective than others, but the answer is elusive and leadership researchers are still attempting to answer this question (Gordon and Yukl, 2004). Thus, the researchers prompted to conduct similar study to unfold the informational communication influence and leadership aspects of the college deans in a rural state university like the University of Eastern Philippines.

2. Objectives

The study sought to:

1. determine the profile of the respondents, in terms of
 - A. age,
 - B. sex,
 - C. academic rank, and
 - D. length of academic service;
2. find out the college deans' informational communication influence; and
3. identify the aspects of leadership influence used by the deans;

3. Review of Literature

The current study finds similarities with the study of Tracy L. Morris and Joseph S. Laipple on Leadership Challenges: Perceptions of Effectiveness of Deans and Chairs (2015). This study was part of a larger longitudinal investigation with an ultimate goal of fostering the development of improved procedures to prepare subsequent administrators to serve more effectively and to experience higher levels of job

satisfaction. A descriptive baseline was the first step. The primary objectives of this phase were to determine to what extent academic leaders employed various strategies to develop or improve their administrative (and leadership) skills, in which aspects of leadership they felt least skilled, whether department chairs and college deans differed in leadership development strategies or self-rated leadership skill, and how deans were rated on leadership by the department chairs in their college. Additionally, they sought to examine the congruence between self- and other-ratings.

This study is also related to the study of S. Sharma, S. D. S. Amir, J. Veeriah, and S. Kannan (2016) on Leadership Behavior of Deans and Its Impact on Effectiveness for Quality in a High Ranking University. It examined the effects of leadership behavior of deans on their university's academic and scholarly development policies. Using a sample of 400 faculty members across eight (8) faculties, a self-developed questionnaire was administered to examine the deans' leadership behavior its effectiveness on the quality of their policies. The results indicate that the leadership behavior in this research university is linked with different dimensions of effectiveness for quality.

This study finds connection with the study of Al-Maqbali, Fatema Hamood Ali (2014) on The Impact of the Leadership Styles of Deans on the Faculty Members' Level of Job Satisfaction in Nursing Education in Oman. The previous study investigated faculty members' perceptions of the impact of the leadership styles of nursing deans on the job satisfaction of faculty members working in nursing education in Oman. Nursing education in Oman currently is going through a major transformation, with the appointment of new deans, the introduction of an accreditation process, and the upgrading of the nursing diploma to a Bachelor's degree program in all governmental nursing institutions. These reform require significant development work in a short period of time; various taskforces have been established with specific tasks such as curriculum restructure, improving the range and number of research activities, the merging of institutes, introducing new policies, and establishing a quality assurance approach. This reform programme demands effective leadership to lead faculty, build the vision and respond to a range of external demands.

Lastly, this paper is related to the Organizational Communication as an Important Factor of Organizational Behaviour conducted by Željko Turkalj and Ivana Fosić. It explained the importance of communication for organization, the

communicational process and channels for information flow through the network of small formal groups and the network of informal groups. Hereby it also emphasized the greater need for appreciation of communication as the important factor of organizational behaviour due to the growing changes in organizations which face the leadership with new challenges and opportunities for testing the different organizational behaviour concept modes.

4. Methodology

This study was conducted in the University of Eastern Philippines (UEP) Main Campus with 83 on plantilla (permanent) position faculty members as research participants in the second semester of Academic Year

5. Results and Discussion

Respondents Profile

Table 1: Profile of the Respondents

Profile	Indicator	Frequency	Percentage
Sex	Female	55	66.27
	Male	28	33.73
Age	20 – 35	34	40.96
	36 – 50	27	32.53
	51 – 65	22	26.51
Length of Service	Less than 1 year	5	6.02
	1 – 3 years	12	14.46
	4 – 7 years	19	22.90
	8 – 10 years	14	16.87
	Above 10 years	33	35.76
Academic Rank	Instructor	38	45.78
	Assistant Professor	19	22.90
	Associate Professor	23	27.70
	Professor	3	3.61
Total		83	100

Table 1 shows the profile of the respondents. It can be gleaned from the data that majority of the teachers in the University of Eastern Philippines Main Campus are female (55, 66.27%); only 28, 33.73% are male. This goes along with the data of Sabio and Manalo (2020) where 87% of the teachers are female. On age bracket, a greater number (34, 40.96%) are young adults (20-35 years old); 27, 32.53% are adults (27, 32.53%); and 22, 26.51% are between 51 and 65 years old. For length of service, 33, 35.76% have been working for 10 years and above; 19, 22.90% for four (4) to seven (7) years; 14, 16.87% for eight (8) to 10 years; 12, 14.46% for one (1) to three (3) years; and five (5), 6.02% for less than one (1) year. The data contradict the results in the study of Nyangraika and Kapinga (2020) where most teachers are in the service for just one (1) to three (3) years; and a minority have been teaching for 10 years and above. As regards academic rank, a greater number are instructors (38, 45.78%); 23, 27.70% are associate professors; 19, 22.90% are assistant professors; and 3, 3.61% are full-fledged professors. It can be deduced that the faculty members need to upgrade their professional development through post-graduate studies, aligned trainings and workshops, and involvement in scientific publications, rural extension, and membership in professional organizations.

2019-2020. The main subject (aspect of leadership) were the deans of the Colleges of Agriculture, Fisheries, and Natural Resources; Arts and Communication; Business Administration; Education; Engineering, Nursing and Allied Health Sciences, Science, and Veterinary Medicine.

Furthermore, it employed the descriptive-quantitative research design. It determined the level of the informational communication and the college deans' aspect of leadership influence in UEP. The study utilized the survey questionnaire in the aspect of leadership influence as proposed by Jennifer de Guia, an industrial psychologist.

Informational Communication Influence**Table 2: Informational Communication Influence of the College Deans**

Informational Communication	Weighted Mean	Interpretation
Follows the development plans of the college	4.34	Influential
Involves everyone in the college activities and other undertakings	4.30	Influential
Informs everyone of professional opportunities	4.22	Influential
Gives constructive feedback which makes us feel worthy	4.20	Influential
Discuss negative issues during meetings and in public places	3.52	Neutral
Total	4.12	Influential

Table 2 presents the level of college deans' informational communication influence to the working capacity of the faculty members. As gleaned in the data, the informational communication of the college deans is influential (4.12). It can be noted that they are "influential" in terms of following the development plans of the college (4.34); involving everyone in the college activities and other undertakings (4.30); informing everyone of professional opportunities; and of giving feedback which makes everyone feel worthy (4.20). However, they are "neutral" on discussing negative issues during meetings and in public places (3.52).

It can be deduced from the data that the college deans try to put premium in the unfolding of the institutional development plans through collaborative efforts – by attempting to maximize individual potentials and contributions. Morley et al. (2002) suggested that organizations need to develop effective communication processes to attain positive work environments and ultimately achieve organizational objectives. Although influential, but the open communication between the college deans and their faculty-constituents should be enhanced. As reiterated by Wahab, et al (2020), effective communication to staff would go a long way in increasing their efficiency and effectiveness, since it will help them to be clear about what, how, and when to perform. The data on the information drive for professional opportunities suggests that the college deans go away from selective communication and advocates for equal opportunities for their faculty members. However, there is still a room for improvement. Indeed, in whatever capacity, the teachers as the corner-stone of school activities, should participate in the latter's preparation, implementation, evaluation, and decision (MOE, 2010). The UNESCO (2005) declares that without the participation of teachers, changes in education are impossible."

Lastly, the neuter data on discussing negative issues during meetings and in public places suggest that it always depends on the agenda. If something personal, it has to be disclosed in private. On one hand, if it concerns the majority, then it has to be open in public. The Philippine Constitution through Republic Act No. 6713 mandates all *public* officials and employees to always uphold the *public* interest over and above *personal* interest.

Aspects of Leadership Influence of the College Deans**Table 3: Aspects of Leadership Influence of the College Deans**

Aspect of Leadership	Weighted Mean	Interpretation
Confidence	4.04	Influential
Creativity	3.92	Influential
Humility	3.90	Influential
Decisiveness	3.81	Influential
Transparency	3.73	Neutral
Trust	3.60	Neutral
Learn from failure	3.59	Neutral
General Weighted Mean	3.80	Influential

Table 3 shows the aspects of leadership influence manifested by the college deans. The general weighted mean (3.80) suggests that the leadership aspects of the undergraduate college deans in the University of Eastern Philippines are "influential."

The data further show that four (4) of the leadership aspects are "influential." Topping the roster of the college deans' leadership aspects is their confidence (4.04). This means that if there is something that the

faculty members would remember about their college dean, it is the latter's confidence. It is followed by creativity (3.92); humility (3.90); and decisiveness (3.81). On the other hand, they are perceived neutral on their transparency (3.73); trust (3.60); and learn from failure (3.59).

The study shows that it takes the right amount of confidence for a college dean to be influential. The data goes along with the conclusions of the modern

leadership researchers that most of those who have focused on the leader's personality traits include self-confidence in their lists of what makes leaders effective (Bass and Stogdill, 1990; Kirkpatrick and Locke, 1991; Goleman, et al., 2001; Yukl, 2001; Wrench and Punyanunt-Carter, 2012; Northouse, 2016). Indeed, self-confidence plays a role in every aspect of a leader's thoughts, feelings, behaviour, relationships and job performance (Kolb, 1999).

While the data on creativity, is in one way supportive on the conclusions of Agbor (2008) that creativity and innovation are what drive organizational success in many sectors; the findings on humility backs up the claims of Owens and Hekman (2012) that humble leadership is what people need in this contemporary times. These are the leaders who inhabited behaviours which are observable by peers and followers. On the down side, Owens and Hekman's thoughts on describing leaders as those who inhabited one or all of the three traits, admitting mistakes and limitations, spotlighting follower strengths and contributions, and modelling teach ability contradicts the findings of the current study as regards "learning from failure." Owens, et al. (2013) suggests that admitting mistakes and limitations refers to the willingness to view oneself accurately.

6. Conclusions

This study on informational communication and leadership aspect influence of college deans in a rural state university found out that majority of the faculty member-research participants are female, young adults, have been working for 10 years and above, and are on instructorial positions.

Findings of the study also suggest that the level of the college deans' informational communication and aspects of leadership influence to the working capacity of the faculty members is "influential."

7. Recommendations

On the basis of the highlights of the study, the hereunder recommendations are set forth.

1. The University officials, college deans, and the teaching staff should work hand in hand to upgrade the professional development of the latter. Scholarship benefits for post-graduate studies should be enhanced to encourage the faculty members to apply. Trainings and seminar-workshops should be properly appropriated.
2. The university administration should prioritize holding and or sending college deans to informational communication aligned trainings, workshops, and other learning spaces. The faculty members should have appropriate access to

information about the proceedings of meetings which concerns them.

3. Learning modules and formal trainings on transparency, trust, and learning from failure should be considered to fully equip the college deans with a holistic sense of leadership aspects.
4. Related studies with wider scope and different methodologies are highly recommended.

Literature Cited

- [1] Agbor, E. (2008). Creativity and Innovation: The Leadership Dynamics, *Journal of Strategic Leadership*, Vol. 1 Iss. 1, 2008, pp. 39-45. School of Global Leadership & Entrepreneurship, Regent University ISSN 1941-4668.
- [2] Al-Maqbali, Fatema Hamood Ali (2014). *The Impact of the Leadership Styles of Deans on the Faculty Members' Level of Job Satisfaction in Nursing Education in Oman*. School of Education, College of Social Sciences University of Glasgow, United Kingdom.
- [3] Bass, B. M., & Stogdill, R. M. (1990). *Bass & Stogdill's handbook of Leadership: Theory, research, & managerial applications* (3rd ed.). New York: The Free Press; Goleman.
- [4] Bisel, R., Messersmith, A. and Kelley, K. (2012) Supervisor-subordinate communication: Hierarchical Mum Effect meets organizational learning, *International Journal of Business Communication*, 49, 128-147.
- [5] Goleman, D. (1998). What makes a leader? *Harvard Business Review*.
- [6] Gordon, A. and Yukl, G. (2004). The Future of Leadership Research: Challenges and Opportunities. *Zeitschrift für Personal for schung*, 18. Jg., Heft 3, 359, *German Journal of Human Resource Research*, Vol. 18, Issue 3.
- [7] Hargie, O. (2016) *The importance of communication for organisational effectiveness*. In Lobo, F. (ed.) *Psicologia do Trabalho e das Organizações*. Braga, Portugal: Axioma. pp. 15-32.
- [8] Kirkpatrick, S. A., & Locke, E. A. (1991). Leadership: Do traits matter? *Academy of Management Executive*, 5(2), 48-60.
- [9] Kolb, J. A. (1999). The effect of gender role, attitude toward leadership, and self Confidence on leader emergence: Implications for leadership development. *Human Resource Development Quarterly*, 10(4), 305-320.

- [10] Lewis, R. G., & Smith, D. H. (1994). *Total quality in higher education*. Delray Beach, FL: St. Lucie Press.
- [11] MoE, (2010). *Educational Sector Development Program IV (ESDP IV): Program Action Plan (PAP)*. Addis Ababa
- [12] Morley, D., Shockley-Zalabak, P. and Cesaria, R. (2002) Organizational influence processes: perceptions of values, communication and effectiveness, *Studies in Communication Sciences*, 2, 69–104.
- [13] Morris, Tracy L. and Joseph S. Laipple (2015). Leadership Challenges: Perceptions of Effectiveness of Deans and Chairs. *Journal of Higher Education Management American Association of University Administrators*, 30(1) [2015], pp. x-x.
- [14] Northouse, P. G. (2016). *Leadership: Theory and practice* (7th ed.). London: Sage.
- [15] Nyangarika Anthony and Zacharia Joseph Ngasa. (2020a). Effect of Leadership Styles on Classroom Instruction for Secondary Schools in Tanzania. *International Journal of Advance Research and Innovative Ideas in Education*, 6(3), 211-222.
- [16] Nyangarika, A. and Kapinga, B. B. (2020). Influence of Heads of School's Leadership Practices on Teachers' Job Performance in Secondary Schools *International Journal of Advance Research and Innovative Ideas in Education* · Vol-6 Issue-5 2020 IJARIIIE-ISSN(O)-2395-4396 11943 www.ijariie.com 1826.
- [17] Sabio, C. J., and Manalao, M. M. (2020). Assessing Elementary School Teachers' Performance Using CBPAST and IPCR: A Five Year Trajectory Report *International Journal of Information and Education Technology*, Vol. 10, No. 2.
- [18] Sergon, D. (2005). *School Success Depends on the Head Teacher's Ability*. The Standard. Nairobi: The Standard Group.
- [19] Sharma, S., S. D. S. Amir, J. Veeriah, and S. Kannan (2016). Leadership Behavior of Deans and Its Impact on Effectiveness for Quality in a High Ranking University. *Education and Science*, Vol 41, No 184, 49-58.
- [20] Subrahmanyam, S. (2018). The Role of Humble Leadership for Creativity and Innovation for Startups. *International Journal of Management, Technology and Engineering*, Volume 8, Issue XII, ISSN No. 2249-7455.
- [21] Trivellas, P., & Dargenidou, D. (2009a). Organizational culture, job satisfaction and higher education service quality: the case of technological educational institute of Larissa. *The TQM Journal*, 21(4), 382-389.
- [22] Trivellas, P., & Dargenidou, D. (2009b). Leadership and service quality in higher education: the case of technological educational institute of Larissa. *International Journal of Quality and Service Sciences*, 1(3), 294-311.
- [23] Turkalj, Ž and Fosić, I. (2010). *Organizational Communication as an Important Factor of Organizational Behaviour*. Interdisciplinary Management Research V
- [24] UNESCO-(2005) *Teacher Involvement in Educational Change*. Regional Bureau of Education for Latin America and the Caribbean: Chile
- [25] Wahab, J. A., Mansor, A. Z., Hussin, M., and Kumarasamy, S. (2020). *Headmasters' Instructional Leadership and Its Relationship with Teachers Performance*. *Universal Journal of Educational Research* 8(11A): 97-102, <http://www.hrpub.org> DOI:10.13189/ujer.2020.082112
- [26] Wrench, J.S. and Punyanunt-Carter, N. (2012). *An Introduction to Organizational Communication*. This book is licensed under a Creative Commons by-nc-sa 3.0 (<http://creativecommons.org/licenses/by-nc-sa/3.0/>) 1
- [27] Yukl, G. (2001). *Leadership in organizations*. Upper Saddle River, NJ: Prentice Hall.