check for
updates

Help-Seeking and Management Behavior of the Deans and Academic Chairpersons in the University of Eastern Philippines

Veronica A. Piczon[1]
Leah A. de Asis[2]

[1]*University of Eastern Philippines*
[2]*University Town Northern Samar Philippines*

Abstract

This study investigated the help-seeking and management behavior of Deans and Academic chairpersons in a state university In Northern Samar. It determined the effect of help-seeking behavior on management behavior of the administrators. A total of thirty-two college deans and department heads participated in the study. Colleges administrators admitted that they seek help from others when faced with challenging situations. Findings showed they are participating in decision making efficiently. Similar efficiency level was found on management behavior in terms of problem-solving, conflict management, and crises' intervention. Overall, management behavior of college school administrators was considered efficient. Help-seeking behavior positively Influenced the problem solving and conflict management abilities of the colleges' administrators. On the other hand, the test of the relationship between help-seeking behavior and performance of the school administrators showed that only occupational competence had a significant relationship with help-seeking behavior. Schools administrators' help seeking behavior is much helpful in dealing with their duties particularly on management areas of their occupation. Occupational competence was significantly related to decision making, problem-solving and conflict management. On the other hand, professional and personal characteristics were also significantly, related to crisis intervention. Punctuality and attendance had no significant relationship to any of the management behavior. Lastly, the test of difference in help-seeking behavior of colleges administrators when compared by age and gender showed that help seeking varies among different age groups. Younger colleges administrators seek more help compared to seasoned administrators. No significant difference was found on the help-seeking ability between male and female administrators. Implications of help-seeking on school administrators were discussed.

1. Introduction

A form of mentoring that is common in school administrator development is coaching. It is distinct from traditional mentoring in that it typically takes place within a shorter time frame and focuses on the development of specific skills. In addition, coaching often comes from outside of the system, whereas mentors typically are organizational insiders. Coaches work alongside administrators to observe their performance, offer critiques, and connect them with resources that can help improve their practice. As the Commission on

Higher Education (CHED) has become more focused on increasing student achievement in schools, school administrators are receiving more attention for their role in improving education.

There is a positive connection between school leadership and student outcomes that operates indirectly through school conditions, classroom conditions, and teachers' performance. According to Turner (2007) administrators who seek school improvement display specific behaviors like establishing strong lines of communication, establishing clear goals, and having quality contact and interaction with teachers and students at a high level. The administrators of these schools having strong, consistent ideals in education with clearly articulated goals and support all stakeholders through materials and knowledge articulation; additionally, they are communication facilitators for and with all stakeholders.

Thus, the college dean's or a department head's behavior to seek assistance and to maintain commendable attitude play a very important role in managing an organization. Help seeking behavior is a form of social behavior emitted to seek assistance from others. Help-seeking behavior is an important self-regulatory strategy that contributes to one's management behavior.

2. Objectives of the Study

Generally, this study sought to investigate the relationship between help-seeking and management behavior of college deans and department heads in the University of Eastern Philippines. Specifically, this study sought to:

1. Determine the help-seeking behavior of the respondents;
2. Find out the management behavior of the respondents in terms of:
   a. Decision Making,
   b. Problem-Solving,
   c. Conflict Management,
   d. Crisis intervention;
3. Find out significant difference on help-seeking ability between male and female respondents;
4. Find out significant difference on help-seeking ability of respondents aged 50 years below and above 50 years old;
5. Determine significant relationship between help-seeking and management behavior of the respondents.

3. Methodology

3.1. Research Design

The study utilized the descriptive-correlational research design to attain its objectives. Help seeking behaviors and management behavior were describe as it happen at the present. The correlational aspect determined the relationship between help seeking behavior of administrators and management behavior.

3.2. Participants

Thirty two college deans and department heads from UEP participated in this study. They were selected through complete enumeration.

3.3. Instrument

Help-seeking behavior. To determine the level of help seeking behavior of school administrators, a scale adopted from the study of Moore was utilized. This was also used in the study of Karabenick and Knapp.

Management Behavior. To determine the management behavior of school administrators, the management behavior scale adopted from the study of Ortelle about management behavior of teachers and school heads.

3.4. Data Gathering Procedure

School administrators from the University of Eastern Philippines were requested to answer the questionnaire. The participants were instructed to answer the instruments. They were monitored while answering the instrument in case questions would arise. After answering the respondents were briefed about the purpose of the study.

3.5. Data Analysis

The inventories for each respondent were scored by taking average scores on the items. Separate scores were obtained for each help seeking and management behavior factors. Regression analysis was employed to test the relationship between help seeking and management. 1-test for independent sample was used to test for significant difference on the help seeking behavior between male and female administrator. Same statistical tool was used to test for significant difference between two age group's help seeking behavior.

4. Results and Discussion

4.1. Help-Seeking Behavior

Table 1 shows the help-seeking behavior of the school administrators. The table shows that overall, school administrators had 'much favorable' help-seeking behavior with total mean of 3.98. School administrators admitted that they need help from others. They believe that the answers to their many questions as leaders can not only be answered by their own selves. They need mentors, advisers, and even ideas from teachers. They less even believe that asking for help is a sign of weakness. Remarkably, their thinking that seeking help is an excellent way to acquire new knowledge and kills proved to be a very positive behavior.

This finding is along the conclusion of Ryan, Patrick, and Shim (2005) that help seeking is a behavior and option all people have to search for or request assistance from others. Help seeking is a self-regulatory strategy to use others as a resource in order to continue the learning process.

Table-1. Help-Seeking Behavior of School Administrators.

Help-Seeking	WM	Interpretation
School administrators don't need help	4.30	Very much favorable
It can be embarrassing to show that you're having difficulty by asking for help.	4.08	Much favorable
If one asks for help, others might think one is incompetent.	3.98	Much favorable
It is better not to show others if you have a problem.	3.87	Much favorable
Asking for help or advice can be seen as a sign of weakness.	3.99	Much favorable
Asking for help with problems is a good way to learn	4.30	Very much favorable
Seeking advice is one of the best ways to become a better school administrator.	3.98	Much favorable
Seeking help when one is having difficulty is an excellent way to acquire new knowledge and skills.	4.09	Much favorable
It's better to ask for help when necessary than continue to experience difficulty.	3.88	Much favorable
One should think twice about asking for help because this can often lead to even more work.	3.79	Much favorable
Asking for help is worthwhile if it saves one effort and bother.	3.92	Much favorable
It is often simpler just to live with a problem rather than ask help or advice	3.69	Much favorable
Asking others for help is okay if they offer solutions, rather than just talking about the problem.	3.95	Much favorable
Asking someone else to take care of things is better than tiring oneself out dealing with annoying	3.87	Much favorable
Grand Mean	3.98	Much favorable

4.2. Management Behavior

Table 2 shows the management behavior of school administrators in terms of decision making, problem solving, conflict management and crisis intervention. Administrators were able to make comprehensive decisions. Indeed, school administrators can affect student learning indirectly by making decisions at the school level that either constrain teachers' decision at the classroom level so that they run smoothly.

With regard to problem solving, it shows that school administrators are able to properly address problems in school. They are able to supervise the staffs, schools, and the projects therein. The only area in which they themselves admitted that they are less efficient is on introducing new approaches in their action plan. This could be due to the sprout of the new curriculum where it is very critical to introduce new approaches on action plan during the transition period. While it also important to venture on new approaches of addressing school plans, the school administrators might be thinking that it would be a threat in the educational system to impose things untested.

In the case of conflict management behavior, the school administrators are capable of resolving conflict in the organization. Conflict management is one that garnered the highest mean among other management areas. This only indicates that school administrators believed that they have accorded remarkable conflict management duties.

In crises intervention behavior, the school administrators have delivered quality assistance services to teachers, students and stakeholders. They present and attend complaints, plan and follow up decisions, and most of all they can smile even under pressure.

Overall, management behavior of school administrators can be interpreted to the point that the power of authority entrusted to every school leader has been properly exercised. They have been accomplishing tasks using different management behavior to reach the educational goal. This finding is along (Bossert, Dwyer, &

Lee, 2002) 's review who posited three facets to successful school leadership: the instructional organization: the school climate: and, management behavior.

Table-2. Management Behavior of School Administrators.

Management Behavior	WM	Interpretation
Decision Making		
is careful in making of facts before making a decision	3.46	More Efficient
Puts emphasis on what is right rather than who is right	3.62	More Efficient
Involves all staff in planning	3.31	Efficient
Knows procedure by which problems are studied.	3.54	More Efficient
Makes necessary schedule for every task undertaken	3.28	Efficient
Develop action plan for the school.	3.44	More Efficient
Accomplishes targets on specified time		Least Efficient
Recommends for awards and promotions to deserving members of the staff.	3.44	More Efficient
Is constant and firm in his decision.	3.39	Efficient
Gives full and clear explanation of decision	3.37	Efficient
Mean	**3.43**	**More Efficient**
Problem-Solving		
Welcomes teachers who present problems or complaints	3.67	More Efficient
Encourages teachers to present personal and school problems	3.76	More Efficient
Assumes responsibility in the accomplishment of major task	3.72	More Efficient
Sets up schedule of work	3.54	More Efficient
Introduces new approaches in his/ her action plan		Least Efficient
Appraises performance and suggest improvement where needed	3.60	More Efficient
Delegates authority and responsibility through a channel of chain and command	3.50	More Efficient
Supervises the staff regularly	3.73	More Efficient
Constantly supervises all projects and programs of the school	3.70	More Efficient
N. Involves staff in framing school plans	3.55	More Efficient
Mean	**3.64**	**More Efficient**
Conflict Management		
Shows interest in settling conflicts	3.81	More Efficient
Believes in the potentialities of each member of the staff	3.79	More Efficient
Constantly follows up the work of teachers and other staff	3.88	More Efficient
Is satisfied with the manner used in settling conflicts	3.85	More Efficient
Is careful in weighing of facts before making a decision	3.81	More Efficient
Gives incentives to deserving members of the staff	3.83	More Efficient
Gives teachers and employees ample time to discuss and explain their side before discussion is given	3.81	More Efficient
Seeks agreement before conflict arise	3.68	More Efficient
Acts politely and courteously during discussion of problems	3.74	More Efficient
Applies orderly behavior in resolving problems	3.80	More Efficient
Mean	**3.80**	**More Efficient**
Crisis Intervention		
Attends to problems without prejudice or discrimination	3.87	More Efficient
Presents complaint without inhibitions	3.77	More Efficient
Finds time to attend complaints	3.81	More Efficient
Alerts to correct unsatisfactory conditions	3.72	More Efficient
Follows up decisions to make sure action is carried out	3.77	More Efficient
Assigns and distribute work equitably	2.59	Least Efficient
Treats all people working with purely	3.74	More Efficient
Can smile even things get rough	4.01	More Efficient
Plans for the enrichment of the curriculum	3.78	More Efficient
Is cool and calm in time of crises	3.49	More Efficient
Mean	**3.77**	**More Efficient**
Grand Mean	**3.66**	**More Efficient**

4.3. Test of Difference on the Help-Seeking Behavior between Male and Female Administrator

Independent sample 1-test was used to determine if there exist significant difference of the help-seeking behavior between the male and female respondents. The independent sample test table shows a t-value of

0.063 and a significant value of 0.950 which means that there is no significant difference between male and female help-seeking behavior. Further, the group statistics table shows the comparison of the mean of the male and the female which are 3.786 and 3.771 respectively, which are almost equal and implies no significant difference.

Table-3. Test of difference on help seeking between male and female.

t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
.063	29	.950	.014738	.234348

4.4. Test of Difference on the Help-Seeking Behaviour between the Respondents Whose Age are Below 50 Years Old And Respondents Whose Age are 50 Years Old and Above

Independent sample t-test in SPSS software was used to determine if there exist significant difference of the help-seeking behavior between the respondents whose age are below 50 years old and respondents whose age are 50 years old and above. The independent sample test table shows a t-value of 7.058 and a significance value of 0.0459 which means that there is a significant difference between the help-seeking behavior of the respondents whose age are below 50 years old and the respondents whose age are 50 years old and above.

Table-4. Test of Difference on help-seeking between two age-groups.

t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
7.058	30	0.0459	.315873	.275051

4.5. Relationship between Help-Seeking Behavior and Management Behavior of the School Administrators

Pearson r correlation was utilized to test the relationship between help-seeking behavior and management behavior of school administrators. Table 3 shows that the correlation between help seeking and problem solving was 0.418 with significance value of 0.019 and the computed correlation between help seeking and conflict management was 0.482 with significance value of 0.007 both interpreted as 'significant'.

Help seeking behavior positively correlated with problem solving and conflict management abilities of the school administrators. It can be inferred that when solving problem and managing conflict, seeking help from colleagues and mentors can be very effective. This finding confirms that of Karabenick finding that help seeking behavior promotes cognitive functioning that is higher than those who do not seek help from others. Help seeking behavior positively changes ones outlook by opening intelligence and welcoming ideas of other people. In another perspective, school administrators who seek help from others have higher problem solving and conflict management abilities. It worked as far as the respondents of this study are concerned.

Table-5. Relationship between Help-Seeking Behavior and Management Behavior of the School Administrators.

Independent Variables	Parameters	Decision Making	Problem Solving	Conflict Mgnt	Crisis Intervention
	Pearson r	0.11	0.418	0.482	0.039
Help Seeking	Sig.(2-tailed)	0.547	0.019	0.007	0.526
Interpretation	Not Significant	Significant	Significant	Significant	Not Significant

5. Conclusion

In general, schools administrators in the University of Eastern Philippines are generally diligent. They are willing to extent time without compensation especially during accreditation period. Most of them excel in terms of school leadership. These young leaders excel in terms of school leadership. Help seeking behavior could have worked favorably for these school leaders to manage diversity of teachers. staff and students.

School administrators have very efficient management behavior specifically on decision making, problem solving, conflict management and crises interventions. This goes to show that leadership power is properly exercise and the sense of leadership functioned well in the university.

It was found out that help seeking behavior positively influence the problem solving and conflict management abilities of the school administrators. It can be inferred therefore that when solving problem and managing conflict, seeking help from colleagues and mentors can be very effective.

Finally, younger school administrators have higher tendency to seek help compared to more mature leaders. The seasoned administrators could possibly have acquired already the necessary skills in running the organization. Or it could also be interpreted that the young administrators have high help seeking ability because of the necessity to address important school issues. Either way, these young leaders are in the right path asking help when necessary than doing it themselves and commit errors.

6. Recommendations

Based on the findings of this study, the following recommendations are forwarded:
1. It is recommended to conduct a seminar for all school administrators and supervisors with the objective of fostering connection between and among school leaders through teamwork.

2. School administrators should continuously update their knowledge in management through attending regional and national trainings. Attending seminars is another way of sharpening their management skills by learning management theories.

3. A comparison of help-seeking behavior between neophyte and seasoned teachers could be studied. This could contribute to the theory and literature of help-seeking behavior.

References

Bossert, S. T. D. C., Dwyer, B. R. N., & Lee, G. V. (2002). The instructional management role of the principal. *Educational Administration Quarterly, 18*(3), 34-64.

Ryan, A. M., Patrick, H., & Shim, S. O. (2005). Differential profiles of students identified by their teacher as having avoidant, appropriate, or dependent help-seeking tendencies in the classroom. *Journal of Educational Psychology, 97*(2), 275-285.

Turner, D. (2007). *Leadership behaviors of elementary principals of schools exiting program improvement as perceived by teachers.* Doctoral Dissertation. Available from ProQuest Dissertations and Theses Database. (UMI No. 3273838).