

Management Problems of Middle Managers in State Universities and Colleges – Teacher Education Institutions (SUC-TEIs) in Region IX: Basis for a Middle Management Development Program

Marites P. Agang
Basilan State College

Abstract— This study was conducted to determine the 'Management Problems of Middle Managers in State Universities and Colleges Teacher Education Institutions (SUC-TEIs) in Region IX', to serve as Basis for a Middle Management Development Program. A survey questionnaire was used to collect data from Eighty - Five (85) middle managers in State Universities and Colleges Teacher Education Institutions (SUC-TEIs) in Region IX, during school year 2008-2009 using stratified random sampling. Results of the study showed that: middle managers perform the Planning, Organizing, Directing/Leading, Controlling, Coordinating- related managerial tasks to a 'Great Extent'. However, they experienced problems in performing Planning, Organizing, Directing/Leading, Controlling, Coordinating - related managerial tasks to a 'Moderate Extent'. The most critical management tasks of the middle managers were identified, these include: Setting minimum competencies/standards for the education curricular Program, programming the requisition and use of physical and material resources for the operational needs of the academic unit(s), Formulating evaluation standards and procedures for the faculty, Identifying instructional planning weaknesses and implement corrective Measures, and Coordinating the requests and deliveries of the physical facility needs of the faculty with higher school authorities. With the findings of this study serving as basis, a Middle Management Development Program can be generated and implemented, to address management related problems. Consequently, this will help improve the managerial effectiveness and efficiency of educational administrators, in providing the quality of education envisioned by the SUC - TEIs in Region IX.

Keywords— Effectiveness, Educational administrators, Management Problems, Middle managers.

I. INTRODUCTION

Management as defined by Koontz, et al. (1990), is the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims. Newstrom & Davis (1997) would supplement, "managers work with and through others to achieve objectives by influencing people and system in a changing environment. Hierarchically, an organization would have people in the top, middle, and lower management levels to work things out for the organization, in the pursuit of its stated goals."

Heckt, et al. (1999) declares that "middle management positions within the institution's organizational structure are not the front-line managers of the different departments. They

work in the middle ground between the central administration that leads and coordinates the mission and direction of instruction, and the department chairs who orchestrate the daily activities that make the mission manifest."

According to Diamond (2002), "the deans, department chairs, and other educators in the middle level are responsible for communicating with the faculty and establishing revised guidelines at the school, college, or department levels. They develop procedures for orienting faculty under the new guidelines. Modifications are made which show leadership for change across an institution so that change has t

be accommodated and reinforced. This integrated notion of change is an important aspect in dynamic system like colleges and universities. Everyone has a role to play in the change process."

In the performance of all these duties and responsibilities, the middle managers would definitely encounter problems that would affect their effectiveness and efficiency as unit administrators. As Cook & Hunsaker (2001) would put it, a middle manager directs, organizes, and develops people, technology, and financial resources in task-oriented systems that provide services and products to others. With the increasing responsibilities of these middle level educators, they are becoming aware of their capability to cope with change and innovations anchored on problems and current practices. They encounter pressures and problems as they assume managerial roles in educational operations geared towards quality education."

"The paradigm of total quality is continuous improvement. People and organizations should not be contented to say where they are, no matter how successfully they seem to be. Quality begins with an understanding of students' and teachers' needs and expectations. In meeting these needs, problems may arise in the different levels which are personal, interpersonal, managerial and organizational levels." (Diamond, 2002)

Cook & Hunsaker (2001) supplements, managerial quality is basically nurturing win-win performance and partnership agreements making sure they are in synchronous with what is happening inside that persons and is happening inside the organization. The role of manager is to guide organizations toward goal attainment. Managerial level involves the manager's style and skills in the execution of functions like planning, organizing, influencing and controlling.

Greenberg & Baron (1997) warns: "although every team manager has the potential to be highly effective, there are often problems that impede a team's achievement of the level of its effectiveness. Unclear goals, unclear definition of roles and responsibilities, lack of structure, lack of commitment, poor communication, poor leadership, turnover of team members and functional behavior."

"Organization level problems involve constraints and conflicts pertaining to the organization's shared vision and principles, structure and strategy. (Kuczarski and Kuczarski, 1995). There are factors that affect organization, like high stress occupation, job role, and poor working conditions, organizational politics and poor work relationships. One dilemma in the study of organizational problems is identifying which problems are most important." (Covey, 1991)

The middle managers in State Universities and Colleges - Teacher Education Institutions (SUC-TEIs) in Region IX are faced with problems of similar nature. An insight on the management related difficulties of these educational administrators is therefore needed to identify management development needs, and subsequently generate an appropriate, and research based management development program for middle managers to address the critical problems identified.

As generally accepted, the first step towards the solution of any problem is its identification or recognition. Identifying these managerial problems is a prerequisite to the needs assessment of educational managers. As Rebores (1998) would put it, it's the first step in determining the training and development needs of the organization. Thus, foregoing the conduct of a study of this nature would be letdown to the efforts of educational administrators, the middle managers, the faculty, and other stakeholders of the SUC - TEIs in Region IX, to provide 'Quality Education' for its student- clientele.

It is based on the premises presented that there is a need to determine the 'Management Problems of Middle Managers in State Universities and Colleges Teacher Education Institutions

(SUC-TEIs) in Region IX, and to serve as basis, generate a Middle Management Development Program to address these management- related problems. Consequently, this will help improve the managerial effectiveness and efficiency of this set of educational administrators, being relevant human resources, critical to the success of the SUC-TEIs in Region IX, in providing the quality of education envisioned by each of the government owned teacher institutes.

Theoretical Framework

This research work was anchored on the 'Systems Approach to Operational Management' of Harold Koontz, Cyril O'Donnell, and Heinz Wehrich.

The Systems Approach to Operational Management

According to Koontz, et al. (1980), "an organized enterprise does not, of course, exist in a vacuum. Rather, it is dependent on its external government; it is a part of larger systems such as the industry to which it belongs, the economic system, and society. Thus, the enterprise receives inputs, transforms them, and exports the outputs to the environment. However this simple model needs to be expanded and developed into a model of operational management that indicates how the various inputs are transformed through the managerial functions of planning, organizing, staffing, leading, and controlling. Clearly, any business or other organization must be described by an open-system model that includes interactions between the enterprise and its external environment."

Based on the foregoing detailed consideration, the 'Systems Approach to Operational Management' of Harold Koontz, Cyril O'Donnell, and Heinz Wehrich, served as a sound theoretical framework of this study on the 'Management Problems of Middle Managers in State Universities and Colleges- Teacher Education Institutions (SUC-TEIs) in Region IX'.

Figure 1 shows the schematic diagram of the theoretical model of this study.

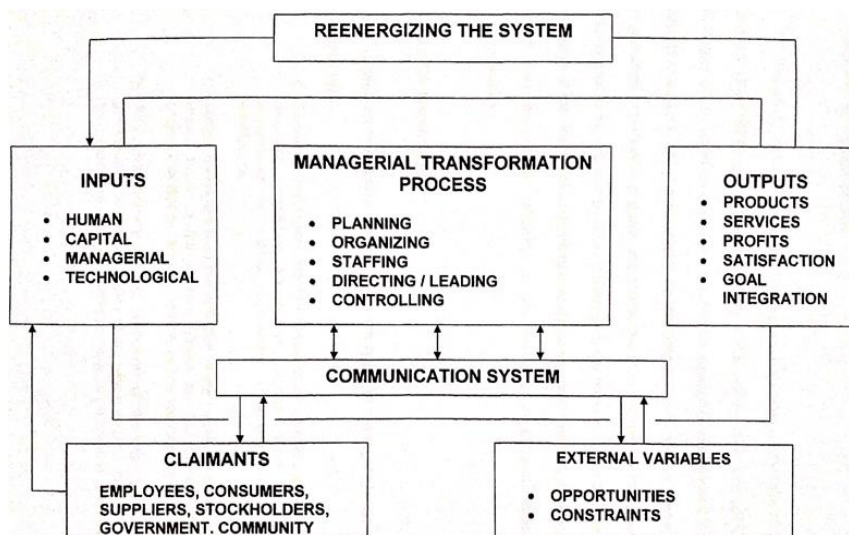


Fig. 1. Schematic diagram of the theoretical model

Conceptual Framework

The study conceptualized the 'Management Problems of Middle Managers in State Universities and Colleges Teacher Education Institutions (SUC-TEIs) in Region IX', to serve as basis for a Middle Management Development Program. Middle managers, being accountable for the efficient and effective management of specified organizational goals and objectives, thus affected by management related problems, are in a position to best give the most accurate feedback and measure of the degree of performing actual management tasks, and the extent to which they experience problems in the performance of such duties and responsibilities.

As dependent variables of the study, the constructs for the 'Management Problems of Middle Managers in State Universities and Colleges - Teacher Education Institutions (SUC-TEIs) in Region IX, considered were in the areas of Planning; Organizing; Directing/Leading; Controlling; and Coordinating.

Specifically measured were the actual duties and responsibilities, and problems experienced in the performance thereof, in the areas which serve as pillars of quality education, namely: Curriculum; Instruction Supervision; Evaluation; and Physical Facilities. Critical managerial duties and responsibilities were then identified.

Classifications were generated on the Educational Qualifications Managerial Experience, and Academic Area / Discipline, which served as bases of analyses on the dependent variables.

A needs assessment was conducted to determine the management development needs of the middle managers, to serve as basis for a management development program for the middle managers of SUC - TEIs in Region IX.

The implications would be directed towards the generation an appropriate management development program for the middle managers in SUC TEIs in Region IX. Figure 2 shows the schematic diagram of the conceptual model of this study.

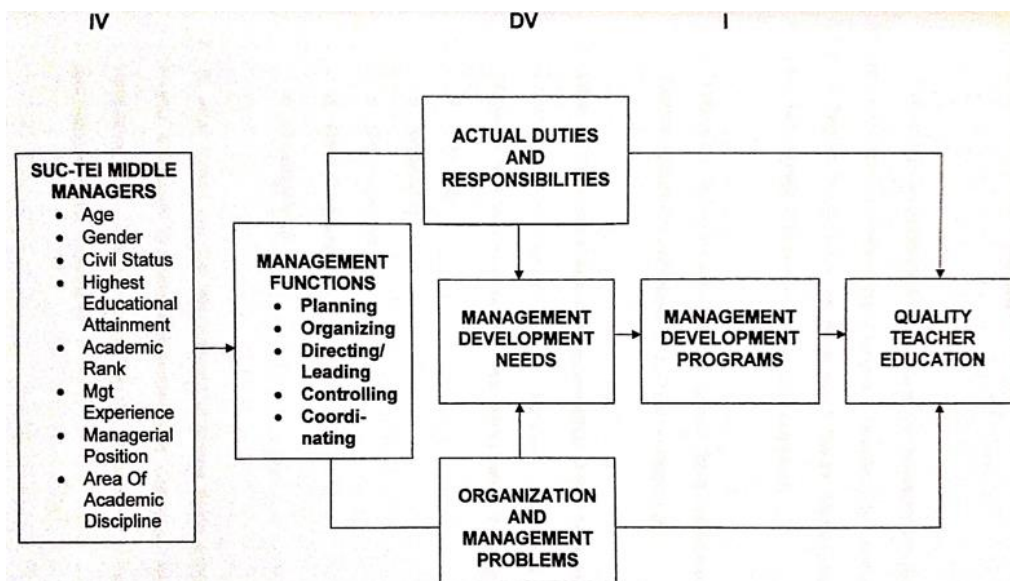


Fig. 2. Schematic diagram of the conceptual model

Statement of the Problem

This study was conducted to determine the 'Management Problems of Middle Managers in State Universities and Colleges Teacher Education Institutions (SUC- TEIs) in Region IX, to serve as Basis for a Middle Management Development Program. Specifically, it answered the following questions:

1. What is the profile of the Middle Managers in State Universities and Colleges Teacher Education Institutions (SUC-TEIs) in Region IX?
2. What are the actual duties and responsibilities of the Middle Managers in State Universities and Colleges-Teacher Education Institutions (SUC-TEIs) in Region IX, and to what extent are these performed, in the areas of
 - a) Planning;
 - b) Organizing;
 - c) Directing/Leading;
 - d) Controlling; and
 - e) Coordinating?
3. To what extent are the Management problems being experienced by the Middle Managers in State Universities and Colleges-Teacher Education Institutions (SUC-TEIs) in Region X in the performance of their actual duties and responsibilities, in terms of
 - a) Planning;
 - b) Organizing;
 - c) Directing/Leading
 - d) Controlling; and
 - e) Coordinating?
4. What are the critical duties and responsibilities of the Middle Managers in State Universities and Colleges-Teacher Education Institutions (SUC-TEIs) in Region IX?
5. Are there significant differences between the extents of Management problems being experienced by the Middle Managers in State Universities and Colleges-Teacher Education Institutions (SUC-TEIs) in Region iX in the

performance of their critical duties and responsibilities, if classified according to: SUC; Gender, Educational Qualifications; Academic Rank; Managerial Experience; Designation; and Academic Area / Discipline?

6. What are the management development needs of the Middle Managers in State Universities and Colleges Teacher Education Institutions (SUC-TEIs) in Region IX?

Statement of the Hypotheses

In relation to the research problems stated, the researcher advanced the following hypotheses:

1. The actual duties and responsibilities of the Middle Managers in State Universities and Colleges-Teacher Education Institutions (SUC-TEIs) in Region IX are performed to a moderate extent.
2. The Management problems being experienced by the Middle Managers in State Universities and Colleges Teacher Education Institutions (SUC-TEIs) in Region IX in the performance of their actual duties and responsibilities, are to a moderate extent.
3. There are no significant differences between the extents of Management problems being experienced by the Middle Managers in State Universities and Colleges Teacher Education Institutions (SUC-TEIs) in Region IX in the performance of their critical duties and responsibilities, if classified according to: SUC; Gender; Educational Qualifications; Academic Rank; Managerial Experience; Designation; and Academic Area/ Discipline.

Significance of the Study

This study will benefit the following:

The SUC Educational Administrators

With the knowledge of the management development needs of the Middle Managers in their respective State Universities and Colleges Teacher Education Institutions (SUC-TEIs), will give the SUC-TEI administrators, ideas on what development areas are to prioritize in improving the effectiveness and efficiency of their middle managers in bringing about quality educational services. Both strengths and weaknesses related to managing their Teacher Education Institutes could be identified, thus deeper insights on these areas that could bring about the generation of strategies addressing the management development needs of their middle managers.

The Deans and Academic Directors

With information on the critical management tasks affecting the managers in academic departments under their care, will give them the idea on what affects the department heads' managerial effectiveness, specifically those tasks related to student learning. Thus, proper advice and guidance could be forwarded to improve instructional services to the students.

The Department Heads

Being aware of the duties and responsibilities that they are supposed to perform, as would be identified by their counterparts in other SUC-TEIs, would serve as guide for the department heads to effectively assess their own performance,

whether they missed performing certain managerial tasks, expected of them.

The Faculty and Students

With management difficulties identified, and the corresponding solutions or actions taken to ease these difficulties, the effective and efficient management of the faculty will improve their teaching effectiveness, ultimately, the students will undoubtedly benefit from it.

The Future Researchers

This study could serve as basis in conducting researches in the different levels of the educational system, covering both public and private schools, to further validate findings from similar studies earlier conducted.

Conduct of future studies on the effects or influence of other educational factors such as: facilities, morale, job satisfaction, teacher supervision, administrative policies, and other demographic, learning, or teaching variables, in relation to teaching, could be enhanced by this study.

II. RESEARCH DESIGN AND PROCEDURES

This chapter discusses the research methods used, the respondents of the study, the research instrument, data gathering procedure, and the statistical treatment

The Research Method

This study used the descriptive research design Gay (1976) defined the descriptive research as involving collection of data in order to test hypotheses or to answer questions concerning the current status of the subject of the study According to Travers (1978), the descriptive method is employed to describe the nature of the situation, as it exists at the time of the study and to explore the causes of particular phenomena. Since this study sought to determine the Management Problems of Middle Managers in State Universities and Colleges -Teacher Education Institutions (SUC-TEIs) in Region IX, the descriptive method was appropriate to use.

The Subjects and the Respondents

The subjects of the study were the One Hundred Eight (108) middle managers in State Universities and Colleges Teacher Education Institutions (SUC- TEIs) in Region IX, during school year 2008-2009. This study covered the Six (6) SUC- Main Campus TEIs in Region IX, namely: Basilan State College (BaSC) in Isabela City, Basilan; Josefina H. Cerilles State College (JCSC) in San Miguel, Zamboanga Del Sur, Jose Rizal Memorial State College (JRMSC) in Dapitan City Zamboanga Del Norte; Western Mindanao State University (WMSU) in Zamboanga City, Zamboanga City State Polytechnic College (ZCSPC) in Zamboanga City, and Zamboanga State College of Marine Sciences and Technology (ZSCMST) in Zamboanga City.

The middle managers in these institutions were chosen as respondents of the study for their exposure to management related problems. They are in a position to best give the most accurate feedback of what are the actual duties and responsibilities of middle managers in SUC--TEIs, and what are the problems being experienced by them in the course of

performing said managerial tasks. This group would give the most accurate measurement or feedback on the variables considered in the study.

$$n = \frac{N}{1 + Ne^2}$$

The respondents sample size was determined using Slovin's formula

where: n= sample size, N population size, e= desired margin of error

In this study, with a desired margin of error of 5%, the sample size was Elghty - Five (85) middle managers.

A stratified random sampling was adopted in this study. To identify the respondents in each SUC-TEI, a random sampling of the middle managers was then conducted using a calculator pre-generated list of random numbers against the official lists of deans, academic, directors, and academic department heads. Shown below is the distribution of the population and respondents of the study.

TABLE 1. The Distribution of the Middle Managers' Population and Respondents

SUC-TEI	Population		Respondents	
	Deans/ Directors	Dept. Heads/ Coordinators	Deans/ Directors	Dept. Heads/ Coordinators
A	1	17	1	13
B	9	11	7	9
C	1	12	1	9
D	7	13	6	10
E	6	11	4	9
F	1	19	1	15
TOTAL	25	83	20	65

The Research Instrument

A two part survey questionnaire was used in this study. According to Best and Kahn (1998), a questionnaire is used when factual information is desired. It gives an opportunity for the person administering the instrument, to establish rapport, explain the purpose of the study, and explain the meaning of items that may not be clear.

One part drew information about: the profile of the faculty, which includes: age, gender, civil status, highest educational attainment, academic rank, management experience, managerial position, and area of academic discipline.

Part two of the questionnaire determined the actual duties and responsibilities of the middle managers, and to what extent these are performed, in the areas of Planning, Organizing; Directing/Leading, Controlling and Coordinating. Also determined were the extents to which related Management problems are being experienced by the middle managers in the performance of their actual duties and responsibilities, in terms of. Planning; Organizing; Directing/Leading, Controlling, and Coordinating

A sub classification of the management tasks was made in terms of the following elements of Quality Education' Curriculum; Instruction; Supervision, Evaluation; and Physical Educational Facilities.

In assessing the extent to which, the actual duties and responsibilities are performed, and related Management problems are being experienced by the middle managers, each item had five (5) alternative responses, consisting of:

- 1 - No extent (N)

- 2 - Least Extent (L)
- 3 -Moderate Extent (M)
- 4 -Great Extent (G)
- 5 -Very Great Extent (VG)

A weighted mean rating of equal to or less than 1.80 would mean that the enumerated duties and responsibilities are performed, and related problems are being experienced by the middle managers, to no extent. A mean rating 1.81 to 2.60 would signify that the enumerated duties and responsibilities are performed, and related problems are being experienced by the middle managers, to the least extent A mean rating of 2.61 to 3.40 would be interpreted that the enumerated duties and responsibilities are performed, and related problems are being experienced by the middle managers, to a moderate extent A mean rating of 3.41 to 4.20 implies that the enumerated duties and responsibilities are performed, and related problems are being experienced by the middle managers, to a great extent. Lastly, a mean rating of greater than, or equal to 4.21 would indicate that the enumerated duties and responsibilities are performed, and related problems are being experienced by the middle managers, to a very great extent.

To identify the critical management problems being experienced by the middle managers, the weighted means for both the extent to which the actual duties and responsibilities are performed by the middle managers, and the extent to which the management problems are being experienced by the middle managers, should atleast be 2.61, thus considering such management task as performed at least to a moderate extent, and related problems are experienced also to the same extent.

Data Gathering Procedure

Permissions from the SUC Presidents were requested by the researcher t conduct this study. Granted the requests, the questionnaires were then distributed to the manager respondents in the different SUC-TEI main campuses.

Statistical Treatment of Data

The profile of the teacher-respondents was determined using the frequency and percent.

The extents to which the actual duties and responsibilities are performed by the middle managers were determined using the weighted mean and ranking.

The extents to which the Management problems are being experienced by the middle managers were determined using the weighted mean and ranking.

The significant differences between the extents of the critical management problems being experienced by the middle managers classified according to the socio-demographic independent variables, were determined using the t Test, and Analysis of Variance (ANOVA).

III. CONCLUSIONS

Based on the findings of this study:

1. The hypothesis that the actual duties and responsibilities of the Middle Managers in State Universities and Colleges-Teacher Education Institutions (SUC-TEIs) in Region IX are performed to a moderate extent, in terms of:

- a. Planning – REJECTED on the basis that, the middle managers perform planning – related managerial tasks to a ‘Great Extent’.
- b. Organizing – REJECTED on the basis that, the middle managers perform Organizing – related managerial tasks to a ‘Great Extent’.
- c. Directing/Leading – REJECTED on the basis that, the middle managers perform Directing/Leading – related managerial tasks to a ‘Great Extent’.
- d. Controlling – REJECTED on the basis that, the middle managers perform Controlling – related managerial tasks to a ‘Great Extent’.
- e. Coordinating – REJECTED on the basis that, the middle managers perform Coordinating – related managerial tasks to a ‘Great Extent’.

As a whole – REJECTED on the basis that, all the Five (5) management functions are being performed by the Middle Managers in State Universities and Colleges-Teacher Education Institutions (SUC-TEIs) in Region IX to ‘Great Extents’.

Therefore, the Middle Managers in State Universities and Colleges-Teacher Education Institutions (SUC-TEIs) in Region IX perform their management functions to ‘Great Extents’.

2. The hypothesis that the Management problems being experienced by the Middle Managers in State Universities and Colleges-Teacher Education Institutions (SUC-TEIs) in Region IX in the performance of their actual duties and responsibilities, are to a moderate extent, in terms of:
 - a. Planning – ACCEPTED on the basis that, the middle managers perform Planning – related managerial tasks to a ‘Moderate Extent’.
 - b. Organizing – ACCEPTED on the basis that, the middle managers perform Organizing – related managerial tasks to a ‘Moderate Extent’.
 - c. Directing/Leading – ACCEPTED on the basis that, the middle managers perform Directing/Leading – related managerial tasks to a ‘Moderate Extent’.
 - d. Controlling – ACCEPTED on the basis that, the middle managers perform Controlling – related managerial tasks to a ‘Moderate Extent’.
 - e. Coordinating – ACCEPTED on the basis that, the middle managers perform Coordinating – related managerial tasks to a ‘Moderate Extent’.

As a whole – ACCEPTED on the basis that, the problems experienced by the Middle Managers in State Universities and Colleges-Teacher Education Institutions (SUC-TEIs) in Region IX, in performing all the Five (5) management functions, are to ‘Moderate Extents’.

Therefore, the problems being experienced by the Middle Managers in State Universities and Colleges-Teacher Education Institutions (SUC-TEIs) in Region IX, in performing their management functions, are to ‘Moderate Extents’.

3. The hypothesis that there are no significant differences between the Management problems being experienced by the Middle Managers in State Universities and Colleges – Teacher Education Institutions (SUC-TEIs) in Region IX

in the performance of their critical duties and responsibilities, if classified according to:

- a. SUC – TEIs – REJECTED on the basis that, tested at 0.05-level of significance, there are significant differences between the extents of Management problems being experienced by the Middle Managers in State Universities and Colleges-Teacher Education Institutions (SUC-TEIs) in Region IX in the performance of all their critical duties and responsibilities, if classified according to SUC-TEIs.

Therefore, the degree of the problems encountered by the Middle Managers in State Universities and Colleges-Teacher Education Institutions (SUC-TEIs) in Region IX in the performing their critical duties and responsibilities, are on different levels in the different SUC-TEIs.

- b. Gender – ACCEPTED on the basis that, tested at 0.05-level of significance, there is no significant difference between the extents of Management problems being experienced by the Middle Managers in State Universities and Colleges-Teacher Education Institutions (SUC-TEIs) in Region IX in the performance of all their critical duties and responsibilities, if classified according to Gender.

Therefore, the degree of the problems encountered by the Middle Managers in State Universities and Colleges – Teacher Education Institutions (SUC-TEIs) in Region IX in performing their critical duties and responsibilities, are on the same levels for both male and female managers.

- c. Educational Qualifications – ACCEPTED on the basis that, tested at 0.05-level of significance, there are no significant differences between the extents of Management problems being experienced by the Middle Managers in State Universities and Colleges – Teacher Education Institutions (SUC-TEIs) in Region IX in the performance of all their critical duties and responsibilities, if classified according to Educational Qualifications.

Therefore, the degree of the problems encountered by the Middle Managers in State Universities and Colleges-Teacher Education Institutions (SUC-TEIs) in Region IX in performing their critical duties and responsibilities, are on the same level for managers with different Educational Qualifications.

- d. Academic Rank – ACCEPTED on the basis that, tested at 0.05-level of significance, there are no significant differences between the extents of Management problems being experienced by the Middle Managers in State Universities and Colleges-Teacher Education Institutions (SUC-TEIs) in Region IX in the performance of all their critical duties and responsibilities, if classified according to Academic Rank.

Therefore, the degree of the problems encountered by the Middle Managers in State Universities and Colleges – Teacher Education Institutions (SUC-TEIs) in Region IX in performing their critical duties and responsibilities, are on the same levels for managers with different Academic Ranks.

- e. Managerial Experience – ACCEPTED on the basis that, tested at 0.05-level of significance, in practically

all tasks, there are no significant differences between the extents of Management problems being experienced by the Middle Managers in State Universities and Colleges-Teacher Education Institutions (SUC-TEIs) in Region IX in the performance of all their critical duties and responsibilities, if classified according to Managerial Experience.

Therefore, the degree of the problems encountered by the Middle Managers in State Universities and Colleges – Teacher Education Institutions (SUC-TEIs) in Region IX in performing their critical duties and responsibilities, are on the same levels for managers with different Managerial Experiences.

- f. Designation – ACCEPTED on the basis that, tested at 0.05-level of significance, there are no significant differences between the extents of Management problems being experienced by the Middle Managers in State Universities and Colleges-Teacher Education Institutions (SUC-TEIs) in Region IX in the performance of all their critical duties and responsibilities, if according to Designation.

Therefore, the degree the problems encountered by the Middle Managers in State Universities and Colleges-Teacher Education Institutions (SUC-TEIs) in Region IX in performing their critical duties and responsibilities, are on the same levels for managers with different Designations

- g. Academic Area/Discipline – ACCEPTED on the basis that, tested at 0.05-level of significance, there are no significant differences between the extents of Management problems being experienced by the Middle Managers in State Universities and Colleges-Teacher Education Institutions (SUC-TEIs) in Region IX in the performance of all their critical duties and responsibilities, if classified according to Academic Area/Discipline.

Therefore, the degree of the problems encountered by the Middle Managers in State Universities and Colleges – Teacher Education Institutions (SUC-TEIs) in Region IX in performing their critical duties and responsibilities, are on the same levels for managers in different Academic Areas/Discipline.

Recommendation

A. For The SUC - TEIs Administrators

1. With all the management tasks of the middle managers in State Universities and Colleges-Teacher Education Institutions (SUC- TEIs) in Region IX, considered to be critical, thus, should be a profound concern for educational administrators, should allot their SUC- TEI resources for the development and implementation of a SUC-based middle management enhancement training programs.
2. With an insight on the management development needs of their middle managers, a training matrix considering the Elements Quality Education' and the Management Functions' of the middle managers in State Universities and Colleges-Teacher Education Institutions (SUC-TEIs) in Region IX, should focus on the following areas of educational management:

- i Planning for the acquisition, construction, and maintenance of the SUC-TEIs' Physical Facilities
 - ii Teacher Education Curriculum Planning'
 - iii Instructional Planning'
 - iv Planning for a Teacher Program Evaluation
 - v Planning for Teacher Supervision
3. With the degree of problems encountered by the middle managers in performing their functions to be at different levels as per SUC TEI, 'SUC personalized management development trainings should be developed for each institution, so as to fit their individual training needs.

B. For the Middle Managers in SUC-TEIs in Region IX

1. Having identified themselves, the crucial duties and responsibilities as middle managers in their respective SUC- TEIs, they should assert their rights be given all the possible opportunities to develop professionally, and acquire the knowledge and skills needed for them to become effective and efficient educational managers.
2. On their own, actively acquire the managerial knowledge and skills required of their designations/ positions, to minimize the personally - inherent problems encountered in the performance their managerial tasks.
3. With the results of this study serving as basis, personally assess their own strengths and weaknesses to generate management- related project proposals to their SUC- TEI Administrators or Faculty Development Officers for possible adoption and incorporation into their SUC - based development programs.

REFERENCES

1. Aquino, Gaudencio V. (1985). Educational Administration, Theory and Practice Manila: Rex Book Store, Inc.
2. Best, John W. & Kahn, James V. (1998). Research in Education. Singapore Prentice Hall, Simon & Schuster Asia Pte Ltd.
3. Charles, C.M. (1981). Building Classroom Discipline. White Plains, N.Y., Longman.
4. Dreikurs, R. and Grey, L. (1969). A New Approach to Discipline: Logical Consequences. New York: Hawthorn.
5. Fajardo, Feliciano R. (1997), Management. (1" Edition). Manila: Rex Book Store, Inc.
6. Feraren, Mitchel M. (1999). Human Resources Management for Department Heads in the Academe. Quezon City: JMC Press, Inc.
7. Fisk, Rober S. (1957). The Task of Educational Administration, in R. Campbell and R. Gregg Administrative Behavior in Education'. New York: Harper & Brothers
8. Franco, Ernesto A. (1988). Management in the Philippine Setting. Manila: Jossey-Bass Inc.
9. Graff, Orin B., Calvin M., Street, Ralph B. Kimborough, and Archie R. Dykes (1966). Philosophic Theory and Practice in Educational Administration. Belmont, Calif.: Wadsworth Publishing Co.
10. Gregg, Rusell T. (1957). The Administrative Process, in Ronald F. Campbell and Rusell T. Gregg (eds.) Administrative Behavior in Education. New York Harper & Harper Brothers.
11. Griffiths, Daniel E. (1959). Administrative Theory. New York: Appleton-Century-Crofts.
12. Gulick, Luther. (1937). Notes on the Theory of Organization, in Papers in the Science of Administration. New York: Institute of Public Administration, Columbia University.
13. Glasser, W. (1990). The Quality School: Managing Students without Coercion. New York: Harper and Row.

14. Hoy, Wayne K., and Cecil G. Miskel. (1978). *Educational Administration: Theory, Research, and Practice*. New York: Random House.
15. Koontz, Harold and Henz Weirich. (1990). *Essentials of Management* (5th Ed.) New York: Mc-Graw-Hill Book Company.
16. Lipham, Jams M., and James A. Hoeh, Jr. (1974). *The Principalship: Foundations and Functions*. New York: Harper & Row.
17. Lucido, Paz I. & Borabo, Milagros L. (1997). *Educational Technology*. Quezon City: Katha Publishing Co., Inc.
18. Lupdag, Anselmo D. (1984). *Educational Psychology*. Manila: National Book Store, Inc.
19. Maquiso, Melchizedek. (1984). *Educational Administration. A Rational and Structural Approach*. Manila: National Book Store, Inc..
20. McGregor, Douglas. (1960). *The Human Side of Enterprise*. New York: McGraw-Hill.
21. Naval, Macario and Gaudencio V. Aquino. (1967). *Administration and Supervision for Philippine Schools*. Quezon City: Alemar Phoenix Publishing House, Inc.
22. Sadker, Myra Pollack, and David Miller Sadker. (1980). *Teachers Make the Difference: An Introduction to Education*. New York: Harper & Row.
23. Sergiovanni, Thomas J., et al. (1980). *Educational Governance and Administration*. Englewood Cliffs, N.J.: Prentice-Hall, Inc.
24. Sevilla, Consuelo G. et al. (1992). *Research Methods*. Manila: Rex Book Store, Inc.
25. Tennenbaum, Robert, Weshler, Irving R., and Massarik, Fred (1961), *Leadership and Organization: A Behavioral Science Approach*, New York: McGraw-Hill Book Company.
26. Kaufman, Roger A. (1970). *Systems Approaches to Education: Discussion and Attempted Integration*, in Plip K. Piele, Terry L. Eidell, and Stuart C. Smith (eds.) *Social and Technological Changes: Implications for Education* Eugene, Ore.: Center for the Advanced Study of Educational Administration, University of Oregon.
27. Litchfield, Edward H. (1956), "Notes on a General Theory of Administration" *Administrative Science Quarterly*, vol. 1.
28. Manuel, Bienvenido B. (1974). "Administrative Accountability in Education," in B. Manuel, J. Guerrero, and M. Sutaria, (eds.) *New Thrusts in Philippine Education*. Rev. Ed. Vol. 1 Manila: Current Events Digest, inc.,
29. Morrow, J.E. and Lane, J.M. (1983), "Instructional Problems of Student Teachers: Perceptions of Student Teachers, Supervising Teachers and College Supervisors", *Action in Teacher Education*, 5(1-2), pp. 71-78.
30. Muello (2007). "Problems of State Universities and Colleges' Middle-Level Managers in Region IV", *REDTI Journal*, Volume IV, pp. 21-25.
31. Oskam, J. B. "How Educators Keep Up-to-Date with the Changes in the Field," *Journalism & Mass Communication Educator*, Autumn 1996, pp. 45-49.
32. Overman, W. (1978), "Effective communication: The key to Student Management", *NASSP Bulletin*, 63 (428), 34-39
33. Poyser, L.R. "An Examination Of The Classroom Physical Environment." South Bend: Indiana University. ERIC No. ED251954.
34. Ryan, K. (Ed.) (1970), "Equality of Excellence: Transforming Teacher Education and the Learning Process", *Harvard Education Review*, 56(4), pp. 406-426.
35. Abubakar (2007). *Management Skills of the English, Science, and Mathematics Department Heads of Selected National High Schools in Isabela City Schools Division*. Master's Thesis. Basilan State College.
36. Asaali (1990). *The Management Skills of Elementary School Principals In Basilan*. Master's Thesis. Basilan State College.
37. Christensen, R. (1998). *Effect of Technology Integration Education On The Attitudes of Teachers and Their Students*. Doctoral Dissertation University of North Texas, Denton.
38. Dusick, Diane M. (1999). *Effects of Administrative Support Policies, Cognitive Processes, and Motivational Beliefs on Faculty Uses of Computer Technology: Testing a Motivational Model*. Ed. D. Dissertation Abstract. ED457925, 138p.
39. Fajardo, Orlando L. (2003). *Information Technology (I. T.) Organizational Status In SUC- TEIs in Region IX: Basis for Faculty Computer Skills Training Program*. Doctoral Dissertation. Zamboanga A.E. Colleges.
40. Labe, Caridad C. (1997). *Schools of the Future*. Paper presented at the 6th SEAMEO INNOTECH International Conference, Manila, Philippines, November 11-13, 1997.
41. Padilla, Ma. Victoria Guerrero (1997). *Values, Education and Technology-The Engines of Change for Tomorrow*. Paper presented at the 6th SEAMEO INNOTECH International Conference, Manila, Philippines, November 11-13, 1997.