

Correlating Executive Performance, Managerial Competence and Motivational Skills of Mentors with Administrative Functions in Diverse Academic Programs of Institutions of Learning in Western Visayas, Philippines

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Abstract

This research undertaking aimed to correlate the Executive Performance, Managerial Competence and Motivational Skills of Mentors with Administrative Functions deployed in diverse academic programs at the Institutions of Learning in Western Visayas, Philippines, in terms of Controlling, Planning, Organizing, and Directing management functions. It further intended to determine how these independent variables are correlated when Mentors with Administrative Functions create plans, organize their areas of responsibility, control and direct manpower and material resources to help their institutions achieve quality, and implement in full, the mandates of both the Commission on Higher Education (CHED), and of the Professional Regulation Commission (PRC) in the Philippines. Descriptive method of research was used in this study, the data gathering research tool employed were sets of questionnaires on Executive Performance, Managerial competence and Motivational skills, in which detailed methodological instructions were embedded in the research instrument. Mean was used with its corresponding verbal interpretations, Pearson's Product Moment Correlation Coefficient was first computed, and the value was used into the formula for the T-test to determine the correlation between and among the independent variables. The computation of the test statistics, and the data-analysis instrument utilized the Statistical Program for Social Sciences (SPSS). The results of the study showed that the Executive Performance of Mentors with Administrative Functions deployed in diverse academic programs in the Institutions of Learning in terms of Controlling, Planning, Organizing, and Directing management functions was *very good*, but they were *excellent* specifically, both in Planning and Controlling; the Managerial Competence was rated excellent on Planning only, but over-all, the Mentors were *very good* in their Managerial Competence; and their Motivational Skills, were rated *very good*, with an excellent rating on Capability. There was a significant correlation between and among Executive Performance, Managerial Competence and Motivational Skills of Mentors; such results imply that the higher the Executive Performance of mentors, the higher is their Managerial Competence, the higher their Managerial Competence, there is also a positive influence on their Motivational Skills. In an over-all context, the Executive Performance, Managerial Competence and Motivational Skills of Mentors with Administrative Functions deployed in diverse academic programs in the Institutions of Learning is *very commendable*, thus conclusively, it is a must for Mentors with Administrative Functions, who are tasked to supervise teachers, to possess Executive Skills, Managerial Competence and Motivational Skills in carrying out their executive functions. The absence of these skills may negatively influence the quality of their leadership and managerial performance and may lead to ineffective carrying out of their administrative functions. Top management echelon is expected to design comprehensive staff training to be embedded in their strategic succession plans to enhance the climate of excellence in the administration and management of academic programs among Institutions of Learning in Western Visayas, Philippines. The implications of the findings, recommending some research directions for researchers and practitioners are provided; leaders with academic/administrative functions or anyone in supervisory positions, are provided with empirical data on varied managerial functions that are associated with interactions on Executive Performance, Managerial Competence and Motivational Skills of Mentors; manifestations of increasing productivity, employee satisfaction and contentment of the constituents through the examples set by leaders, and mentors. Consequently, information are made available to other researchers on assessing the competencies of mentors who can empower employees to take ownership of the activities and projects of their organization, create an energetic and highly motivated workplace, including studies that will lead towards measuring rewards and incentives for outstanding performance, because skilled and competent managers who can strongly motivate their employees are true assets to an organization/company, hence some recommendations are presented.

Keywords: Executive Performance, Managerial Competence, Motivational Skills, Mentors with Administrative Functions

1. Introduction and Conceptual Background of the Study

A mentor with an executive position is the head of the office, or the sector, a person who is responsible for running the department, or the college; although the exact nature of the role varies depending on the organization. (*Wikipedia, the free encyclopedia*). These mentors with Administrative Functions create plans to help their

organizations grow, and implement in full, the mandates of both the Commission on Higher education of learning, otherwise known as the Commission on Higher Education (CHED), creating directives and mandates for higher education institutions, and of the agency which regulates its professionalization, under the auspices of the Professional Regulation Commission (PRC) in the Philippines.

Qualified Mentors find themselves performing tasks which are not part of their training as teachers, they were trained to teach in their specialized fields, most specifically in courses leading to degrees in diverse programs. However, they are also trained to be part of the team of diverse academic programs management; a vast growing field, especially with the advent of more Institutions of Learning offering various courses that will prepare graduates to respond to the job market anywhere in the Philippines, or in any part of the world.

Mentors with administrative functions who are deployed in diverse academic programs, are expected to possess qualities which will qualify them to be mentors of students who are trained to improve efficiency and process in a work environment, keep up to date on laws and compliance, manage staff schedules, enhance the knowledge, skills, abilities and values of the future workforce in business, career employment, schools, infrastructure, agriculture, health care institutions, hospitals, lay in clinics or companies at major meetings, and organize and manage all pertinent concerns about health care, about manufacturing, industry issues, tourism, financial issues, social and cultural affairs, and all the many other concerns that are required by the society at large.

In these contexts, these mentors need qualifications to deliver the required Executive Performance, Management competencies and Motivational skills as diverse academic programs manager. Education requirements, technology skills, required as leaders and managers must be responsible of keeping up to date with the latest coding and billing software, and strong management skills in managing a large team, depending on the size of the facility they are assigned to.

Over and above all the routine, activities and official duties, they also need to apply legal knowledge, and problem-solving skills since diverse academic program administrators are often faced with detail-oriented tasks and situations that will call for effective problem-solving skills. They are expected to respond not only on the aspects of teaching, provide leadership to other mentors in their college and respond to the various needs of other mentors assigned under their supervision.

In the same manner, quality Executive Performance is required in providing managerial leadership in the administration of schools; good management practices are specific needs of all institutions, from the smallest to the largest, vital components that hold them together and make the system work. None of these institutions could function without good managers (Koontz, 2002); managers of institutions are society's most visible leadership groups, and every major task is being performed in and through the small and large institutions that are led by managers.

Although varied institutions may differ greatly in their purpose and mission, but all institutions have certain management practices in common, and the management tasks practiced by these managers are often very similar. All mentors are challenged to utilize management functions which is both a skill and an art, a skill because it needs technique and expertise to run its affairs well and it is an art because it needs design, careful planning, and psychological dealing with people who are human beings with sensitivity and perceptions. Institutions of Learning offering health related courses, the skill and the art should even be more honed because the school, and the community that the school managers serve are composed of people of various levels of education, with visions, and potentials that are even more far-reaching than those of the ordinary man in the street. The responsibility of motivating, influencing and satisfying the needs of the teaching and non-teaching personnel of the institution rests upon the executive officers or school administrators.

The teaching competence and skills which are expected of Mentors with Administrative Functions to supervise teachers who are placed under them, are the expectations that they should also possess; Executive Performance since the absence of these skills will negatively influence the quality of their leadership and managerial performance and may lead to an ineffective carrying out of their administrative functions. This likewise implies that the acquisition of management skills by the administrators is a must for the efficiency and effectiveness of school administration.

The Executive Performance of these mentors are implemented in terms of Planning, Organizing, Directing, Communicating, Controlling and Decision-making with competence, as knowledge of one's ability to manage a program, with its manpower and material resources are vital parts of the educational set-up of any Academic program of Institutions of Learning. Mentors' with administrative functions executive performance is expected to create conditions and environment that enable organizations to survive and thrive, as pointed out by Daft, 2003. They are expected to involve learning which is the process whereby knowledge is created through the transformation of experience" Kolb, 1984, p. 38. Good managers should have mastered multiple activities and skills associated, as Mary Follet, as quoted by Stoner (2000) defined management as "the art of getting things done through people."

Those with managerial positions, and doing administrative functions, implements the theory of Peter

Drucker (1994); that the job of the manager is to give direction to their organizations, provide leadership, and decide how to use organizational resources and providing leadership and direction are what managers do. Building upon these ideas of Peter Drucker, management writers traditionally refer to the manager's basic functions: Planning, organizing, leading and controlling. The people side of managing is important to planning, organizing, leading and controlling.

On the Controlling function of management, Daft (2002) defines controlling as a systematic process through which managers regulate organizational activities to make them consistent with expectations established in plans, targets, and standards of performance. As used in this research work, this management function is defined to refer to such functions as developing performance standards, developing required values and attitudes, measuring performance and results, evaluating performance and results, taking corrective actions and rewarding, for the Academic program which are managed by mentors with executive functions. Controlling function of management, leaders employ the process of monitoring performance, comparing actual results to objectives, and taking corrective action as necessary (Huffstutter, 2001:).

Likewise, according to Bliss (2001), one of the most effective techniques for saving time in controlling is to say no firmly and tactfully. This was further supported by Brald (2003) who declared that managers who are reluctant to say no will find that most of their time is spent on other people's problems. Also, the result may be more work than can reasonably be handled. Weldy (2004), mentioned that school administrators experience many days when it is virtually impossible to control their time. The Directing function of mentors involved decisions as to who shall carry out plans; determination of the subjects to be included in each course; and provision for physical equipment necessary in carrying out all aspects of the educational program, as theorized by. (Thompson, 2000), including influencing people's behavior through motivation, group dynamics, leadership and discipline.

Mentors do their Organizing function as guided by the theory of Daft (2002), who postulated that organizing is the management function that is concerned with assigning tasks, grouping tasks into departments, and allocating resources to departments. The focus is on division, coordination, and control of tasks and the flow of information within the academic community. Those with executive functions distribute responsibility and authority to jobholders in this function of management; directed towards establishing the internal organizational structure of the institution. In Organizing, this function is determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and where decisions are to be made. As postulated by Huffstutter (2001), effective managers have the basic understanding, knowledge, and skills for organizing their work environments and for creating a manageable daily agenda. Organizing a day's work is regularly confronted, but it is perhaps the most difficult job to do (Mackenzie, 2002). Lakein (2003) also mentioned that the use of time management techniques in organizing helps to maintain freedom and individuality.

The Planning Management function of mentors with executive functions are concerned with defining goals for future organizational performance and deciding on the tasks and resource use needed to attain them. (Daft,2002) Planning encompasses defining an organization's goals, and developing a comprehensive hierarchy of plans to integrate and coordinate activities.

In the concepts about Administrative Competence, McLaughlin et al. stressed that the location of authority affects which job aspects (e.g. managerial or academic) account for job satisfaction of department heads. Vroom's theory cited that employee effort will lead to performance and performance will lead to rewards (Vroom, 1964), where rewards may be either positive or negative. The more positive the reward, the more likely the employee will be highly motivated. Conversely, the more negative the reward the less likely the employee will be motivated.

On Managerial Competence, according to Daft, (2003), is the manager's ability to create conditions and environment that enable organizations to survive and thrive. Mentors with Administrative Functions who are deployed in Academic program in Institutions of Learning, handle the machinery of the school and its operations, in terms of the different management functions of planning, organizing, directing and controlling. It further involves direction, control, and operation of the institutional activities to accomplish the desired vision-mission of the institution. These motivational skills are referred to the innate traits or acquired skills of mentors with executive positions in Institutions of Learning. On the variable Motivational skills which meant the ability of the manager to understand the internal tensions that make people derive satisfaction from their work. It includes capability, challenge and rewards. Motivation is what keeps us going and working towards the goals we set ourselves, but we need to keep the interest up in what we are doing to achieve our aims. Motivational skills refer to forces within or external to a person that arouse enthusiasm and persistence to pursue a certain course of action. A good manager should therefore have motivational skills to get his employees to work. The ability to motivate is therefore an important part of a manager's qualifications. He should be able to understand the internal tensions that motivate specific behaviors, and which fulfill employee's needs. (Daft, 2000)

Motivational skills include capability, control, challenge, relationship and rewards to define what a successful manager's potentials should be, one must investigate the competences that he or she possesses to

determine how successful a person will be at managing others. This is a continuing process of self-discovery, which a person can slowly develop. One can also predict success through looking at a person's self-concept as well as how subordinates see him. (Schein, 1998). Another important aspect of management is motivating people, which as mentioned earlier by Follett and Schooner (2000), managing is "getting things done through people." To get people to work, we need to motivate them.

The theoretical background on determining the Motivational Skills of the Mentors with Administrative Functions deployed in Institutions of Learning and how these skills are manifested in terms of the five management functions, namely: Planning, Controlling, Organizing, and Directing, were based on the motivating factors, such as: (a) job security, (b) sympathetic help with personal problems, (c) personal loyalty to employees, (d) interesting work, (e) good working conditions, (f) tactful discipline, (g) good wages, (h) promotions and growth in the organization, (I) feeling of being in on things, and (j) full appreciation of work done.

According to Maslow, employees have five levels of needs (Maslow, 1943): physiological, safety, social, ego, and self-actualizing. Maslow also argued that lower level needs had to be satisfied before the next higher-level need would motivate employees. Herzberg's work categorized motivation into two factors: motivators and hygiene. (Herzberg, Mausner, & Snyderman, 1959). Motivator or intrinsic factors, such as achievement and recognition, produce job satisfaction. Hygiene or extrinsic factors, such as pay and job security, produce job dissatisfaction.

Hertzberg's theory has guided the researcher to include ranked importance of motivational factors of employees at the centers provides useful information for the centers' director and employees. Knowing how to use this information in motivating centers' employees is complex. The strategy for motivating centers' employees depends on which motivation theories are used as a reference point. If Hertzberg's theory is followed, management should begin by focusing on pay and job security (hygiene factors) before focusing on interesting work and full appreciation of work done (motivator factors). In the same note, the Equity theory, most popularly known as equity theory of motivation, which was first developed by John Stacey Adams, a workplace and behavioral psychologist, in 1963, proposed that an employee's motivation is affected by whether the employee believes that their employment benefits/rewards are at least equal to the amount of the effort that they put into their work. If Adams' equity theory is followed, management should begin by focusing on areas where there may be perceived inequities (pay and full appreciation of work done) before focusing on interesting work and job security.

In "today's battle for excellent employees, management has to offer more than high pay to win employees' trust and motivate employees. Employee loyalty is at an all-time low." Gellerman (<http://www.joe.org/joe/2000june/rb3.html>).

Thus, this research undertaking is expected to generate information and insights, to provide direction to some of the specific concerns about the competencies of mentors who are designated with executive positions in various academic programs, where these mentors are expected to provide leadership and the necessary knowledge, skills and training, to their fellow mentors, to produce employment-ready and skilled professionals and manpower resource job environments of the Philippine and other countries of the world.

A schematic diagram is shown to illustrate the framework of this research endeavor.

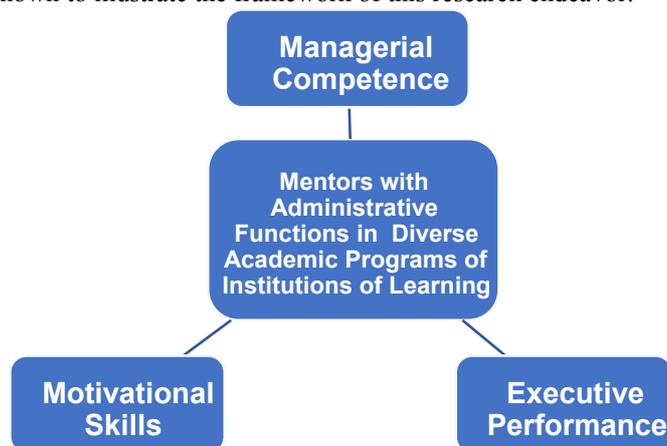


Figure 1. The Schematic Diagram of the Research Work

2. Statement of the Problem

This research undertaking aimed at ascertaining the correlation between and among the Executive Performance, Managerial Competence and Motivational Skills of Mentors with Administrative Functions deployed in diverse

programs of the Institutions of Learning in Western Visayas, Philippines.

This endeavor further intended to address the following specific objectives:

- a. determine the Executive Performance of Mentors with Administrative Functions deployed in Academic program of Institutions of Learning in Western Visayas, Philippines, in terms of Controlling, Planning, Organizing, and Directing management functions;
- b. determine the Managerial Competence of Mentors with Administrative Functions deployed in the Academic programs of Institutions of Learning in Western Visayas, Philippines, in terms of Controlling, Planning, Organizing, and Directing management functions;
- c. determine the Motivational Skills of Mentors with Administrative Functions deployed in Academic programs of Institutions of Learning in Western Visayas, Philippines, in terms of Controlling, Planning, Organizing, and Directing management functions;
- d. establish if there are significant correlations between and among the Executive Performance, Managerial Competence and Motivational Skills of Mentors with Administrative Functions deployed in the Academic programs of Institutions of Learning in Western Visayas, Philippines, in terms of selected management functions.

3. Hypothesis

The hypothesis that was formulated for this research investigation deduced that there are no significant correlations between and among the Executive Performance, Managerial Competence and Motivational Skills of Mentors with Administrative Functions deployed in diverse Academic programs in the Institutions of Learning.

4. Research Method

The descriptive method of research was used in this study which is considered as the most appropriate method in determining the correlation of the variables among the obtained results from the respondents.

The descriptive method of investigation is primarily concerned with finding “what is” Borg and Gall (1983), and Sevilla (1992) also contends that the main objective of a descriptive investigation is to describe the nature of the present situation and to interpret functional relationship between variables involved. Moreover, Salkind (2003) states that the most likely type of research to answer questions about the relationship among variables or event is correlational research. It provides some indications as to how two or more things are related to one another or, in effect, what they share or have in common or how well a specific outcome might be predicted by one or more pieces of information. The question items were validated by research experts.

The data gathering research tool employed by the researcher were sets of questionnaires on Executive Performance, Managerial competence and Motivational skills. Detailed methodological instructions were embedded in the research instrument.

To ascertain the Executive Performance, Managerial Competence and Motivational Skills of Mentors with Administrative Functions deployed in the Institutions of Learning, in terms of the management functions of Planning, Organizing, Directing, Controlling, the Mean was used. The interpretation of the values of the Mean was based on the following scale:

Mean Score	Verbal Interpretation
42.10 – 50.00	Excellent
34.10 – 42.00	Very Good
26.10 – 34.00	Good
18.10 – 26.00	Fair
10.10 – 18.00	Poor

To facilitate the computation of the test statistics, the data-analysis instrument utilized was the Statistical Program for Social Sciences (SPSS) to determine the significance of difference was interpreted based on the level of significance set to lower than the assumed level of 0.05.

To establish if there are significant correlations between and among the Executive Performance, Managerial Competence and Motivational Skills of Mentors with Administrative Functions deployed in Institutions of Learning, Pearson’s Product Moment Correlation Coefficient was first computed, and the value was used into the formula for the T-test.

The statistical analysis recognized the significance of relationship when the computed value of t was greater than the tabular value at 0.05 level of significance. The degree of linear correlation can be interpreted with range of values for the Pearson Product Moment Correlation Coefficient as shown in the reference table, below (General Statistics Made Simple for Filipinos, (Nocon et al.), as reflected in the scale below.

Range of Values	Interpretation
(1.0 to – 1.00)	Perfect Positive/Negative Correlation
0.90 to 0.99 (-0.90 to – 0.99)	Very High Positive (Negative) Correlation
0.70 to 0.89 (-0.70 to – 0.89)	High Positive (Negative) Correlation
0.50 to 0.69 (-0.50 to -0.69)	Moderate Positive (Negative) Correlation
0.30 to 0.49 (-0.30 to -0.49)	Low Positive (Negative) Correlation
0.00 to 0.29 (0.00 to -0.29)	Very Low Positive (Negative) Correlation

5. Results of the Study

Research Problem 1. To determine the Executive Performance of Mentors with Administrative Functions deployed in diverse academic programs in the Institutions of Learning in terms of Controlling, Planning, Organizing, and Directing management functions;

Table 1: The Executive Performance of the Mentors with Administrative Functions

Management Functions	Mean	Verbal Interpretation
Planning	41.62	Excellent
Organizing	39.62	Excellent
Directing	38.75	Very Good
Controlling	39.50	Very Good
Total	39.87	Very Good

The Executive Performance of the Mentors with Administrative Functions when they are categorized in the different management functions are reflected in Table 1. In terms of Planning; the mean score as self-rating of the Mentors with Administrative Functions is Excellent, (M= 41.625, on Organizing, the Executive Performance of the Mentors with Administrative Functions is “Very good.” (M= 38.3225. This can then be interpreted to mean that while the Mentors with Administrative Functions believe that their organizing skills are Excellent, the teachers do not regard this as such.

According to De Cenzo and Robbins (2005), *organizing* is determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and where decisions are to be made. The focus is on division, coordination, and control of tasks and flow of information within the organization. Managers distribute responsibility and authority to the jobholders in this function of management. (Ervin,2004)

Mentors with Administrative Functions should therefore focus on the distribution of authority and clarify the functions expected of each member of the organization. An organizational chart will help very much in defining the function of each one.

In terms of *Directing*, the rating for the Mentors with Administrative Functions is very good, while in *Controlling*, the Executive Performance of the Mentors with Administrative Functions is also very good (M=39.500). While it is true that the Mentors with Administrative Functions, were rated as very good most of the time, there is still room for improvement on the part of the Mentors with Administrative Functions so that they will be perceived as Excellent by their subordinates. Perhaps, there is a need for them to closely communicate frequently with their subordinates. They should remember that failure to communicate with their subordinates will result in misunderstanding. Mackenzie (2002) stated that investing adequate time to give clear instructions brings about more effective communication, better performance and greater savings in time, money and effort.

Research Problem No.2. The Managerial Competence of Mentors with Administrative Functions deployed in diverse academic programs in the Institutions of Learning in terms of Controlling, Planning, Organizing, and Directing management functions

Table 2: The Managerial Competence of the Mentors with Administrative Functions

Management Functions	Mean	Verbal Interpretation
Controlling	38.62	Very Good
Planning	45.75	Excellent
Organizing	38.75	Very Good
Directing	38.62	Very Good
Total	37.8410	Very Good

Table 2 presented the Managerial Competence of the Mentors with Administrative Functions in the Controlling, Planning, Organizing and Directing. For *Controlling*, the Mentors with Administrative Functions rated themselves as Very Good with a (M= 37.6451.

In terms of *Organizing*, the result was interpreted as Very Good (M = 38.750), around *Directing*, the rating

was interpreted likewise as Very Good, the highest rating of Excellent was in Planning (M= 45.750.) This result showed that majority of the mentors with executive positions are excellent in their Planning skills, as they prepare for all the areas of responsibility in their college or departments.

The over-all rating for the Managerial Competence of the Mentors with Administrative Functions in all four areas combined, was *Very Good*, with the mean score of 37.8410 with the verbal interpretation of Very Good.

Research Problem No.3. The Motivational Skills of Mentors with Administrative Functions deployed in Academic programs of Institutions of Learning in terms of Controlling, Planning, Organizing, and Directing management functions;

Table 3. The Motivational Skills of the Mentors with Administrative Functions

Motivational Functions	Mean	Verbal Interpretation
Capability	23.25	Excellent
Control	15.62	Very Good
Challenge	15.75	Very Good
Relationships	16.00	Very Good
Rewards	15.00	Very Good
Total	17.124	Very Good

Presented on Table 3 are the ratings yielded of Mentors with Administrative Functions in the areas of Capability, Control, Challenge, Relationships, and Rewards.

In *Capability*, the Mentors with Administrative Functions were rated with the mean score of 37.7113 and was interpreted as Excellent.

In terms of *Control*, the Motivational Skills was rated 15.625, Very Good; in the aspect of *Challenge*, the rating was 15.0967, also Very Good, while in terms of *Relationships*, a mean score of 16.0000, was obtained and was interpreted as Very Good.

In the aspect of Rewards, the Mentors with Administrative Functions show a mean score of 15.00, which was also very good. The over-all mean score in all aspects of motivational skills yielded a value of 17.124, this result was interpreted to mean that the Mentors with Administrative Functions, has Very Good Motivational Skills.

Research Problem 4. The significance of correlations between and among Executive Performance, Managerial Competence and Motivational Skills of Mentors with Administrative Functions deployed in diverse academic programs in the Institutions of Learning.

Table 4. Correlational among Executive Performance, Managerial Competence and Motivational Skills of the Mentors with Administrative Functions

PAIRED VARIABLES	r	t	tabular value of t	Interpretation
Executive Performance vs. Managerial Competence	0.97	11.35	1.96	Significant
Executive Performance vs. Motivational Skills	0.96	8.87		Significant
Managerial Competence vs. Motivational Skills	0.95	7.7045		Significant

Table 4, the computed values of Pearson's r when Executive Performance of the Mentors with Administrative Functions were correlated with Managerial Competence and Motivational Skills, and between Managerial Competence and Motivational Skills.

From the same the table, the obtained t-values as well as the tabular values for t are presented. In all three combinations of the variables, the level of significance is 0.05 for a 2-tailed test, which is 1.96. As computed, the correlation between Executive Performance and Managerial Competence obtained an r-value of 0.97 with a computed t value of 11.35, this is within the critical value of $t = \pm 1.96$, thus, the null hypothesis was accepted.

From the results on the correlation indices of the paired variables, a meaningful relationship existed between the Executive Performance and Managerial Competence of the Mentors with Administrative Functions, since the computed t value was greater than the value of the tabular value of t.

On the other hand, the correlation between Executive Performance and Motivational Skills obtained an r-value of 0.96 and a computed t value of 8.87 which is within the critical value of $t = \pm 1.96$, thus, the null hypothesis is accepted.

The results implied that there was a significant relationship between the Executive Performance and Managerial Competence of the Mentors with Administrative Functions. Since the t computed value is greater than the value of the tabular value of t.

The correlation between Managerial Competence and Motivational Skills has obtained an R-values of 0.95 and a computed t value of 7.70 which is within the critical value of $t = \pm 1.96$, thus, the null hypothesis was accepted.

These results may mean that there is a meaningful relationship between the Executive Performance and Managerial Competence of the Mentors with Administrative Functions, since the computed t value was greater than the value of the tabular value of t.

6. Summary and Conclusions

Conclusions

It has been observed from the results of this research endeavor, that the Executive Performance, Managerial Competence and Motivational Skills of Mentors with Administrative Functions in Academic programs of Institutions of Learning in Western Visayas, Philippines, ranged from very good to excellent, although their rating on their Motivational Skills was only rated from Good to Very good and there were varied mean scores in the ratings of mentors of private and public colleges and universities.

In an over-all context, the Executive Performance, Managerial Competence and Motivational Skills of Mentors with Administrative Functions deployed in diverse academic programs in the Institutions of Learning is very commendable, though there were varied results among their level of implementing the divergent functions of management, namely planning, organizing, directing and controlling.

When pairing the (3) three variables, the quantitative interpretation was almost the same, with a High Positive correlation between the paired variables; these correlational indices may imply that the higher the Executive Performance of mentors, the higher is their Managerial Competence, the higher their Managerial Competence, also positively influence the Motivational Skills of Mentors of Academic program.

Conclusively, over and above the teaching competence and skills which are expected of Mentors with Administrative Functions, since they are tasked to supervise teachers who are placed under them, are the expectations that they should also possess Executive Skills, Managerial competence and Motivational skills in carrying out their executive functions. The absence of these skills will negatively influence the quality of their leadership and managerial performance and may lead to ineffective carrying out of their administrative functions.

7. Recommendations for Future Research Directions

On the bases of the findings and conclusions drawn, the following are hereby recommended;

- a. A similar study should be conducted among state colleges and universities. If findings reveal some incompetence, the Mentors with Administrative Functions who were the subjects in this particular study maybe tapped to offer training programs to their colleagues in private and government-managed institutions: thus, creating a climate of excellence in the administration and management of Academic programs in Western Visayas, Philippines.
- b. For the top management to design a professional and personal enhancement program, with a corresponding successful plan to retain attract competent and qualified mentors to be qualified and be competent on other required mandates in the provision of quality services through a competitive and improved salary scale and schema of fringe benefits and adoption of rank, tenure and promotion for its employees to strengthen motivation.
- c. For the mentors' group to be allowed to join in consultations and forums to educate the majority of academic managers of relevant concerns in their efforts to train more prepared and ready professionals, keep afloat in our depressed economy for them on the job to be creative, resourceful and innovative when confronted with resource inadequacies that jeopardize the comfort, welfare and lives of future clients and their own working environments.
- d. To enhance the quality of administrative service through a dynamic and strong move to support the demands, observations and expectations for observance of criteria in the delivery of quality education for various humanities, teacher training, health-related; and /or business/management courses.
- e. To provide more exposure for teachers and mentors with Administrative Functions to forums and seminars which will allow them to realize that this preparation could uplift the overall well-being of the mentors, most specifically those under their supervision, with a sense of satisfaction in their works.
- f. For Mentors with Administrative Functions to strengthen their skills, competencies and attitude to implement efficiently and effectively the major functions of management in planning, controlling, directing, organizing, and communicating for a more proactive delivery of instructional management.

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C. ELECTRONIC SOURCES

www.western.edu/hr/Instructions.pdf
Executive Performance review - Fonteyn