

Conference Paper

“Inside-Out Leadership” Toward Developing Efficacious Leaders Among Academic Deans in State Universities and Colleges

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Abstract

Understanding job performance of academic deans is essential to managing organizations. It is therefore significant to find out job performance of the immediate leaders to measure productivity at work. Learning to navigate within the broader organizational environment and the significant changes in the nature of their work makes academic dean position stressful and difficult. Along the emotional struggles are with a great sense of loneliness and isolation. Academic deans must turn such struggles into enjoyable tasks because they need to man educational organizations and hold responsible of the activities to achieve the goals placed on their hands.

The problem of a dean’s multitudinous responsibilities seemed apparent in modern day educational setting. State Universities and Colleges (SUCs) Region III academic deans were not differently far from the academic deans in general.

This research regional in scope was done with the aim at finding out the relationship between Inside-out Leadership and Self-efficacy to the Job Performance of Academic Deans in State and Universities and Colleges (SUCs) in Region III for the A.Y. 2016- 2017. The correlational approach was utilized in this study with three questionnaires using RSLQ for Self-efficacy, GSEQ for Self-efficacy, and APR: Dean Evaluation Process Questionnaire for Job Performance as the instruments used in gathering the pertinent data. Findings revealed that ADs were highly efficacious, and were using inside-out strategies to a great extent but the latter skills were not significant to their job performance.

Keywords: inside-out leadership, self-efficacy, academic deans, job performance

1. Introduction

Organizations face strong pressures in competitive environments to be efficient and at the same time produce products of value. By ensuring that their workforce is optimal at all times, most organizations gain competitive advantage when leaders run efficiently

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to form a bond and display high level of performance in achieving the goals and values. Therefore, it is crucial that research is done to determine the relationship between job performances of each member of the organization particularly the front runners in the organization, the academic deans.

Understanding job performance of academic deans is essential to managing organizations; how they think, how they feel, and how they interact; to measure their overall job performance. "Learning these components and its correlation to job performance can assist organizations to evaluate their current practices in terms of employees" (Buchanan, 2006). It is therefore significant to find out job performance of the immediate leaders to measure productivity at work. Learning to navigate within the broader organizational environment and the significant changes in the nature of their work makes academic dean position stressful and difficult. Along the emotional struggles are with a great sense of loneliness and isolation. Academic deans must turn such struggles into enjoyable tasks. There is a need for these leaders to manage educational organizations and hold responsible of the activities to achieve the goals placed on their hands.

Academic deans are typically regarded as the collegiate highest-ranking administrator "Academic deans hold decision-making responsibilities typically encompass: educational program/curriculum; faculty selection, promotion, and development; student affairs; finance; physical facilities development; and public and alumni relations" (Marshall and Massy 2010, p. 448).

With the more complex demand of the aforementioned responsibilities of academic deans than it has been in the past, "there is a clamor for deans in the academe to perform well with tasks associated with; networking and fundraising, the increasingly complex financial environment issues of student access and equity, and the increasing numbers of part-time faculty members, and specifically diverse duties in relation to vision and leadership, management, resource management, and university initiatives supporting organizational mission and vision" (Brown, 2011 p. 203). Within this leadership role "the dean needs to; perform service, be accountable, fulfill a moral role, act as a steward, build diverse communities with trust and collaboration, and promote excellence" (Holt et. al., 2011 p. 18). "There were a plethora of duties listed for individuals striving for positions as deans" (Robillard, 2000 p. 18).

In a general perspective, the role of the academic dean is one that is multifaceted, challenging and often ambiguous. They are required of knowledge based skills and abilities and to perform effectively in such demanding role, self-leadership and self-efficacy are essential to measure.

The tremendous pressure and those feelings of intricacies led the researcher of this study to dwell on the need for self-leadership and self-efficacy of the academic deans to eradicate negative thoughts on organizational leadership. It is a must therefore for academic deans to work on their own selves first to lead an organization before they could influence others toward a common goal.

2. Objectives of the Study

The general problem of the study was to find out how Inside-Out Leadership and Self-efficacy affected Job Performance of Academic Deans of State Universities and Colleges (SUCs) in Region III. Specifically, the researcher would like to find out: (1) how ADs be described based on the extent of use of self-leadership strategies such as behaviour-focused, natural reward, and constructive-thought pattern; (2) the level of self-efficacy of the academic deans; (3) the level of satisfaction of faculty members on the job performance of the ADs measured in terms of vision and leadership, management, source development, and university initiatives supporting mission and vision; (4) the significant effect of inside-out leadership to ADs' job performance; and (5) the significant effect of self-efficacy to ADs' job performance.

3. Materials and Methods

The study was aimed at determining the self-leadership and self-efficacy and how these variables affected job performance of the academic deans. This research measured the job performance of the academic deans in the participating State Universities and Colleges (SUCs) in Region III for the A.Y. 2016-2017. Self-efficacy as one determinant of job performance was weighed, and self-leadership, another determinant, was measured in terms of behavior focused strategies, natural reward strategies, and constructive thought pattern strategies. Job performance of the academic deans was also measured in terms of vision and leadership, management, resource development, and university initiatives supporting mission and vision.

For the basis on the use of the sample institutions, the present study used a technique where no additional requirements were needed. There was no inclusion criteria identified, only classification such as being a technological and agricultural in nature. This was done in order to gain initial primary data from the academic deans regarding

specific issues such as perception of image or collecting opinions of perspective subjects in relation to a new concept such as self-leadership correlated with self-efficacy measuring job performance.

Eight (8) participated: Bulacan Agricultural State College (BASC) and Bulacan State University (BulSU) in Bulacan; Don Honorio Ventura State Technological University (DHSVSTU) and Pampanga State Agricultural University (PSAU) in Pampanga; Tarlac Agricultural University (TAU) and Tarlac State University (TSU) in Tarlac; and, Nueva Ecija University of Science and Technology (NEUST) and Central Luzon State University (CLSU) in Nueva Ecija. With the representative samples of the study, the researcher hoped to find out significant relationship among studied variables and its effect to the job performance of the understudied. The research enjoined 49 academic deans of the participLeadership

Three (3) instruments were utilized in the study. To measure Inside-Out Leadership, Self-Leadership Questionnaire (RSLQ) of Rega (2012) was used with strategy dimensions and sub scales; behavior-focused (self-observation, self-goal setting, self-reward, self-punishment, and self-cueing), natural rewards (competence, self-control and purpose), and constructive thought-pattern (visualizing successful performance, self-talk, evaluating beliefs and assumptions). To measure Self-Efficacy, the research used the General Self-Efficacy Questionnaire (GSEQ) Scale of Schwarzer (2014). And, to measure Job Performance, faculty members responded to the APR: Dean Evaluation Process Questionnaire of Western Carolina University (2010). The data were collated and tallied using the following statistical tools: Mean, Likert Scales, MRA & ANOVA, and Regression Analysis.

3.1. What is an academic dean?

An academic dean is one designated as a college officer who serves directly under the president in a line relationship, second in the hierarchical structure in a university, and a college administrator serving directly under the vice president for academic affairs in a university. He is generally responsible for curriculum development, administration of academic policies, and for selection, supervision, instructional development, and evaluation of the instructional staff. He is a dean of academic administration, dean of academic affairs, or dean of faculties among other names (Bond, 2014).

3.2. Self-leadership of academic deans

Inside-Out Leadership, as outlined by Houghton and Neck (2002), "is a process whereby individuals utilize self-direction and self-motivation to behave in ways considered necessary for successful outcomes" (p. 672). Operationally, it focuses on specific sets of behavioral and cognitive strategies intended to influence not only individual but organizational performance results. "Technically, self-leadership is associated with self-influence, including: self-regulation, self-control, self-management, intrinsic motivation, social cognition, and cognitive psychology" (p. 673) focused on specific sets of behavioral and cognitive strategies intended to influence not only the individual but job performance.

To Norris (2008), 'this intrapersonal leadership' is a desire or predisposition to take responsibility to act independently and make decisions about their job, making independent choices or participating in decision-making which had been found to represent characteristics of educated, ambitious leaders. Applying such leadership ability needs autonomy on the job explained where freedom and discretion in their work is required.

Self-leadership to Ricketts et.al (2012) on the other hand is the ability to guide oneself positively to reach goals which enables a person to utilized full potentials while building a strong foundation from which to make daily decisions both professionally and personally. Such intrapersonal skill is a sense of who one is, what one can do and where one is going. This masterful ability influences one's own communication skills, his emotions and behaviors, and lead oneself toward achieving personal outcomes and exquisitely others.

In organizations, the use of self-leadership strategies is beneficial to develop self; sense of achievement, increase happiness, decrease stress, better relationship, and resilience which helps to engage and empower work force, to improve goal setting and results, to have faster and better decision making, to become more creative and innovative, and to develop collaborative team efforts. Techniques in leading self can greatly affect motivation towards work especially for bosses. If they know how to lead themselves then it would be easy for them to lead their employees. "Organizational self-leadership is a requirement for self-satisfaction and organizational members' satisfaction, proficiency, and pro-activity" (Hauschildt and Konradt, 2012).

To Witt (2017), "to create a culture of inside-out leadership in the organizations there is a need for a leader to expend discretionary effort on behalf of their organizations, have positive feelings about their jobs to perform at high levels to endorse their organization to others.

3.3. Dimensions of inside-out leadership

There are three (3) dimensions under inside-out leadership: behavior-focused, natural rewards, and constructive-thought pattern.

Behavior-focused are strategies designed to improve self-awareness leading to managing one's behavior. Often this dimension involves necessary, but 'disagreeable tasks' (Manz and Neck, 2004 p. 14). In the study, six (6) subscales were studied. The first is 'self-observation' meant to observe one's own behaviour whether to retain or change specific behaviour. Second was 'self-goal setting' or setting and implementing challenging personal goals to affect individual performance. Third was 'self-reward' or the use of something tangible or abstract to effectively reinforce desirable behaviors and goal attainments. Fourth was 'self-punishment' (opposite of self-reward) used to shape desirable behaviors effectively. Fifth was 'constructive criticism' found much more effective than excessive self-punishment. And, sixth was 'self-cueing' meant to practice desired behaviors before actual performance to avoid costly setbacks.

Natural reward was another dimension studied. These strategies are "self-techniques centered on the more enjoyable aspects of an action" (Prussia et. al, 2008). Academic deans applied this sub-scale by focusing on the individual intrinsic rewards built into a specific task. Neck (2016) personal incentives could increase competence and give individuals a feeling of self-control and purpose. To Houghton and Neck (2002, p. 22), an activity created from a more enjoyable work environment could increase performance. Through appreciation of a pleasurable job feature, an individual could perform well.

Constructive-thought pattern was the third and final sub-scale under self-leadership domain. How one thinks about motivation creates positive ways of thinking described as the construction and maintenance of functional thinking patterns. Strategies under this dimension were: (1) 'visualizing successful performance' (meant to developmental images of successful future performance); (2) 'self-talk' (meant to converse with one-self in the mind which could result to positive or negative self-thinking; and (3) 'evaluating beliefs and assumptions' (meant to evaluate (or challenge) personal beliefs, values, and assumptions). To Houghton and Neck (2002, p. 28), "optimism results to positive outcome while negativism often results to dysfunctional thought processes". Through a process of self-analysis, one can identify and replace negative beliefs or assumptions with more sensible ones. Similarly, negative self-talk should be replaced

by more positive self-talk (i.e. utilizing an 'I think I can' mentality, p. 29). Having positive thought patterns regarding motivation can have a significantly positive effect on individual performance outcomes.

3.4. Self-efficacy of the academic deans

Self-efficacy was another variable studied. Self-efficacy is the chief construct linking the ability to performance. Such is a "belief in one's capabilities to organize and execute the course of action required to attain positive result" (Ramchunder and Martin, 2014 p. 469). The higher the self-efficacy is, the more confident one feels about successfully completing a task. High self-efficacy increases performance in a wide range of situations. Such is an estimate of one's ability to successfully apply the behavior required to produce desired outcomes. Self-efficacy could provide the foundation for human motivation, well-being, and personal accomplishment. It is a critical determinant of the self-regulatory practices in which individuals engage as they go about the important task of self-correcting actions and cognition.

To Anderson and Prussia (2008), self-efficacy is personal discipline meant for one to change, involve, solve, drive, build, act, relate, oversee, project credibility, challenge, guide, communicate, motivate, serve, convince, and know. This psychic reward may offset the disutility deriving from work effort; and that happiness is a mediating variable which synthesizes the various life domains affecting job performance.

Self-efficacy in an organization is one's abilities to mobilize the motivation, cognitive resources, and courses of action needed to meet environmental demands.' A highly efficacious organizational leader envisions higher levels of collective efficacy. Efficacious functioning may create a downward spiralling effect when the group confronts a challenge they thought capable of addressing, but may fail miserably depending on the situation. Efficacious leadership calibrates errors toward long-term performance. Organizational leader's self-efficacy works well when he seriously shares responsibility in nurturing the self-efficacy beliefs of his subordinates or act intentionally and exercise a measure of control over one's environment and social structures. Leader's self-efficacy springs from: mastery of vicarious experience, social persuasions, and physiological reactions.

In the study, self-efficacy was the leader's ability to influence the followers' behavior to instigate an outcome performed well. It was revealed that while leaders raised

self-efficacy performance, positive outcomes resulted. "Beliefs about personal capabilities were found to affect decision making, organizational functioning, stress tolerance, teaching performance, and participation" (Ramchunder and Martin, 2014 p. 470). Confidence in one's task-specific abilities has been determined to be an important causal variable for understanding and improving performance in achievement settings. Creative ideas were products of leader's creative self-efficacy. Self-efficacy served as a good predictor of several work-related outcomes, including job attitudes, training proficiency, academic outcomes, and job performance" (p. 476).

3.5. Job performance of the academic deans

Job performance is a multi-dimensional concept distinguishing task from contextual performance. 'Task performance' refers to an individual's proficiency in performing activities to contribute to the organization's technical core either; direct, indirect or both. 'Contextual performance' on the other hand refers to activities which do not contribute to the technical core but which support the organizational, social, and psychological environment to pursue organizational goals. The latter includes not only behaviors such as helping co-workers or being a reliable member of the organization, but also making suggestions about how to improve work procedures. Task performance is related to ability whereas contextual performance is related to personality and motivation; that task performance is more prescribed and constitutes in-role behavior whereas contextual performance is more discretionary and extra-role (Sonnentag and Frese, 2002, p. 19).

Five factors affect job performance: job-specific task proficiency, non-job-specific task proficiency, written and oral communication proficiency, supervision; and partly, management/administration. Each of these factors comprises a number of sub-factors which may vary between different jobs. For example, management/administration (in the case of the study) such factor comprised sub-dimensions such as: planning and organizing; guiding, directing, and motivating subordinates and providing feedback; training, coaching, and developing subordinates; and communication effectively and keeping others informed.

As to conceptual performance concepts, one can differentiate between "two types of contextual performance: 'behaviors' which aim primarily at the smooth functioning of the organization as it is at the present moment, and 'proactive behaviors' which aimed at changing and improving work procedures and organizational processes"

(Sonnentag and Frese, 2002, p. 23). The 'stabilizing' contextual performance behaviors include organizational citizenship behavior with its five components altruism, conscientiousness, civic virtue, courtesy, and sportsmanship. As to behaviors, these may be attributed to aspects of organizational spontaneity (e.g., helping coworkers, protecting the organization, and of pro-social organizational behavior. While to proactive behaviors these include 'personal initiative'. Thus, contextual performance is not a single set of uniform behaviors, but is in itself a multidimensional concept. Task and contextual performance can be easily distinguished at the conceptual level. As to conceptual performance concepts, one can differentiate between "two types of contextual performance: 'behaviors' which aim primarily at the smooth functioning of the organization as it is at the present moment, and 'proactive behaviors'

Although these two concepts can also be separated empirically, they too can work together. Task performance and contextual performance factors such as job dedication and interpersonal facilitation contributed uniquely to overall performance in managerial jobs. Abilities and skills tend to predict task performance while personality and related factors tend to predict contextual performance. However, specific aspects of contextual performance such as personal initiative have been shown to be predicted both by ability and motivational factors.

Individual job performance is not stable over time. In the learning processes, there exist long-term as well as temporary changes in performance. Such performance changes as a result of learning. Studies show that performance in the job initially increases with increasing time spent in a specific job and later reaches a plateau. Changes in the job performance may be the result of long working hours, disturbances of the organizational situations, or exposure to stress which may result in fatigue or in a decrease in activity or productivity. However, the aforementioned states do

To Sonnentag et. al. (2010 p.21) "high performing individuals get promoted, awarded and honoured or, career opportunities for individuals who perform well are much better than those of moderate or low performing individuals". Three (3) perspectives were considered to highly perform: 'individual differences perspective' with focus on individual characteristics as sources for variation in performance; 'situational perspective' with a focus on situation aspects as facilitators and impediments for performance; and 'performance regulation perspective' with a focus on the performance process (p. 22).

Pugno and Depedri (2009) discussed "individuals' knowledge affecting performance: (1) declarative knowledge; (2) procedural knowledge and skills; and, (3) motivation". Declarative knowledge' includes knowledge about facts, principles, goals,

and the self assumed to be a function of a person's abilities, personality, interests, education, training, experience, and aptitude-treatment interactions. 'Procedural knowledge and skills' include cognitive and psychomotor, physical, self-management, and interpersonal skills. Predictors of procedural knowledge and skills are abilities, personality, interests, education, training, experience, and aptitude-treatment interactions, and additionally practice. 'Motivation' comprises choice to perform, level of effort, and persistence of effort.

Job performance relates to the act of doing a job. Job performance according to Sherer et. al (2010) "is a means to reach a goal or set of goals within a job, role, or organization but not the actual consequences of the acts performed within a job". They affirmed that job performance is not a single action but rather a 'complex activity'. "Job performance strictly comprised behavior and considered a separate entity to succeed and become productivity" (p. 60). Although job performance has no indication of uniform pattern of performance development, there is increasing empirical evidence that individuals differ with respect to patterns of 'intra-individual change', the self-leadership, and the self-efficacy, to impact job performance.

3.6. Dimensions of job performance of academic deans

Job performance in the study can be measured in terms of; vision and leadership, management, resource development, and university initiatives supporting mission and vision.

3.6.1. Vision and Leadership

While leadership is a fundamental organizational competence, Morden (1998) contended that there is a need for leadership defined in terms of vision and shared values of the organization.

Vision and leadership is consistent with shared communal possibilities. Visionary leadership coincides with trust and practical implementation approach of the manager determined by: strategy, structure, support mechanisms, behavior that encourages innovation, and open communication. Values, norms and beliefs that play a role in creativity and innovation can either support or inhibit creativity and innovation depending on how they influence individual and group behavior.

To attain vision, organizational culture is influenced by creativity and innovation. For vision to work, creativity, innovation and culture relate. The success and survival

of the academic leadership in is dependent on creativity, innovation, discovery and inventiveness tied up with the vision. These demands lead not only to changes, in individuals and their behavior, but also to innovative changes in organizations to ensure their existence (Martins and Terblanche, 2003). And for survival, organizational leaders should create an institutional framework in which creativity and innovation would be accepted as basic cultural norms in the midst of technological and other changes.

“Academic deanship is concerned with the reputation-building potential of universities positioning themselves with focus on the mission and vision and against ‘competence’ but for managing the university reputation” (DiFronzo, 2014). Basic holistic objective should be to blend strong visionary leadership with effective management into one integrated whole, in which the strengths of both combine synergistic to the advantage of the enterprise. Visionary leaders develop a leadership style that springs from a shared vision of an organization’s future.

3.6.2. Management

Management corresponds to the organization’s goals, individual career aspirations, and internal politicking. Often times, academic leaders are tasked on management, and that managerial function is endemic of leadership role. Management cannot be taken in isolation with academic deans’ possessed leadership traits. While a manager carries out the task assigned to him in an efficient and disciplined, methodical manner, goes by the set processes and rules, and does things right, to efficiently climb the ladder of success; a leader leads by example, applies intuition from of out-of-the-box solutions to problems rarely bound by the rules, puts first things first, does the right things, determines whether the ladder is leaning against the right wall, uses intuition and takes decisions for the best interests of the organization and the people who get affected by the decision-making.

Whether managerial or leadership role, the difference is more pronounced when it comes to taking crucial decisions and applying strategic or tactical approaches. Managers possess some leadership traits, as with the ability to influence their subjects to achieving a collective end. In either case, it is difficult to draw the border between leadership and management. However, the knowledge of the interplay of leadership and management will help key players in the field of education, as well as those from numerous other fields to possess a mastery of both to a successful administrative advantage. This study of leadership and management specifically concerns the educational system.

3.6.3. Resource Development

Every single day, academic managers have their share of deliverable that come with their job descriptions. "But despite the best planning and time management tools, work challenges still arise to include: daily deluge of emails needs response, long to-do list gets longer and longer, sudden problems come up at the last minute causing stress and less productivity, and urgent matters take away time from what is important for the long term. Leaders meet these obstacles" (Jersen, 2017). There is an increase in productivity by tracing the sources of chaos and prevent them from affecting productivity and efficiency: by applying the mindset crucial to making the various chaos management tools work, by utilizing simple but effective problem solving tools to determine the causes and sources of chaos, by deciding on the best course of action to address chaos and disorder, by organizing work using principles and techniques of planning, prioritizing and organizing, by using assertive and strategic communication to manage pressures from other people, by developing a support system to deal with clutter and disorder, by achieving greater work-life balance, and by coming up with action plans to manage chaos in their work. To overcome burnout and exhaustion, academic leaders feel more empowered. So therefore, they should turn pressure into productivity.

Source is supply from which benefit is produced. Resources are two types based upon their availability: renewable and non-renewable. Typically resources are materials, energy, services, staff, knowledge, or other assets that are transformed to produce benefit and in the process may be consumed or made unavailable. Benefits of resource utilization may include increased wealth or wants, proper functioning of a system, or enhanced well-being. For the human perspective a natural resource is anything obtained from the environment to satisfy human needs.

"The concept of resources has been applied in diverse realms specifically in the study, management, and human resources linked to the concepts of competition, sustainability, conservation, and stewardship". In application within human society, commercial or non-commercial factors require resource allocation through source management and development. Resources were characterized into three: utility, limited availability, and potential for depletion or consumption.

3.6.4. University Initiatives Supporting Mission and Vision

In support of the overall performance in the universities across disciplines, the overall vision and mission are stated to: foster a warm, welcoming, and supportive environment for the diverse members of the community; to provide minority and international student support services and programs to assist with campus efforts to mirror the retention, graduation, and career placement rates of the larger student population; to work with various departments and committees of the university to provide programs and activities for the campus and local community that encourage an awareness and appreciation of cross-cultural perspectives; and to help equip members of the campus community with practical leadership and interpersonal skills to prepare them for living and working in an increasingly multicultural society.

In the academe, vision and mission were tied to: offering leadership and co-curricular activities which engage, educate and enhance personal, academic development; collaborating with university departments and the community by providing programs and activities to encourage an awareness and appreciation among the community members; and innovate to accelerate and enhance the current culture of innovative and collaborative research and instruction. Each university aims to foster synergies among the areas to include: innovative and collaborative research, scholarship, and creative activities, as well as curriculum design: aimed at internationalization; sustainability; funding opportunities; technology; and regional, national, and global collaboration. Typically resources cannot be consumed in their original form, but rather through resource development. These sources must be processed into more usable commodities and usable things. There are marked differences in resource distribution encourage

To enhance academic quality and support, the university provides: educational innovation, high quality course offerings; teaching excellence, and students are prepared for success in their chosen fields and careers to make a difference in the world. The researcher limited the study scope to the Main Campuses Undergraduate Courses of the Agriculture and Technological State Universities and Colleges in Region III. Two (2) SUC members from Four (4) Provinces in Region III were surveyed:

In pursuit of educational mission, universities welcome the perspectives and participation in the vision and mission of deans and faculty among other stakeholders. To attain the goals, universities offer a rigorous approach to knowledge, eloquence, sensitivity, and commitment to embrace and to live humane values as well as a culture of

service and excellence that permeates every programs and offices toward communal service for social change and just world.

Universities also initiate and support mission and vision: by creating a diverse community including faculty and academic deans; by creating a learning community of outstanding teacher-scholars characterized by the commitment to student achievement; by creating a talented cohort of service-oriented staff committed to achieving and being recognized as a center of learning and service; by recruiting, enrolling, retaining, and graduating talented diverse student body prepared for today's global reality and committed to learning, leadership, and service that will engage the world. With university's aim to assist stakeholders, academic deans need to secure resources necessary to: foster students' extraordinary learning experiences; and assist in responding to demographic, economic and social challenges in the globe in order to support investment and employment opportunities and build confidence in shared future.

4. Results and Discussion

In summation, Academic Deans in SUCs in Region III used self-leadership strategies to a "great extent" measured in terms of behavior-focused strategies, natural reward strategies, and constructive-thought pattern strategies.

As to the extent of use of self-efficacy, the academic deans in the region were found to be highly efficacious in solving most problems: (1) with several solutions and (2) when they invested necessary effort. They were able to overcome difficulties through their self-initiated change. They were able to confidently anticipate successful outcomes in the process of applying self-efficacy traits. They had interpreted messages from their mastery and vicarious experiences, social persuasions from both self and others, and physiological reactions to benefit the organization. Their knowledge on communication helped them to exert extra effort and persistence required to succeed resulting in the continued development of skills and personal efficacy. With the belief that positive persuasions may work to encourage and empower self and others, there was no room for negative appraisals but rather positive encouragement. Physiological and emotional states such as anxiety and stress were kicked off from their systems. To them, optimism or positive mood enhanced their self-efficacy whereas depression or sense of despondency had developed their competency. They helped themselves create feeling of serenity in approaching difficult task and provide strength to face work adversity.

Academic leadership was not satisfying unless equipped with self-efficacy traits (Hannah et. al (2008). It was revealed leadership in the academe was not at all satisfying in the first place, and common desire was not always true in the second place. Self-efficacy perceptions worked well to achieve higher performance level in many situations but when differences arose within the organization, compromising although not easily considered but should be taken for the organization to work. It was difficult for the academic deans to give in to opposition but at times they had to in order to lead. Self-efficacy of the respondents was important to do self-assessment of the capabilities necessary to perform specific task and one capability in academic leadership had called for a compromise agreement.

Having self-efficacy was shown in the academic deans' persistence and determination coupled with self-regulation (Ramchunder and Martin's (2014). Although at times academic deans doubt despite the efforts to remedy problems, they were able to paint themselves a portrait of very motivated academic deans which self-beliefs were very positive to have taken responsibilities with ease and satisfaction because in essence self-efficacy was judgment on their capabilities to learn or to perform courses of action at designated levels. To accomplish desired goals self-efficacious academic deans realized that pleasing manners and physical attractiveness were essential for attracting the attention of others which was the first step toward building long-lasting relationships. Promising opportunities were derived from the collective systems within the organization. Because they operated collectively as well as individually, self-efficacy was both a personal and a social construct that worked well with the respondents to attain goals and accomplish desired tasks. Academic leaders had a strong sense of personal competence approach in facing difficult tasks which they mastered and were ready to threats to be avoided.

"Self-efficacy worked well" (Paglis and Green, 2002). Academic leaders' perceptions on how the provision of feedback or the use of effective training techniques influenced these thinking. With self-efficacy, setting standards was easier much more in meeting these standards. Self-efficacy belief enhanced accomplishment and well-being in countless ways. Such conviction influenced the choices of people around them to make courses of action to be taken. This state of habit tend to select tasks and activities in which academic leaders in the study felt competent and confident and had avoided those negativism that came their way. Unless these leaders believed that their actions would have the desired consequences, they had little incentive to engage in those actions because they were very aware on the goals they set. Self-efficacy assumed

to have influenced self-management behavior and global self-leadership strategies affecting job performance.

As to the level of satisfaction of the faculty members to the job performance of the academic deans in Region 3, it was found out that they were 'satisfied'. Academic deans as leaders of the educative environment had embraced the university pursuit for educational vision, and welcomed and participated in perspectives of the institutional goal. They had lived up to expectation of the stakeholders like the faculty members as well as the students and the community. They led with humane values expected of leaders to improve lives within the workplace and labor much to accomplish personal contentment.

The study shows that self-efficacy contributed significantly to the level of job performance of the academic deans in relation not to vision and leadership but to management, resource development, and to university initiatives supporting mission and vision. This may be due to the fact that visionary leaders develop a leadership style that springs from a shared vision of an organization's future. Vision is conceptualized in holistic terms and is built with the consistent pattern of communal possibilities to which others could be drawn, and whose values they would wish to share. Visionary leadership is founded on social architecture and trust. The visionary spirit of academic leaders and the relationship between the visionary ability of the leader serves as the basis for the practical implementation approach of the manager as the two opposite ends of a spectrum and that a basic holistic objective should be to blend strong visionary leadership with effective leadership into one integrated whole in which the strengths of both combine synergistic should be to the advantage of the enterprise.

5. Conclusion and Recommendation

In conclusion, the long lists of the academic deans' responsibilities did not stop them from taking the best position in the organization. Increasing societal and accreditation-related regulation in a litigious environment constrained rapid change, demands unprecedented managerial agility. The fundamental requirement for success as an academic dean is passion for all attributes of the intellectual pursuits: knowledge creation, sharing, and application; teaching and learning; developing faculty, staff, and students; and serving the society through attainment of the academic organizational mission. Knowing specific responsibilities would make academic deans realize the importance of their position toward organizational productivity. With exercising the necessary skills and leadership strategies (be self or toward others), they would be

able to meet the challenges of the position. They would be able to fill their roles with leadership linchpin to hold the organization together to attain successful outcomes. In spite all these concerns at college, university as well as global context (their positions could still become an avenue to aim higher), there is no doubt that academic deans were into unending tasks and challenges and with the kind of job academic leadership they perform, it was but proper to herald them to make them feel triumphant of their accomplishment and see their worth for them to improve better. To improve job performance there is a need to improve specifically in the study, self-efficacy. There are many ways academic leaders can be effective in the job. The way they do their tasks is partly a matter of personal style and is mostly of self-efficacy. Academic deans are recommended to develop self-efficacy beliefs by looking into performance accomplishments to influence their ability perspectives which may lead to a feeling of self-efficacy. They are suggested to observe how other leaders perform tasks or handle situations for mastery in doing their tasks. It is also encouraged to academic leaders for them to think that they are doing the right thing overcome self-doubt and increase sense of self-efficacy. They are also recommended for them to look into their physiological states because moods, emotions, physical reactions, and stress levels may influence how academic deans feel about their personal abilities which may control anxiety and develop self-efficacy beliefs.

There are many ways academic leaders can be effective in the job. The way they do their tasks is partly a matter of personal style and is mostly of self-efficacy. Academic deans are recommended to develop self-efficacy especially in terms of management, resource development, and university initiatives supporting mission and vision. With self-efficacy beliefs, these can be done by looking into performance accomplishments to influence their ability perspectives which may lead to a feeling of being completely self-efficacious. Although academic deans in Region 3 were found to be self-efficacious, they are suggested to observe how other leaders perform tasks or handle situations for mastery in doing their tasks especially in the three areas mentioned above. It is also encouraged to academic leaders for them to think that they are doing the right thing and overcome self-doubt. They are also recommended to look into their physiological states because moods, emotions, physical reactions, and stress levels may influence how academic deans feel about their personal abilities which may control anxiety and develop self-efficacy beliefs.

Author's Note

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