

## Conference Paper

# Help-seeking and Management Behavior of the Deans and Academic

Veronica A. Piczon and Karene Maneka D. Estigoy

Chairpersons in the University of Eastern Philippines

## Abstract

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

Received: 23 April 2018

Accepted: 8 May 2018

Published: 4 June 2018

Publishing services provided by  
Knowledge E

© Veronica A. Piczon and Karene Maneka D. Estigoy. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the IRCHE 2017 Conference Committee.

**Keywords:** Management Behavior, Crisis Intervention, Conflict Management

## 1. Introduction

A form of mentoring that is common in school administrator development is coaching. It is distinct from traditional mentoring in that it typically takes place within a shorter time frame and focuses on the development of specific skills. In addition, coaching often comes from outside of the system, whereas mentors typically are organizational

 OPEN ACCESS

insiders. Coaches work alongside administrators to observe their performance, offer critiques, and connect them with resources that can help improve their practice. As the Commission on Higher Education (CHED) has become more focused on increasing student achievement in schools, school administrators are receiving more attention for their role in improving education.

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

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

## 2. Objectives of the Study

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

1. Determine the help-seeking behavior of the respondents,
2. Find out the management behavior of the respondents in terms of:
  3. Decision Making
  4. Problem-Solving
  5. Conflict Management
  6. Crisis Intervention
7. Find out significant difference on help-seeking ability between male and female respondents;

8. Find out significant difference on help-seeking ability of respondents aged 50 years below and above 50 years old.
9. Determine significant relationship between help-seeking and management behavior of the respondents.

### 3. Methodology

#### 3.1. Research design

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

#### 3.2. Participants

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

#### 3.3. Instrument

##### 3.3.1. Help-seeking behavior

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

##### 3.3.2. Management behavior

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

### 3.4. Data gathering procedure

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

### 3.5. Data analysis

The inventories for each respondent were scored by taking average scores on the items. Separate scores were obtained for each help seeking and management behavior factors. Regression analysis was employed to test the relationship between help seeking and management. T-test for independent sample was used to test for significant difference on the help seeking behavior between male and female administrator. Same statistical tool was used to test for significant difference between two age group's help seeking behavior.

## 4. Results and Discussion

### 4.1. Help-seeking behavior

School administrators had 'much favorable' help-seeking behavior with total mean of 3.98. School administrators admitted that they need help from others. They believe that the answers to their many questions as leaders can not only be answered by their own selves. They need mentors, advisers, and even ideas from teachers. They less even believe that asking for help is a sign of weakness. Remarkably, their thinking that seeking help is an excellent way to acquire new knowledge and skills proved to be a very positive behavior. This finding is along the conclusion of Ryan, et al. that help seeking is a behavior and option all people have to search for or request assistance from others. Help seeking is a self-regulatory strategy to use others as a resource in order to continue the learning process.

### 4.2. Management behavior

Administrators were able to make comprehensive decisions. Indeed, school administrators can affect student learning indirectly by making decisions at the school

level that either constrain teachers' decision at the classroom level so that they run smoothly.

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

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

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

Overall, management behavior of school administrators can be interpreted to the point that the power of authority entrusted to every school leader has been properly exercised. They have been accomplishing tasks using different management behavior to reach the educational goal. This finding is along Bossert's review who posited three facets to successful school leadership: the instructional organization; the school climate; and, management behavior.

#### **4.3. Test of difference on the help-seeking behavior between male and female administrator**

Independent sample t-test was used to determine if there exist significant difference of the help-seeking behavior between the male and female respondents. The independent sample test table shows a t-value of 0.063 and a significant value of 0.950 which means that there is no significant difference between male and female help-seeking behavior. Further, the group statistics table shows the comparison of the mean of the

male and the female which are 3.786 and 3.771 respectively, which are almost equal and implies no significant difference.

#### **4.4. Test of difference on the help-seeking behavior between the respondents whose age are below 50 years old and respondents whose age are 50 years old and above**

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

#### **4.5. Relationship between help-seeking behavior and management behavior of the school administrators**

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

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

## 5. Conclusion and Recommendations

In general, schools administrators in the University of Eastern Philippines are generally diligent particularly the younger ones. These young leaders excel in terms of school leadership. Help seeking behavior could have worked favorably for these school leaders to manage diversity of teachers, staff and students.

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

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

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

Based on the findings of this study, it is recommended to conduct a seminar for all school administrators and supervisors with the objective of fostering connection between and among school leaders through teamwork; School administrators should continuously update their knowledge in management through attending regional and national trainings. Attending seminars is another way of sharpening their management skills by learning management theories; A comparison of help-seeking behavior between neophyte and seasoned teachers could be studied. This could contribute to the theory and literature of help-seeking behavior.

## References

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

- [2] Bossert, S. T. D. C. Dwyer, B. Rowan & G. V. Lee (2002). (Marika) The instructional management role of the principal. *Educational Administration Quarterly*, 18(3), 34-64.
- [3] Grissom J.A., & J.R. Harrington (2010). Investing in administrator efficacy: An examination of professional development as a tool for enhancing principal effectiveness. *American Journal of Education* 116, 583-612.
- [4] Bloom G., C. Castagna, & B. Warren (2003). More than mentors: Principal coaching. *Leadership*, 32(5), 20-23.
- [5] Neufeld B. & D. Roper (2003). *Coaching: A strategy for developing instructional capacity*. Washington, DC: Aspen Institute.
- [6] Turner D. (2007). Leadership behaviors of elementary principals of schools exiting program improvement as perceived by teachers (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3273838)
- [7] [http://psychology.wikia.com/wiki/Help\\_seeking\\_behavior](http://psychology.wikia.com/wiki/Help_seeking_behavior)