

PREDICTORS OF ACHIEVEMENT AND JOB SATISFACTION OF WOMEN MANAGERS IN SUC (NCR)

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ABSTRACT

Predictors of Achievement and Job Satisfaction of Women Managers in SUC (NCR). This study was an attempt to determine the factors related to the achievement and job satisfaction of women managers in PNU, UP Manila, EARIST and TUP Manila. The descriptive study used questionnaire as data-gathering tool. The frequencies, Percentage, mean, standard deviation were utilized for descriptive presentation of data. As to the profile of women managers, 26.92% belong to 51-57 years of age, 69.23 Percent or 36 are married, 34.61 percent or 18 finished their Doctor of Philosophy and Doctor of Education programs, 18 or 34.62 percent have been in the service for 21-25 Years, all women managers occupy permanent position, with an income ranging from Php 41,000.00 to Php 50,000.00 are 21 to 40.38 percent, 22 or 43.32 percent have been serving for 6 to 9 years as managers. As to the personality type, 20 or 38.46 percent are type B. they are usually relaxed, not very competitive and easy going in dealing with people. They have leadership qualities, objective, honest and efficient. Most women managers possess the following managerial skills: Conceptual skills, Diagnostic skills, Technical skills and Human relation skills. In terms of level of achievement, 34.61 percent or 18 have received scholarship 86.53 percent have been thesis or dissertation adviser, 50 percent were invited as lecturer Or speaker and 53 percent have local membership in women's organization. In terms of job satisfaction, women managers, believe that they are productive in their jobs and they are very ambitious. In the study, the educational attainment, the length of service and family income predict the job satisfaction and achievement of women managers while the school related factor does not affect their job satisfaction and achievement because all of them are working in big schools. Based on the findings we can conclude that to attain success in an organization, women managers must have professional growth, possess good leadership qualities, efficient and effective managerial skills.

INTRODUCTION

The Problem and Its Background

Women constitute the core of biological reproduction over centuries and millennia. Their lives are affected by society, by the community and by the family. They have multiple burdens, including financial contribution through their work, resource management, household responsibilities as well as the care of children and elderly. They have little social economic rights including rights over basic necessities like food, health care and education. Women have struggled and fought for their rights for gender equality. Gender equality is a basic component of any modern democratic society. It creates an environment in which women and female children have better facilities through which no discrimination, whether psychological, physical or rights wise, on basis of birth, sex, opportunities, remuneration. Qualifications for women are on upward curve across Europe (Vinn-nicombe, 1996). Female managers have greatest chance of achieving success in Scandinavian countries because of high numbers of workforce are women and family policies and equal opportunities are strongly enforced by legislation. The proportion of women in American labor force especially in top management has increased in recent years (Powell, 1999). The gap between the

proportion of women in labor force and in management has virtually disappeared. Human capital theory suggests that the quality of labor supply is influenced by investment in human capital; resources that are invested in individuals today are likely to enhance their future productivity and career prospects. Through higher education, individuals enhance their credentials by increasing their knowledge and skills applicable to certain jobs. Educational institutions teach behaviour that is valued in workplace such as dependability; punctuality and ability to follow instructions (Blau, et al., 1998). Women have taken significant steps to increase human capital through higher education. They receive college degrees at all levels in all disciplines and in business; these have been exhibited in many countries (UNESCO, 1997). Now, because of the growing economy, rising demands for managers lead to shortage of qualified men thereby boosting the proportion of women in management jobs. Global shifts from manufacturing based on information and service-based economy benefit women employment in management position that is “brain over muscle power” (Schwartz, 1992).

More and more women have access to education; they become wise and skillful in handling different task brought by exposure to varied forces affecting their lives. Some organizations hire women for top management. Two important reasons to hire, promote and retain talented women are: first, demographic changes due to continuously dropping birth rate; and second, the growing need for diversity. Rosen (1989) and Fisher (1998) said, women are concurrently being called “managers of 21st century.” In education, women manager who occupy administrative position are called women administrators, usually hold position next to the president. They sat on policy making group for the entire university and advocates for women students, faculty and staff. They are called deans of women in 1950s, 1960s and 1970s (Robert Schwartz, 1990). Sometimes, the position of dean of women is besieged because they were replaced by less experienced male administrators, just like the case of Patricia Thrash of North Western University, USA. The reason for this is discrimination, the belief that women do not have the capacity to lead the organization. Another example of struggling women is Emily Taylor of Dean of women in Kansas University USA from 1956 to 1957. She established the first Commission on Status of Women in College Campus in 1958 and transcended structured changes in her university.

Sociologist Joan Acker reminds us that institution and position are not gender-neutral as in division of labor, focus of power, symbols of leadership; they have been masculine for a long time. Despite many obstacles, women persist to become managers of organizations. Many women succeeded and rose to the ranks from a simple faculty member to department chairman, then dean of student and finally president of the university. One of them is Alice Manicure of Frostburg State University who paved the way for women in NASPA on high plane (Tuttle, 2004). Filipino women are like women in other countries; they make their way to the top on what was male-dominated world on business, on politics and even on the academics. In universities and colleges in Manila alone, women occupy 53% of managerial position as presidents, vice presidents, directors and deans of colleges.

Background of the Study

The concept of women managers creates an issue on who are better administrators in different fields of endeavour. It creates a question on gender issues and women empowerment. Increased awareness on changing role of women needs to be studied to determine their strength on how they work on the way to the top. Historically, authoritarian leadership has been the pattern for school administration (Logan and Scallay, 1999). Men were thought to be better disciplinarians and teaching was perceived as offshoot of

motherhood because females were regarded as the better nurturers. Before, teaching was thought to be “Women’s work”. This perception was corrected when males were recruited to the teaching profession after World War II. In the United States, the University Council for Educational Administration offered educational administration in response to government initiation of the GI Bill which allowed veterans to complete their education at government expense. Because of this, nearly 70% of all superintendents become male school managers. By 1960, percentage of female school principals declined from 56% to 4% (Blount, 1999). Concepts of educational administration demand that those in authority positions keep power to themselves and tightly control the working of an organization (Limerick and Anderson, 1999). Typically, masculine characteristics needed to be exemplified. The nature of educational authority is changing. Once regarded as military style management now favors an approach that supports and empowers individuals, essentially masculine to feminine shift. Changes in 1990 have altered empowerment of stakeholder from a recommended behaviour to operational necessity. It focuses on teaching and learning. School-based decision making emphasized collaboration and consensus.

This change alters the traditional image of school principals and superintendents. School principals must have strong communication skill and be able to nurture leadership in others. Superintendents as well as principals must focus on instructional improvement and be collaborative leaders who can deal with site based management. Thus changing perception of school administration shifts expectation leadership characteristics to favour these skills that are more compatible with cultural expectation and socialization pattern for women. The inequity experienced by female is not indigenous to the education field only. The relation between education and business can be seen in the ratio of male and female students at top business schools, this shows that the nature of educational hierarchy contribute to inequity. Academic women feel that their positions are disadvantageous within their institution because their career path is tied tightly to teaching, service and care of elderly (Blackmore and Sachs, 2000). They adopted notion of power as shared and exhibited softer approaches to leadership. This work disrupts the traditional settled discourse of men who dominate the field of educational administration and lays important groundwork for a new pattern of discourse and action (Bjork, 2000)

Lafferty et al. (2000) and Winkler (2000) both believe that as more and more women enter graduate programs and complete Ph.D Degrees, the available pool of qualified females will enable them to achieve senior management position. Txhannen-Moran et al. (2000) cited Campbell and Newell who reported that 98% of professors were male in 1973, by 1986 the proportion of women as college and university presidents has doubled from 9.5% to 19.3% in 1998. Bautista (1988) said that in both international and national undertakings, women are performing man-sized jobs. They are everywhere in government and politics, in the field of medicine, in agriculture and even in fields previously dominated by man such as engineering, architecture and industrial development. Historically, Filipino women had been part of the country’s labor force as active participants in gainful economic employment. The number of Filipino women who joins the labor force has been increasing from 11.4 million in 1997 to 12.1 million in 1999 (NSO, 1999). This number continues to increase as the economy develops and economic condition of women improves. The sector where women are dominant is on trade and service. Employment opportunity enhances women opportunity to act as a leader and be involved in decision making. Managerial position is an easy access because of their efficiency, dependability and other values needed in the field of work. The managerial achievements and level of job satisfaction of women in educational institutions form the premise of this study.

Statement of the Problem

This study will determine the achievements of women managers and their levels of job satisfaction in selected state colleges and universities in Manila. It will also determine the factors that predict their achievements and job satisfaction. To arrive at this objective, this study will answer the following questions:

1. What is the profile of
 - A. Women Administrators in terms of
 - 1.1 Age
 - 1.2 Civil Status
 - 1.3 Educational Attainment
 - 1.4 Length of Service
 - 1.5 Employment Status
 - 1.6 Monthly Income
 - 1.7 Position
 - 1.8 No. Of years as Manager
 - B. School in terms of
 1. Size
 2. Type
2. How do women administrators perceive
 - A. Their personality
 1. Type A
 2. Type B
 3. Combination of Type A & B
 - B. Skills
 1. Technical
 2. Human Relation
 3. Conceptual
 4. Diagnostic
3. What is the level of achievement and job satisfaction of women managers?
4. Which of the woman manager-related factors predict their achievements and job satisfaction?
5. How do the school-related factors affect the relationship between the woman manager-related factors and the achievements and job satisfaction?

Scope and Delimitation of the Study

This study will focus on the level of achievements of women managers in terms of school rank or levelling, awards and scholarship granted and affiliation size in professional organizations locally and internationally. It will also include the level of job satisfaction in terms of hygiene and motivational factor. It will involve managers in different higher educational institutions which include colleges and universities in the vicinity of Manila for the school year 2005-2006.

Significance of the Study

The result of this study will motivate young and ambitious professional women to pursue higher education to become qualified top managerial position in educational institution. It will also enhance women's active participation in improving women's positions which will increase their visibility and career opportunities. Also the traditional perception that women are better followers than leaders can now be erased. This study will provide significant literature and relevant information in understanding the level of job satisfaction and achievements of women managers. Likewise, it will also contribute to the leaders of educational institutions to gain insights on their personality and their skills needed to attain success in an organization.

CONCEPTUAL FRAMEWORK

This chapter will present related literature and studies which have bearing on the present study. Illustration of the variables to be considered in the study will be reflected in the research paradigm. Included also are research hypotheses and definition of terms.

Review of Related Literature and Studies

Many researchers have examined the issue of representation of women in educational administration (Fauth, 1984; Lange, 1983; Marshall, 1984; Montenegro, 1993; Schmidh, 1992). Debate continues regarding barriers to advancement faced by female administrators but still they attain position of leadership (Gmelch et al., 1994; Reisser and Zurflush, 1987). Recent studies on women indicate the importance of person-related as determinant of effective management administrator.

Women Manager-Related factors

Age: Studies show that woman's age affects her decision to enter or choose a course. Management experts believe that as people grow to maturity they develop concepts of orderly relationship and understanding that enable them to perform with effectiveness (Colcol, 1998). There is an evidence that woman after experience the double whammy of gender and age discrimination (Acker, 1994) upon the age, this mean that bodily structure and mental acuity wear away with age; productivity is negatively affected according to Galat (1998). This shows that as one grows old, his body depreciates his memory diminish. Just like Agag (1999), studies confirm that age is not related with ones performance in job. Women's age has an impact on how peers and superior treat her at work. Older women are likely to be traditional because of their backgrounds and their lack of confidence than younger women have.

Civil status: Status of women is an important factor in work life. Single women have continues work life and their earnings increase a little more than married ones (Armstrong, 1979). A slight difference on the earnings of single and married women was concluded by Cockburn (1981). In a study conducted by Adriatico (1981), revealed that married people have higher level of administrative functions than the unmarried counterpart. Contradicting with this, in a study of Strangata (1994), revealed that unmarried individuals perform better because they have more time for work than married ones. Today's young women are like superwomen who are full of strength to fulfil all the tasks needed in one's job. They can perform hard work, child rearing and maintain an intact and satisfying family life. Women

are more concerned with finding a balance between public and private life, family and work (Greenberg, 2001). On the other hand, motherhood is being recognized as excellent managers, demanding many of the same skills like teaching, guiding, leading monitoring, handling disturbances and imparting information (Aburdene and Naisbitt, 2000).

Educational Attainment: Education is the most important attribute in social, economic, political and spiritual developments. It contributes to the rapid growth of the country. It is an ultimate cause of development like innovation in technology that raises the quality of life. The development of the country depends to a great extent on the kind of education schools in a country offers to its client; (Corporal Sena, 1990). Educational attainment has significant weight in the promotion of employee, by rank, salary or position. It was claimed that education should be democratized for everybody and everyone has the right to pursue higher education according to one's ability. Pentaliday (1993) found out the employees with higher education place greater importance to their work values. The administrators with higher educational qualification have higher achievements and perform their jobs well than those with master's degree only (Francisco, 2000).

Length of Service: Continuity in the labor force is also important in the life of a woman who succeeds in her career. Threat of continuity in woman's work life is perhaps the greatest single barrier to higher wages of young woman (Blinder, 1980) and a deterrent to her promotion into higher position. Women who show continuous pattern of work tend to succeed economically in their long-term employment efforts. The more continues their work, the larger is their earnings, work stability and access to higher status occupation (Gregory, 1980). The length of service influences the performance of employee (Fortaleza, 1998). This means that administrators who stayed in their positions for longer time will make good managers. Contado's study (1999) supported the work of Jariya because of his findings that a great deal of experience is an important prerequisite to succeed in any fields.

Present position: A noticeable increase in the share of women employment in different occupational categories. Women workers predominated in occupational groups such as manufacturing, sales and services workers. They occupy 50% range than their male counterparts. However, males occupy administrative and managerial roles. NSO (1999) data showed that men outnumbered woman in such higher paying and higher skills categories at about 2:1. Women continue to face barriers in entering administrative, executive and managerial positions.

Nature of Employment: Usually administrators are appointed by the highest ranking official in an institution where one belongs. Sometimes they undergo election process for the acceptability to the peers. Another way is through her qualification, the administrator will select from among the faculty members who have the highest educational attainment. There are several ways in which officials of institution are selected; some are selected by length of service, educational qualification and innovations made.

Personality Types

People have different personalities. Personality refers to the total person. It is the expression of what you are and what you do. It is the core of each individual, the product of all the responses that are expressed in everyday living (Sferra, et al. 1971). According to Greenberg (1990), personality may be classified as type A, type B and mixture of A and B. Type A is characterized by being hard working at various tasks, seems to be in a hurry, extremely

competitive and often irritable. Type B is characterized by being relaxed, not very strict, not very competitive and easy going. Mixture of Type A and B shows moderate characteristics. Fernandez (2004) research reveals that school managers are found to manifest Type A personality. In a study conducted by Shao (1994), it was revealed that successful leaders have strong traits and they behave in certain way. They relate to the people and adjust their behaviour to situations he also said that those kinds of people are instruments of change and success in an organization. Good leaders deal with problems with enthusiasm (Sinlao, 2002). This personality trait is recognized by subordinates. The quality of spirit of being an administrator is to bring leadership and management task on top priority. School administrators must have good personality traits, vision, extent of commitment and human relation skills for effective management (Gorton, 1999; Domine, 1999). A woman's personality characteristic has a direct effect on her work. Performance of woman manager and her success may in part be determined by the kind of personality she projects. Mangahas (1980) revealed that women with higher level of aspiration tend to be persistent in realization of their goals for higher salary and position.

To perform well in her job, a woman needs to possess the following traits; self-respect, great respect for others, dedication to work, good leadership qualities, honesty and reliability. She must be objective, aggressive, decisive and analytical (Shartzter, 1981). She should be courageous, determined, steadfast and efficient (Kosheleva, 1983). Personal characteristics such as self-confidence, hardworking and interested in particular field of work are also considered vital factors that lead women to perform well. These are found in the study of National Commission on the Role of Filipino Women (1985). Good managers should not be confrontational. Generally, women managers must have strong communication skills and willingness to listen. Women begin to build a rapport with others and to explore their own feelings and opinions. They talk about personal topics such as relationships, people and experiences. The aspect of conversation is simply connecting emotionally with subordinates. When something has to be done, male manager would give it as an instruction, while female one would take time to sit down and explain more to find out the employee's point of view. Women tend to be more relationship based, while male tend to be more logical and aggressive (Burn and Roberts, 2000).

In a research conducted by Dr. Roberto Kabacoff for the US-based Management Research Group, he concludes that women tend to rate higher on people-oriented leadership skills and getting results attributes needed by managers of the 21st century. His analysis shows that men because of their management experience are more task-oriented. Women are expected to be interpersonal experts, they facilitate, respond, emphasize. The ability to tolerate ambiguity and juggle many things at once, often attribute to women is vital, but often underrated, management skills (Aburdene, and Naisbitt, 2000). The process of managing people to ensure getting things done through and with others is called management. It is a process of using all organizational resources such as human and non human resources to achieve organizational goals. Essential parts of management process are managers. School managers of technical-vocational school must be aware of their managerial roles and skills (Ranola, 2002). Skills are talents that managers need to possess to perform effectively.

Skills of Women Managers or Administrators

As manager in an organization, the administrator should have different skills to be effective and efficient. Skills are ability to translate action into results (Higgins). The essential skills of managers are technical, human and conceptual. The importance of these skills differs based

on level of position occupied by the managers in organization (Rodriguez and Echanis, 1993).

Technical skills: Managers need to have the tools, methods and techniques of the body knowledge appropriate to the activities they manage (Rodriguez, 1993). Bonina(2003) noted that administrators, like principals who possess multiple technical skills are highly effective than their counterparts. Technical skills pertain to educational expertise, abilities related to the application of methods needed for the performance of tasks. Human skills which encompass interpersonal relationships and conceptual skills are abilities associated with knowledge that could be applied to enable the managers to analyze the role of educational system in relation to the environment (Casanero, 1996). Garcia (1993) noted that the national hero, Dr. Jose Rizal and two of the presidents, Manuel L. Quezon and Manuel Roxas advocated vocational education respectively. The production of more and better goods and commodities is the greatest concern of the Filipino people in their struggle for self sufficiency and stability of the economy. This implies the need for more training of skilled workers who are producers of goods. School management, according to Domine (1996), carries the task of getting the job done and observing how the job is being done. To attain to goal of education, administrator must provide an environment conducive to the needs of the learner and improve teacher's performance. According to Bernardo (1997), he revealed that administrator may be a technical genius, but unless he knows to get along with people he can be a real failure in his job.

Human Relation Skills: The interpersonal skills refer to the skills in human relations. This is manifested by administrator in building and maintaining long term relationship with the members of the family, friends, co-workers, subordinate and superiors as in teacher-pupil relationships and teacher-principal relationships. In an article of Sawal (2002) she emphasized that knowledge of good human relations will result in satisfying and harmonious teacher-pupil relationships which will redound to promotion of sound education. Women teachers with motherly approach will act as pupils' guide and make them feel secure. Learning of pupil is affected by the kind of treatment the teacher gives. Study of Alcaide (2002) noted the human relation's practice of elementary school administrators in District of Pozorrubio in 1998. The results are good human relations between the school administrators and teachers are important and should be maintained; the administrator should harness all performance; strategies and techniques are needed to improve the work relationships between administrators and teachers; and there are remedial measures that could minimize the problems that negate the good human relations between administrators and teachers. Aside from human and technical skills of an administrator, one of the considered attributes of successful manager is the conceptual skill.

Conceptual Skills: The ability to abstract from the concrete, to have a picture of larger system to which smaller activity units belong, and the different ways in which the subsystems are related to each other in an organization is called conceptual skills. Administrator of an educational institution must understand the organization as an entity and interrelationship of its various parts. It influences the possible performance of the institution especially in terms of teacher and pupils' achievements, as well as organizational goals. Women leaders and managers make a difference in transforming people's self interest into organizational goals.

Achievements: Something which one accomplishes by using ones effort (Webster, 1985). It's getting things done and working hard to accomplish difficult task in life according to Maglino and Associates. This is one of the terminal values which is hard to obtain (Nelson,

1997). Kabacoff found that women tend to be better in displaying leadership when they have task or goal. Female managers are rated better, in areas they are strongly pursuing achievements, pushing vigorously to achieve results through forceful, assertive and competitive actions; and in communication and feedback (Aburdene and Naisbitt, 2000). Women who emphasize challenging roles and goals, stressing excellence in performance and showing confidence are proving to be achievers. If one has attained a high standard in performance of one's task, and excels in that job, it is considered as an achievement of one person (Pagay, 2003). Achievements of managers are related to whether, one received an award could be distinctions from international, national or local institution. It can also be in relation to scholarships received, or having served as consultant, adviser, lecturer or speaker and having affiliations with professional, civic, social, educational and spiritual organizations.

Pace is one of the stereotype obedient Asian women serving her husband as master in the home. She take charge of finance, arts, engineering, public service, cyber space and outer space, they have blazing new careers. Professional young women are delaying marriage and child bearing to earn money. Women are still against plenty of societal constraints, but no longer find the obstacles quite so daunting. Now a day's, Asian women are more aware and want empowerment (Koh, 2000). Women's achievements are noteworthy, is simply because of their gender. What these managers have done and hope to do are significant; suggesting strong business acumen and keen understanding of today's marketplace (Locsin, 1999).

Job Satisfaction

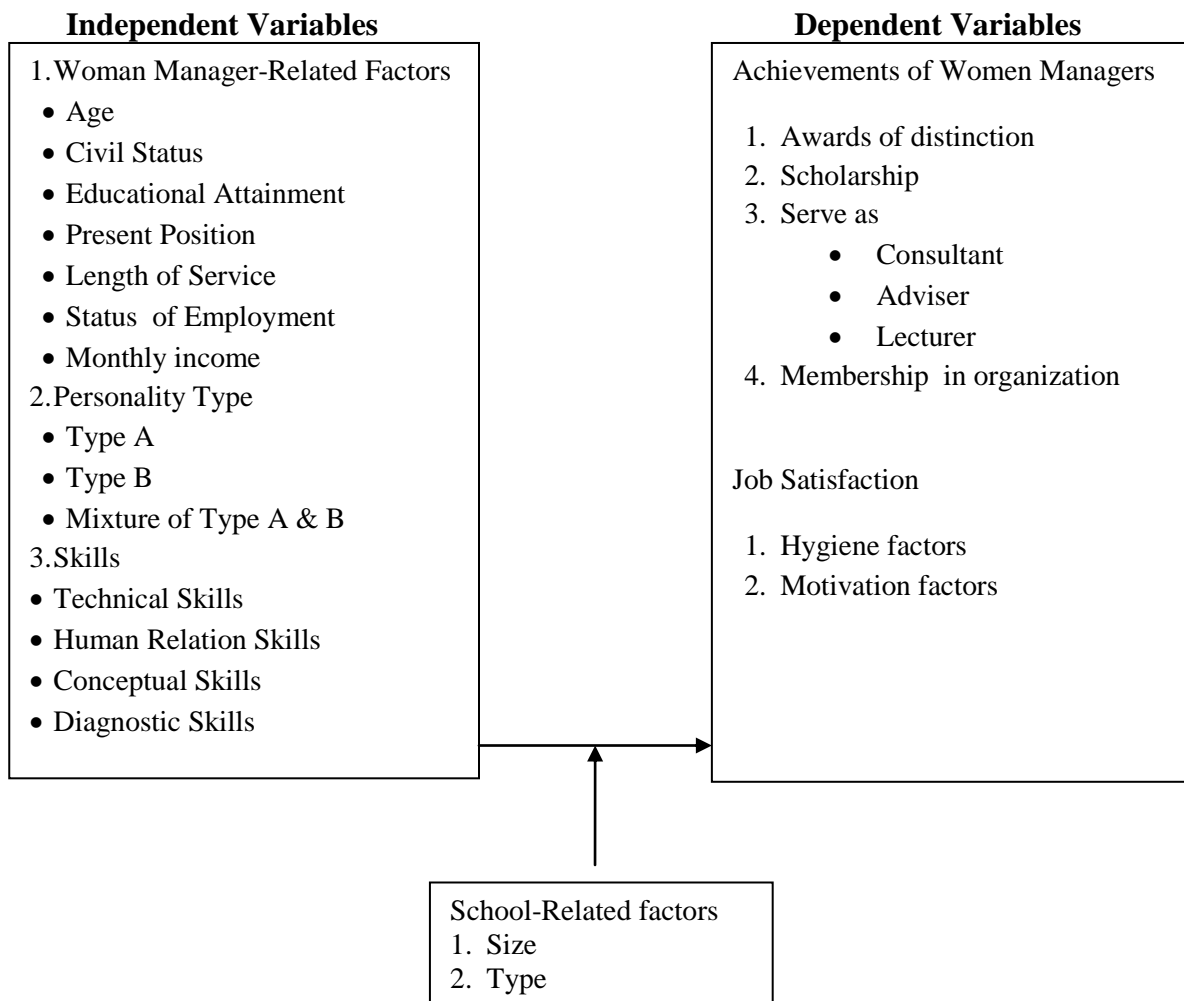
According to Bateman (1999), jobs satisfaction is a pleasant positive emotional response resulting from objective favourable appraisal of the extent of individual's contribution and experience in a given work environment. A satisfied worker is not necessarily one who is more productive than a dissatisfied one. Job dissatisfaction will occur when there in 1. High turnover rate 2. Lower corporate citizenship 3. Higher rate of absenteeism 4. More grievances 5. Stealing, 6. Vandalism and poor mental health. Schermerhorn et al. (2000) defined job satisfaction as the degree to which individual feel positively or negatively about their job. It is an attitude or emotional response to ones tasks as well as to the physical and social conditions of the workplace. Definitely, job satisfaction is an overall impression about one's job in terms of compensation, autonomy and colleagues which can be connected to ones productivity. Sources of job satisfaction can be attributed to some demographic variables. These are sex, educational level, age and job assignment (Kim, 2001).

A number of studies show that female workers have lower level of job satisfaction than their male counterparts because male officials dominated most of the positions in organization. Griffin, Dunbar and McGill (1978), found that workers with higher educational level tend to be more satisfied with their jobs than workers with lower educational level. Education has an effect on job satisfaction (Pokorney, 1998). The result of his computation showed positive relationship between education and satisfaction. This is in contrast with the study of Pasuwas (1992), which revealed that educational attainment was not related to job satisfaction. In Thailand, Jitcharat (1998) also found out that there were no significant relationships between educational attainment and job satisfaction. Workers' age has been found out to have negative impact on job satisfaction, (Buzawa, 1984). It means young people are satisfied if they are employed while senior worker are not happy if they have lower salary. In the study conducted by Vandenberg and Lance (1992), it showed that graduates were more satisfied with their jobs when these were consistent with their university majors than when these fell

outside their field of interest. Another source of job satisfaction can be related to Herzberg (1966) two-factor theory, motivation and hygiene. Hygiene factors include company policies, supervision, salary, interpersonal relations and working conditions. These issues cannot motivate workers but can minimize dissatisfaction because all of them are related to workers' environment. Satisfaction in the workplace enhances morale, spells success and contribute to good performance. Work satisfaction and dissatisfaction are not opposite this means that there is no real work satisfaction. It is affected by different factors and has significant influence on employee motivation and performance (Calara, 2000). Job satisfaction can be influenced by factors associated with work itself or by outcome directly derived from the nature of the job, achievement in the work, promotion opportunities and chances for personal growth and recognition. These are associated with high level of job satisfaction, which are referred as motivation factor by Herzberg. In a study conducted by Fernandez (2004), showed that the teacher profile, school manager's personality types, school profile and management skill predict the teacher job satisfaction and motivation. School administrators, teacher, student and managers have different level of job satisfaction depending on their interest, motives and goals in life. The principles, concepts and insights discussed from the review of related studies will serve as bases in the preparation of the present research framework.

RESEARCH FRAMEWORK

The research paradigm in Figure 1 is the graphical representation of the hypothesized effect of woman manager-related factor, personality type and skills on their achievement and job satisfaction and moderated by school-related factors.



Moderating Variables

Figure 1: The Research Paradigm Showing the Possible Effects of Manager-Related Factors, Personality Type, Skills and School Related Factors on Their Achievements and Job Satisfaction.

Research Hypotheses

The research hypotheses that will be tested are the levels of achievements and job satisfaction of women managers as influenced by:

- her profile
- school-related factors
- personality type
- management skills

Definition of Terms

For the purpose of this research, the following terms are operationally defined as follows:

Women Managers: These refer to women administrators appointed to policy implementing and management positions in higher education institutions, which includes the vice-presidents, the deans, directors and department chairpersons.

Manager's Profile: These are person-related factor which include age, civil status, educational attainment, present position, length of service, and nature of employment. This factor determines the relationship that exists between dependent variables and independent variables that include the following:

Age: This refers to the chronological age of the women managers as of her last birthday.

Civil Status: It refers to the classification of managers in the society as single, married, separated and widow.

Educational Attainment: This refers to the highest degree that the manager acquired during the conduct of this study.

Length of Service: This refers to the manager's total number of years serving as administrator.

Nature of Employment: In this study it refers to the position of the manager whether appointed or elected.

Personality Type: In this study, this means the personality types manifested by women managers which are work-related. It also implies preference or inclination, habitual manner, attitudes, behaviour, temperament while dealing or coping with the environment.

Type A Personality: This is characterized by being hardworking at various tasks, seems to be in a hurry, extremely competitive and often irritable.

Type B Personality: A personality characterized as usually relaxed, not very competitive and easy going.

Mixture of Type A and B Personality: This type manifests moderate characteristics of type A and type B personalities.

Managerial Skills: These refer to the competence of woman managers in terms of managing the educational institution. These are classified as technical skills, human relation skills, conceptual skills and diagnostic skills.

Technical Skills: In this study, these would mean the ability of women managers to apply their competence in various process. These also refer to the ability to create methods, use technique and process to manage institutions effectively.

Human Relation Skills: These pertain to the ability of women managers to deal with people and to build teamwork.

Conceptual Skills: These pertain to the ability of women managers to think in terms of models, frameworks and broad relationships such as long range plans. These skills deal with ideas, human skills with people and technical skills with things.

Diagnostic Skills: These are the skills of managers to determine the symptoms or indication of any problems that may exist in the educational institution.

Educational Institutions: These refer to the institutions of higher learning, which include colleges and universities established by the state.

Achievements: In this study, these would refer to the outputs of one's school or university, it can be called school levelling. Also included are the awards received and competitions won, innovations made and affiliations in organization.

Job Satisfaction: In this study, it refers to the feeling of being satisfied, contented and gratified on the job done by women managers. It includes hygiene and motivational factors.

Moderating Factors: These refer to the size and type of school or university. Size of school refers to total number of population of students in a certain school while type of school refers to classification of the school either public or private.

RESEARCH METHODOLOGY

This chapter presents the methodology and the procedure to be used in the research. This will include the design, research locale, population and sample, data gathering procedure and statistical tool to be employed in treating the data.

Research Design

Descriptive method of research will be used in this study. Descriptive study describes the sociological and psychological characteristics of the respondents. It is the most appropriate method because it deals with current situations. It is primarily concerned with the relationship that exist, practices that prevail, beliefs, point of view and attitudes that will be the trend in developing research (Sevilla, 1998). It is also supported by the observation of Aquino (1994),

who stated that descriptive research is fact finding with adequate interpretation. The true meaning of the data to be collected will be reported from the point of view of the objective and the basic consumption of the project.

Research Locale

The locale of this study will cover the colleges and universities which are all state or government owned, located in the City of Manila. It will include the Pamantasan ng Lungsod ng Manila (PLM), Polytechnic University of the Philippines (PUP), University of the Philippines (UP Manila Campus only), Eulogio “Amang” Rodriguez Institute of Technology (EARIST) and Technological University of the Philippines (TUP-Manila Campus only). One hundred thirty-nine (139) women managers who serve as administrators in schools mentioned are the respondents of this study.

Population and Sample

The respondents in this study will comprise the women managers who occupy administrative positions in six (6) state colleges and universities in Manila. The positions that they handle are any of the following: president, vice-president, director, dean and department chairperson of a college or program.

Research Instrument

This study made use of questionnaire checklist, documents, school records, observation and informal interviews. The questionnaire is divided into five parts. Part I consists of the profile of managers such as age, civil status, educational attainment, length of service and nature of employment. Part II deals with the school-related factors such as type, size, ranking, competition and awards. Part III consists of personality types of the managers. Part IV deals with the skills of managers. Part V deals with the achievements and job satisfaction of women managers. The questionnaire on personal background will be patterned from Manzanilla (2001), and from the study of Dones (2000) with modification. It will be used to determine the skills of women managers. The question on personality types will be taken from the study of Fernanadez (2004). Job Satisfaction Index will come from BPC Publishing, Ltd. The respondents will indicate their responses on five (5) point scale. Five (5) being the highest score and one (1) as the lowest.

Data – Gathering Procedures

The following steps will be followed in the conduct of this study:

1. A letter request to conduct the study will be sent to the President of the colleges Universities.
2. The obtained approved letter from the President will be attached to the letter for the Vice President, Deans of different colleges, Directors or Heads of each unit.
3. An ocular inspection of the place will be made before the actual administration of the questionnaire.
4. Administration and retrieval of the questionnaires will be done to determine the response.
5. The data to be collected will be presented in tabular form for organizational purposes.

Statistical Treatment of Data

The answers to the questionnaire are entered in a mastery Table to facilitate statistical treatment and analysis. To answer the research problem, the following statistical tools were used for each type of analysis:

1. The frequency and percentage distribution are used to describe the profile of women managers/administrators.
2. Weighted mean and interpretative method are employed for the personality type, skills, job satisfaction and achievement of women managers/administrators.

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the profile of women managers in terms of age, civil status, educational attainment, length of service and nature of employment.

Profile of the Women Managers

Table 1: Age of Women Managers

Age	F	%
58 – 64	13	25
51 – 57	14	26.92
44 – 50	11	21.15
37 – 43	9	17.31
30 – 36	5	9.62
TOTAL	52	100 %

The data showed that the greatest number of women managers belong to the age group of 51 to 57 years or 26.92 percent, followed by the age group of 58 to 64 years with 13 or 25 percent of them, then 44 to 50 years with 11 or 21.15 percent and the least belongs to age group of 30 – 36 with 5 or 9.62 percent. The mean age of the managers is 49.83 which mean that they are already in middle adulthood age group.

Civil Status

Table 2: Civil Status of Women Managers

CS	F	%
Widow	9	17.31
Married	36	69.23
Single	7	13.46
TOTAL	52	100 %

The Table reveals the civil status of women managers, out of 52, there are 36 or 69.23 percent who are married, 9 or 17.31 are widows and 7 or 13.46 percent are single.

Table 3: Educational Attainment of Women Managers

Educational Attainment	f	%
with Master's Degree Units	3	5.77
Master's Degree	15	28.85
with Doctor's Degree Units	16	30.77
Ed. D. / Ph. D.	18	34.61
TOTAL	52	100 %

The Table indicates that most of women managers are Ed. D. / Ph. D. Graduates with 18 or 34.61 percent, followed by 16 or 30.77 percent with doctorate units, 15 or 28.85 percent are Masters Degree graduates and only 3 or 5.77 percent have master's degree units.

Table 4: Length of Service of Women Managers

Length of Service	F	%
26 – 30	10	19.23
21 – 25	18	34.62
16 – 20	13	25
11 – 15	9	17.30
6 – 10	2	3.85
TOTAL	52	100 %

From a total of 52 women managers, 18 or 34.62 percent of them have been in the service for 21 – 25 years, 13 or 25 percent from 16 – 20 years, 10 or 19.23 percent for 26 – 30 years, 9 or 17.30 percent have been in the service for 11 – 15 years and only 2 or 3.85 percent for 6 to 10 years. The mean of the lengths of service of women managers is 20.4. This indicates that they are experienced or seasoned educators.

Table 5: Employment Status

Employment Status	F	%
Permanent	52	100
Temporary	0	0
Substitute	0	0
TOTAL	52	100 %

As shown in the Table, all of the women managers occupy permanent position.

Table 6: Monthly Income of Women Managers

Monthly Income	F	%
10,000 – 20,000	0	0
21,000 – 30,000	7	13.46
31,000 – 40,000	21	40.38
41,000 – 50,000	12	23.08
51,000 – above	12	23.08
TOTAL	52	100 %

As shown in the Table, 12 or 23.08 percent of women managers are receiving a monthly income ranging from 41,000 to 50,000, 21 or 40.38 percent are receiving a monthly income of 31, 000 to 40, 000, 12 or 23.08 percent are receiving 51,000 and only 7 out 52 managers or 13.46 percent receive a monthly salary ranging from 21,000 – 30,000 pesos. With a mean income of 42.81 percent, it can be concluded that the monthly income of female managers falls on an average scale.

Table 7: Number of years as Managers/ Administrators

No. Of years as manager	F	%
2 – 5 years	6	11.5
6 – 9 years	22	42.31
10 – 13 years	18	34.62
14 – above	6	11.53
TOTAL	52	100 %

Presented in the Table, the greatest number of the women managers has been serving for 6 – 9 years, or 22 or 43.31 percent out of 52 respondents, 18 or 34.62 percent have been managers/administrators for 10 to 13 years and 6 or 11.53 percent serve as managers from 2 – 5 years and 11.53 percent for 14 years and above. A mean of 9.35 indicates that the respondents serve as managers/administrators for quite long time.

Table 8: Personality Type of Women Managers

Personality Type	F	%
Type A	13	25
Type B	20	38.46
Combination of A and B	19	36.5
TOTAL	52	100 %

Out of 52 women managers, 20 or 38.46 percent possess type B personality, 19 or 36.54 percent, a combination of type A and B and only 13 or 25 percent possess as type A personality.

Table 9: Achievements of Woman Manager

Achievements	F	%
1. Awards of Distinction		
International	0	
National	2	.03 %
Local	6	.11 %
Scholarship		
International	2	.03 %
National	5	.09 %
Local	11	.21 %
Consultant		
International	2	.03 %
National	0	
Local	5	.09 %
Adviser		
Under graduate thesis	45	86 %
Masteral	20	38 %

Doctoral	11	.21 %
Lecturer		
International	2	.03 %
National	8	.15 %
Local	16	.50 %
Membership in Organization		
International	3	.05 %
National	9	.17 %
Local	28	53 %

The table shows that out of 52 respondents only 2 received a national award and 6 received Local Awards of Distinction. In terms of scholarship only 2 received in international scholarship, 5 received national scholarship and 11 received local scholarship and 34 out of 52 achieve their post graduate degree by themselves. As consultant, only 2 from international entity and 5 local category 45 out of 52 have not been consultant. As adviser, 45 out of 52 became undergraduate their advise 20 in Master degree and 11 in doctoral program. As lecturer or coordinator in training and seminars, only 2 become international speaker, 8 out of 52 in national seminars and 16 out 52 become local speaker or lecturer. In terms of membership in organization, only 3 out of 52 in international organization, 9 out of 52 in national and 28 out of 52 in local organization.

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of findings, the conclusions drawn from them and the recommendations offered.

Summary of Findings

The study focused on the predictors of achievement and job satisfaction of women managers in state universities and colleges in National Capital Region. The research instrument is a questionnaire made obtained from research documents. The data gathering is necessary in answering the research questionnaires. It was done through distribution of fifty-two managers/administrators from PNU, EARIST, UP Manila and TUP Manila. The collected data were computerized, processed and analyzed. In the light of the investigations and analysis made, the following findings were summarized:

Profile of Women Managers/Administrators

There are fifty-two respondents in this study; they belong to 51 to 57 years age group, 69.23% are married, 34.61% or 18 are graduates of doctorate degree major in Philosophy or Industrial Education Management. In terms of length of service, 18 or 34.62% have been in the service from 21 to 25 years, 100% or all of them occupy permanent position. When it comes to monthly income, 40.38% or 21 are receiving Php 41, 000.00 to Php 50,000.00. The most number of respondents have been managers from 6 to 9 years. They have been in their positions who for quite a long time. When it comes to personality, 38.46% or 20 belongs to type B, which are relaxed, not very strict, not very competitive and easy going. In terms of skills, women managers have high diagnostic skills, human relation skills, conceptual skills as well as technical skills.

When it comes to levels of achievement, 34.61% or 18 have received scholarship, 86.53% have been thesis or dissertation advisers, 50% were invited as lecturer or speaker and 53% have local membership in women's organization. The women managers believed that they are ambitious and productive, in their jobs, are not clock watchers, never been absent in their work; they are very interested in what they are doing and never worry about their work. In this study, the educational attainment, the length of service and family income predict the job satisfaction and achievement of women managers. The school-related factors do not affect their job satisfaction because all of them are working in big universities.

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. Profile-related factors such as educational attainment, length of service and family income significantly relate to job satisfaction and achievement of women managers.
2. Women can become good managers/administrators because they possess high diagnostic, technical, conceptual and human relation skills.
3. Women managers are mostly type B personalities who are relaxed, not very strict, not very competitive and easy going.

RECOMMENDATIONS

Based on the aforementioned summary of findings and conclusions, the following recommendations are derived:

1. Since educational attainment and monthly income predicts the job satisfaction and achievements of women managers, everyone must be motivated to finish their master's and doctor's degrees. As educational attainment has significant weight in the promotion in terms of rank and salary.
2. Findings revealed that type B personality is essential to become successful women managers. Type B managers are not very strict and competitive thus, they are liked by their subordinates in contrast with the Type A managers who are strict, very serious and hard working. If managers belong to type B personality, they usually stay longer as administrators since subordinates and peers feels comfortable with them, therefore, they stay longer in the service.
3. Women managers must possess diagnostic, technical, conceptual and human relation skills to develop efficient and effective management skills as well as good leadership qualities.

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