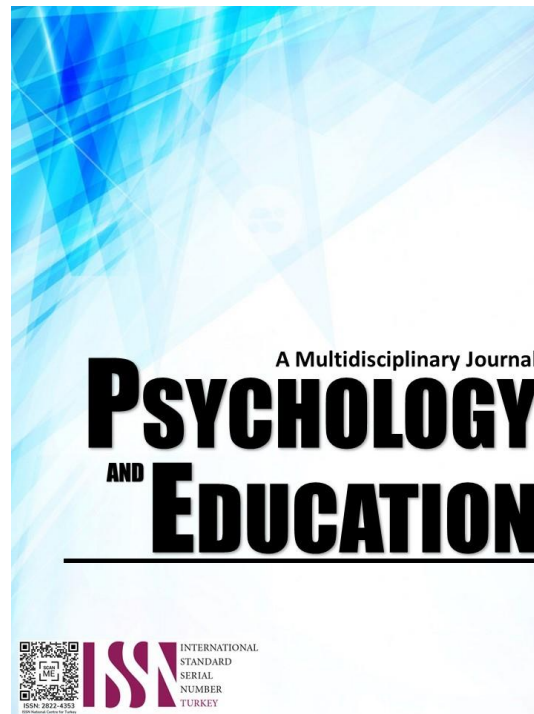


**THE LEVEL OF EFFECTIVITY OF
MICROMANAGEMENT AMONG THE TEACHERS AND
MIDDLE MANAGERS IN THE BASIC EDUCATION**



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The Level of Effectivity of Micromanagement Among the Teachers and Middle Managers in the Basic Education

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Abstract

Proper management is vital in the achievement of an organization's vision and sustainability. Several researches have shown that one management style, micromanagement, has been receiving particular attention in the corporate world due to its notoriety. Micromanagement tends to control the employees in almost all aspects; igniting employee frustration which leads to adverse effect in the company by and large. Results of micromanagement include suppressed creativity, low morale of employees and an increase in employee turnover. However, some authors argue the significance of micromanagement in specific circumstances. Thus, this study is aimed at identifying the level of effectivity of micromanagement as it relates to teachers and middle managers in the academic sector in terms of the following: compliance, productivity, competence, and job satisfaction. The study used descriptive correlational design. The researcher employed a complete census of the respondents. These are teachers and middle managers in the Basic Education Department who are from the kindergarten, elementary, junior high school and senior high school levels, with 48 teachers and 12 middle managers respectively. Findings of the study signify that micromanagement is effective in promoting compliance and productivity, moderately effective in terms of competence, and slightly ineffective when it comes to job satisfaction. Furthermore, the study also yielded no significant difference when the respondents are grouped according to profile. Similarly, there is no significant difference between the teachers and middle managers on the level of effectivity of micromanagement on this basis, it is recommended that middle managers must reconcile the use of micromanagement to uphold compliance and productivity without neglecting the teachers' competence and job satisfaction.

Keywords: *micromanagement, compliance, competence, job satisfaction, middle managers, teachers*

Introduction

In today's volatile climate, organizational transformation is inevitable. As a result, organizations are constantly confronted with problems in areas like development and competitiveness, necessitating internal adjustments in policies, structure, and operations. Such are experienced by different organizations and companies that transcend local and international markets, from small to large scale operations. Given the challenges organizations experience in this rapidly changing economic and social paradigms, management is a driving factor in the direction the organization takes and the achievement of its vision and mission.

Management is a staple in any organization that is driven by its vision of success. Its relevance and effect cut across the varying nature of organizations. Management is a part of all organizations, whether they are corporate, political, cultural, or social, because it is management that assists and directs multiple activities toward a common goal. Half (2018) highlights the following characteristics of an excellent manager. Effective managers show appreciation for their employees, communicate clearly, listen actively and attentively, make decisions, trust their employees

to perform, resolve conflicts, know their employees, lead by example, are transparent, are high achievers, and, finally, stay one step ahead of the competition. A closer look at these characteristics reveals that, in order to be an effective manager, the attention must be on the subordinates or employees, not the boss. The main goal of management is to ensure that the organization's vision is materialized. The nature of management as systematic, observable process that directs every aspect on an organization to a specific direction is an indispensable part of an organization's success (Dill, 2021). It allows for collaboration with and among elements of the organization while constantly adjusting to the dynamic nature of availability of resources. In order to achieve unison and harmony among the differing tiers of the organization, management ensures that a healthy, conducive working environment is available to all where they can thrive in productivity and positive results (Indeed, 2021).

Perhaps the most significant target of good organizational management is the workforce. They are considered to be the backbone of the organization and for a significant reason. The labor is required to provide the company's goods or services. Consequently, increasing staff productivity and efficiency is a top priority. Skilled personnel with



insider knowledge of a company's operations are hard to come by and even harder to replace. Formal training, expertise in relevant industries, and knowledge of various organization's cultures, procedures, and systems are among their qualifications. Effective management by bringing in new trends, addressing consumer wants, producing new goods, and making heroic efforts to achieve operational, financial, or other corporate goals, a motivated employee may make a substantial impact to the bottom line. Satisfaction towards work is generally interconnected with performance. Successful organizations know that employee satisfaction, performance and employee engagement are crucial (Half, 2021).

However, in the attempt to realize the goals of the organization, managers fall trap in the slippery slope that is micromanagement. Serrat (2017) straightforwardly likens micromanagement to mismanagement. It can be further defined as behaviors that result in interference with performance and productivity of people and the efficiency of projects and processes. Micromanagement has a substantial impact on organizations' direct, indirect, and hidden expenses, contributing to retention and turnover issues, as well as inefficiency, instability, and lack of continuity. Individual subgroups or entire companies may acquire a micromanagement culture. Negative habits get ingrained in the organization's culture and serve as the operational model for day-to-day operations. They have the potential to infiltrate the entire organization. This micromanagement mentality is usually formed at the higher levels of the company. The operational precedents set by a few senior executives at the pinnacle of organizational power and authority cascade throughout the whole business. The bar has been raised to the highest level. Micromanagement can be further aggravated depending on the kind of complex structure the organization has. This structure paves the way for bureaucracy which results in managers having little to no control over decisions. In such cases, managers have too much time on their hands that they tend to look closely at the subordinates. Projection is transferred top down. When a good manager is micromanaged from above, he may feel compelled to micromanage his own people, causing a negative ripple effect among supervisors and employees' struggle to make the few choices that are accessible. Micromanagement jeopardizes production and quality, lowers work satisfaction and morale, and drives away the best and brightest employees (White, 2010).

Micromanagement leadership style has been portrayed

notoriously for being a bad way to deal with people, but when used correctly and at the right time, it can provide promising results. It may be appropriate to use this approach if the task is new and difficult, or if the employee is new to the task, or if the organization is facing a crisis or a problem, or if productivity is low, or if key decisions affecting the company's future are being delayed, or if employees are performing below expectations. (D. Goldsmith and L. Goldsmith, 2012). In the education sector, the effectiveness of good management is akin to that of other forms of organizations in the context of delivering quality service. Academic institutions, both in the public and private sector, are considered to be service that is in demand. Thus, it is considered to be a business as these academic institutions practice all theories and principles related to any forms of business (Dando et. al., 2017). In congruence, the teachers are considered to be the vital movers in the effective delivery of service. While some may view teachers only as facilitators of learning inside the classroom, they are also tasked to accomplish other duties and submit pertinent papers significant to their occupation. Learning plans, activity sheets, school forms, instructional materials and intervention activities are only some of the gamut of things on their checklist. Hence, proper management in the context of the academe is significant in ensuring that teachers are well-managed to boost their confidence, productivity, and job satisfaction. This task largely rests on the shoulders of the middle-managers. They take on the leadership role of bridging the gap between lower-level employees and superiors of an organization. They ensure that teachers are carrying out their multifaceted tasks. Hence, middle managers must explore a variety of management styles that will result to better compliance, productivity, competence, and job satisfaction. This study aims to fill the gap between the limited research on micromanagement and its effect on the academic sector, specifically of teachers' compliance, productivity, competence and job satisfaction.

Currently, Dr. Carlos S. Lanting College follows the hierarchical structure of management. Considering that DCLC is a relatively large school composed of different departments, several personnel are assigned to monitor the teachers. The institution is managed from the top by the administrators. The flow of authority trickles down to the department heads, principal, and coordinators who serve as the middle managers. Moreover, there are internal auditors who guarantee quality of service. There are instances that teachers experience being closely monitored in carrying out their day to day tasks such as classroom



management, submission of learning plans, punctuality, etc. This is further aggrandized by the fact that teachers also have supervisory tasks in their respective advisory classes. Teachers are frequently asked to prepare and submit forms within a specific time frame. This predicament is further compounded in the new normal where teachers are given instructions online beyond their working hours. Teachers experience symptoms of micromanagement in their field of work but only a few are genuinely aware of its meaning. This study provides the teachers a clearer picture of what micromanagement is and concretizes their experiences in their field of work.

Research Questions

The present study sought to determine the level effectivity of micromanagement among the teachers and middle managers in the Basic Education Department of Dr. Carlos S. Lanting College. Specifically, the researcher seeks to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 Designation;
 - 1.2 Age;
 - 1.3 Gender; and
 - 1.4 Years of Service?
2. What is the level of effectivity of Micromanagement among the teachers and middle managers in the Basic Education Department of DCLC in terms of:
 - 2.1 Compliance;
 - 2.2 Productivity;
 - 2.3 Competence; and
 - 2.4 Job Satisfaction?
3. Is there a significant difference between the level of effectivity of micromanagement when grouped according to their profile?
4. Is there a significant difference between the responses of teachers and middle managers on the level of effectivity of micromanagement?
5. What program may be proposed based on the findings of the study?

Methodology

Research Design

The descriptive correlational research method was employed in this study. Descriptive correlational, according to Siedlecki (2020) is used to describe characteristics of population or phenomenon being studied. It addresses the "what" question.

The characteristics used to describe the situation or population is usually some kind of categorical scheme also known as descriptive categories. Descriptive correlational research is mainly done by the researcher to determine the level of effectivity of micromanagement among teachers and middle managers in the Basic Education Department of Dr. Carlos S. Lanting College in terms of compliance, productivity, competence, and job satisfaction. This design is essential in discovering relationships among the variables and it may allow predictions of future events from present knowledge regarding the effectivity of micromanagement and formulating programs related to such. The researcher also utilized the inferential approach in order to test inferences relating to the result of the study. This approach is used in determining if there is significant difference between the responses of the teachers and middle managers about the level of effectivity of micromanagement. It is also used to confirm if there is a significant difference between the level of effectivity of micromanagement when grouped according to the respondents' profile.

Research Respondents

The participants in this study were the faculty members of the Basic Education department of Dr. Carlos S. Lanting College. These are teachers who are currently employed in the institution this school year 2021-2022. A total of sixty (60) respondents from kindergarten, elementary, junior high school and senior high school levels are included in the study. 48 of them are teachers and 12 middle managers. Given the small size of the population, the researcher has decided to include all teachers and middle managers that fit the criteria as respondents of the study.

Population and Sampling

In this research study, a total or complete enumeration (census) was utilized. The complete number of teachers and middle managers are the respondents of this study. Total population sampling is a type of purposive sampling where the whole population of interest (i.e., a group whose members all share a given characteristic) is studied. It is most practical when the total population is of manageable size, such as a well-defined subgroup of a larger population.



Research Instrumentation

The researcher used a questionnaire which was distributed according to the classification of respondents – teachers and middle managers. Since this is a quantitative study, the researcher relied heavily on the result of the researcher-made questionnaire which was floated to the respondents through Google forms.

The research instrument consists of the following parts:

Part 1 – The demographic profile of the teacher and middle manager respondents which includes their designation, age, gender, and years of service.

Part 2 – The level of effectivity of micromanagement in terms of compliance, productivity, competence and job satisfaction. Each area is composed of different characteristics and actions related to micromanagement. In this study, a set of questions via Google Form with a choice of answers, devised for the purposes of a survey or statistical study was used. The research instrument of the study underwent face and content validity by the validation team composed of the research panels with the guidance of the research adviser and research director of the Graduate School of Dr. Carlos S. Lanting College.

The instrument tested its reliability through Field Out Testing or Pilot Testing which will be tested using the Cronbach Alpha. Below are the results of reliability analysis.

Table 1. Reliability Test Result of the Research Instrument

Scales	Cronbach's Alpha	N of Items	Internal Consistency
Compliance	0.92	15	Excellent Reliability
Productivity	0.92	15	Excellent Reliability
Competence	0.94	15	Excellent Reliability
Job Satisfaction	0.95	15	Excellent Reliability
Overall	0.98	60	Excellent Reliability

Table 1 shows the reliability test result of the research instrument. The researcher made a questionnaire for the Level of Effectivity of Micromanagement among the Teachers and Middle Managers in the Basic Education Department of Dr. Carlos S. Lanting College as perceived by the respondents a total of 60 items (Alpha=0.98) with an internal consistency of

“Excellent Reliability”. Compliance consisted of 15 items (Alpha=0.92) with an internal consistency of “Excellent Reliability”, Productivity consisted of 15 items (Alpha=0.92) with an internal consistency of “Excellent Reliability”, Competence consisted 15 items (Alpha=0.94) with an internal consistency of “Excellent Reliability” and Job Satisfaction consisted of 15 items (Alpha=0.95) with an interpretation of “Excellent Reliability” as well.

Table 2. Likert Scale Weighted Mean Interpretation for the Level of Effectivity of Micromanagement among the Teachers and Middle Managers in the Basic Education Department

Scale	Weighted Mean	Interpretation
5	4.21-5.00	Extremely Effective
4	3.41-4.20	Effective
3	2.61-3.40	Moderately Effective
2	1.81-2.60	Slightly Ineffective
1	1.00-1.80	Ineffective

Research Procedure

In administering the research instrument, the researcher sought approval from the administrators of Dr. Carlos S. Lanting College. Permission was secured from the Vice President for Academic Affairs, Vice President for Student Development and Services, Senior Vice President, and lastly, from the President and Chief Executive Officer of the institution. Given that the researcher happens to be the Principal of Basic Education Department of the same institution, permission is automatically granted. After receiving permission from the abovementioned administrators and after explaining and discussing the content of the questionnaire, the researcher carried out the facilitation of the survey questionnaire via Google Forms as this is the safest and most convenient way of gathering data given the current circumstance. After the questionnaire was answered, the researcher collected the respondents of the questionnaire, made a summary of the data collected and organized the results for interpretation.



Data Gathering Technique

After due approval was granted for the conduct of the study, the researcher presented the research instrument for validation of the committee. After validation, the researcher was granted permission by the administrators of Dr. Carlos S. Lanting College for the conduct of the study. The research instrument was floated online via Google Form to the respondents of the study which are the teachers of the Basic Education Department of DCLC.

Results and Discussion

The Profile of Respondents

The following are the results value of demographic profile of the respondents under study:

Table 3: *Frequency Percentage Distribution on the profile of the respondents*

<i>Sample Characteristics</i>	<i>N</i>	<i>%</i>
Designation		
Teacher	48	80.0
Middle Manager	12	20.0
Gender		
Male	18	30.0
Female	42	70.0
Age		
20-30 Years Old	25	41.7
31-40 Years Old	21	35.0
41-50 Years Old	9	15.0
51-Above Years Old	5	8.3
Years in service		
Less Than a Year-5 Years	29	48.3
6-10 Years	13	21.7
11-15 Years	7	11.7
16-Above Years	11	18.3

Table 3 shows the Frequency Percentage Distribution on the profile of the respondents. As presented in the table, in terms of designation 48 respondents (80 %) are teachers while 12 respondents (20 %) are middle managers. Thus, majority of the respondents are teachers. When it comes to gender, 18 respondents (30 %) are males while 42 respondents (70 %) are females.

In addition, 25 respondents (41.7%) are 20-30 years old, 21 respondents (35%) are 31-40 years old, 9 respondents (15%) are 41-50 years old, and only 5 respondents (8.3%) are 51 years old and over. Accordingly, majority of the respondents are 20-30 years old. Finally, as to the respondents' years in service, 29 of them (48.3%) have been in service for less than 5 years, 13 respondents (21.7%) have been in service for 6-10 years, 11 respondents (18.3%) have been in service for 16 years and above, and 7 respondents (11.7%) have been in service for 11-15 years. Thus, majority of the respondents have been in service for less than 5 years.

II. What is the level of effectivity of micromanagement among the teachers and middle managers in the Basic Education Department of Dr. Carlos S. Lanting College in terms of compliance, productivity, competence, and job satisfaction?

Table 4 presents the mean distribution of responses on the level of effectivity of micromanagement. This manifests the teachers and middle managers' responses toward the level of effectivity of micromanagement when applied in the context of the education field. With a total of 60 statements, 15 statements are classified under 4 categories. These categories are: category one, Compliance with a weighted mean of 3.76 (Effective); category two, Productivity with a weighted mean of 3.54 (Effective); category three, Competence with a weighted mean of 2.85 (Moderately Effective); and lastly category four, Job Satisfaction with a weighted mean of 2.46 (Slightly Ineffective). The responses to the questionnaire items reveal that respondents place varying degrees of weight on the level of effectivity of micromanagement. Thus, the respondents' rank order showed Compliance, Productivity, Competence, and Job satisfaction. In that order, the results of the survey reveal that Compliance and Productivity ranked first among the categories specified in measuring the level of effectivity of micromanagement. On the other hand, Job satisfaction ranked last based on the responses of the teachers and middle managers in the Basic Education Department.

To elaborate further on the result of the survey, the first category in determining the level of effectivity of micromanagement, compliance, received a weighted mean of 3.76 with an annotation of effective. It must also be noted that the statements under the said category range from moderately effective to extremely effective. One statement in particular tallied the highest mean of 4.35. Upholding punctuality in all submissions of tasks proved to be extremely effective to the respondents of the study. Punctuality is vital in the achievement of the goals of a company. The same applies in the context of schools where middle managers see to it that punctuality is upheld in the work place. As educators, teachers are expected not only to attend to matters relating to academics and instruction. An integral part of a teacher's responsibility is the submission of pertinent documents such as daily lesson logs, assessment materials, and learning materials to name a few. Some middle managers tend to micromanage the teachers to ensure that they meet the target date of accomplishment of tasks at hand. Being punctual in submitting reports, performing tasks, and attending functions in the workplace only reflects the kind of workplace culture being cultivated and nurtured. Kajidori (2015) explains that punctuality eliminates stress-related complications which might result to low customer satisfaction. A person's punctuality reflects his professionalism (Leonard, 2019). On the other hand, calling out during meetings or group conferences teachers who have unfinished or unaccomplished tasks logged in a mean of 3.0. Teachers find it moderately effective to be called out in public fora to remind them of their failure to comply with assigned tasks. Not only is this humiliating, but it also damages the employee's reputation. This can also be seen as workplace bullying when the effects of public shaming are degradation and low morale (Gordon, 2022).

Table 4: *The Level of Effectivity of Micromanagement among the teachers in the Basic Education Department of Dr. Carlos S. Lanting College*

<i>Statement Items</i>	<i>Weighted Mean</i>	<i>Annotation</i>
Compliance		
Explicitly stating what should be done in regards to any task	4.07	Effective
Requiring tasks to be completed according to stringent guidelines and procedure	4.13	Effective
Requiring regular reports and updates on assigned tasks and activities	3.98	Effective
Requiring that all decisions classroom rules, strategies, methods- must be approved before they can be implemented	3.87	Effective
Requiring tasks to be carried out with strict compliance to intricate details such as font style, font size, word choice, time duration, invitation design, and the likes	3.75	Effective
Keeping in touch with teachers beyond working hours to follow up on tasks	3.45	Effective
Communicating with teachers through text messages, calls, or messages on social media and other messaging apps within the personal time to follow up on assigned tasks	3.50	Effective
Putting the emphasis on the output rather than the process	3.38	Moderately Effective
Adding new tasks to the teacher's to-do list in regards to tasks	3.28	Moderately Effective
Keeping lists of teachers accomplished and unfinished tasks	3.88	Effective
Monitoring the progress of assigned tasks to teachers	4.13	Effective
Calling out during meetings or group conferences teachers who have unfinished or unaccomplished tasks	3.0	Moderately Effective
Upholding punctuality in all submissions of tasks	4.35	Extremely Effective
Reminding subordinates of their responsibilities at every opportunity, whether within or outside of the school grounds	3.65	Effective
Monitoring teachers' time management to ensure that all responsibilities are completed	4.02	Effective
Composite Mean	3.76	Effective



<i>Productivity</i>		
Utilizes a variety of tools to monitor teachers' attendance and participation in school and departmental activities	4.07	Effective
Monitoring the tasks closely to ensure they are carried out according to specificities	3.98	Effective
Requiring frequent feedback from teachers to update tasks	3.87	Effective
Requiring teachers to come to school earlier than the standard time as a sign of efficient work	3.62	Effective
Requiring teachers to stay beyond work hours as a sign of efficient work.	2.78	Moderately Effective
Focusing on the desired output within a given time frame instead of the creativity and efforts of the teachers	3.23	Moderately Effective
Getting involved in all areas of activities assigned to teachers, from planning to execution	3.80	Effective
Pointing out what goes wrong in activities in real time instead of discussing them after the activities are carried out	3.10	Moderately Effective
Setting tight deadlines on tasks and activities	3.47	Effective
Assigning tasks even when the previous ones are not yet accomplished in order to promote productivity	2.62	Moderately Effective
Requiring teachers to be present in school programs and activities	4.02	Effective
Monitoring even routine activities inside and outside of the classroom such as classroom management, classroom cleanliness, recess time, and casual, interpersonal moments with students and teachers	3.35	Moderately Effective
Making sure every minute of working hours is spent on task-related activities	3.37	Moderately Effective
Regularly proposing trainings and webinars for teachers to maximize productivity	3.88	Effective
Conducting immediate interventions or conferences with teachers for concerns in order to improve productivity	3.97	Effective
Composite Mean	3.54	Effective

<i>Competence</i>		
Setting clear hierarchy of teachers to establish proper chain of command and assert his/her authority	4.18	Effective
Delegating tasks to teachers without assessing the teachers' skills set	2.62	Moderately Effective
Reassigning tasks to other teachers when the task is not carried out perfectly	2.95	Moderately Effective
Requiring teachers to attend trainings and seminars to improve teaching and managerial competence	4.33	Extremely Effective
Blaming the subordinates hurriedly but not accepting his/ her own mistakes	1.73	Ineffective
Providing little to no feedback to teachers for accomplished tasks	1.93	Slightly Effective
Imposing strict adherence to rigid rules and regulations of the department, leaving little room for creativity and independent decision-making	2.78	Moderately Effective
Paying close attention to teachers' words, appearance and demeanour even outside of the class or school premises	2.93	Moderately Effective
Monitoring teachers' engagements in social media platforms to check their professionalism	2.57	Slightly Ineffective
Moving deadlines for submission of tasks and paper works to a closer date if teachers are seen to be laidback or slacking off	2.68	Moderately Effective
Avoiding working with more competent or experienced subordinates	1.85	Slightly Ineffective
Controlling teaching styles in the classroom that are in conflict with his/her personal preferences	2.08	Slightly Ineffective
Conducting regular class observations to check teachers' competence and preparedness in class	3.55	Effective
Random checking of teachers' documents related to curriculum, instruction, and assessment-daily lesson log, curriculum guide, curriculum map, table of specifications - to check their preparedness	3.65	Effective
Using specific teachers and their experiences as examples of what to do and not to do in the line of work	2.85	Moderately Effective
Composite Mean	2.85	Moderately

With a weighted mean of 3.54, trailing behind compliance is productivity which the respondents consider to be effective. It may be construed that teachers view micromanagement as an effective approach to ascertain that they produce the desired results from an academic perspective. With the highest mean of 4.07, the respondents of this study consider it effective when a middle manager utilizes a variety of tools to monitor teachers' attendance and participation in school and departmental activities. This indicates that both teachers and middle managers concur that certain methods and strategies of monitoring inspire productivity. Teachers are more productive if they get involved and show positive engagement in school activities. Miller (2020) explains that various productivity monitoring strategies are set up because some employers feel the need to monitor

the employees especially in accomplishing work-related tasks. However, assigning tasks even when the previous ones are not yet accomplished in order to promote productivity received a mean of 2.62, with an annotation of moderately effective. This continues to be one of the hallmarks of micromanagement. In an ambitious attempt to produce more results, some managers make the critical mistake of assigning tasks to employees without any consideration to the previously assigned tasks. Clark and Hart (2016) argues that assigning too many tasks to employees only hurts the company in the long term as it jeopardizes the quality of work and it leaves employees overwhelmed. Its negative effect may also affect their morale and mental health which could eventually lead to employee turnover.

As to the next category, competence as a measure of micromanagement effectivity received a weighted mean of 2.85, with an annotation of moderately effective. This category consists of actions and characteristics of micromanagers that affect the competence of faculty members. Competence, in the context of this study, refers to the collective knowledge and skill of teachers to successfully fulfill specific tasks and job responsibilities. Micromanagement aims to keep teachers on their toes through practices that hope to constantly improve their craft. Results of the study show that requiring teachers to attend trainings and seminars to improve teaching and managerial competence appears to be effective for the respondents of the study, prompting a mean of 4.33, with an annotation of extremely effective. Teachers are often encouraged to attend trainings and seminars to improve their competence in different areas of the pedagogical practice. Some teachers opt to attend these trainings on their own volition. In the study conducted by Alastre (2016), teachers are viewed as catalysts of development in the teaching and learning arena. Hence, there should be a rigorous effort among the teachers, heads, and administrators to engage in professional development through trainings and seminars. By and large, the acquisition of innovative skills and new information is anticipated to augment the competence of teachers. However, therein lies in the same category the statement with the least mean – 1.73. When middle managers resort to blaming the subordinates hurriedly but not accepting his/ her own mistakes, respondents view this action as ineffective. There should be a sophisticated system of hierarchy for an organization to function properly. Each member of the organization is expected to assume an apt level of accountability for positive and negative consequences of actions and decisions. In an article by Gibori (2017), he suggests that leaders must

always take responsibility for the department he or she oversees. Good management of employees means viewing mistakes and slipups as opportunities for growth. Failures are outcomes of mismanagement and projecting blame to the subordinates for mishaps is not only misdirected, but also detrimental.

On the last category, job satisfaction has a composite mean of 2.46, with an annotation of slightly ineffective. With the said annotation, it may be concurred that while the teacher respondents find micromanagement effective in upholding compliance and productivity, micromanagement has an adverse effect on the overall job satisfaction teachers have in school. In general, micromanagement is considered to be a recipe for a decrease in employee empowerment and job satisfaction (Serrat, 2017). This is primarily the reason there is a clamor for effective management style in the workplace in order to avoid dissatisfaction the usually arises from employees' disengagement from their work duties and work culture (Kumar, 2016). When examined closely, one statement under the category job satisfaction tallied the highest mean of 3.72. Respondents believe that it is effective when a middle manager is directing teachers to follow strict instructions and procedure/s in all areas of their job. Mishra, et. al. (2019) supports the notion that micromanagement and strict compliance to specificities prove to be effective in select circumstances. This includes having new employees in the company, or when the organization undergoes time-period projects or goals. However, it would be remiss not to note that the statement “announcing in public –conferences, meetings, and chat groups–shortcoming of teachers instead of dealing with it privately” received the lowest mean of 1.65. Annotated as ineffective, this form of public humiliation, regardless of motive and purpose, is detrimental to teachers' overall well-being (Gordon, 2022). Moreover, this opens up a more significant conversation about trust and confidence that employees have with their superiors. Occurrence of public humiliation instead of private rectification of errors and mistakes is an indictment of the lack of trust between leaders and members. Leader-Member Exchange theory posits that in order for employees to thrive, leaders must see to it that they are supported and empowered. It's also worth highlighting that in the same category, the statement “Assigning tasks to teachers that interfere with their personal/family time” also received a low mean of 1.67, with the annotation “ineffective”. Micromanagement, with the purpose of controlling subordinates in the pursuit of productivity, oftentimes bombard employees with loads of work. With limited time and resources, some teachers are left



with the difficult choice of going above and beyond in order to deliver the expected output. The time that is supposed to be enjoyed with their families and loved ones, weekends, and even holidays are oftentimes spent on work-related tasks. Work-life balance has been a growing concern not only in the field of education but in other occupations. This is because cultivating a culture of work-life balance enables employees to be mentally and physically sound which leads to a more sustainable organization (Wong, et.al., 2020)

III. Is there a significant difference on the Level of Effectivity of Micromanagement when they are grouped according to profile?

Table 5: *The significant difference on the Level of Effectivity of Micromanagement when grouped according to gender*

Variables	N	Df	Weighted Mean	t-Value	α	Asymp. Sig
Level of Effectivity						
Micromanagement	60	58	3.3028	1.107	0.05	0.273
Male			3.0893			
Female						

Table 5 shows the significant difference on the level of Effectivity of Micromanagement when grouped according to gender. Based on the data obtained, the sample size of the study consisted of (N=60) respondents wherein the mean level of Effectivity of Micromanagement of male is 3.3028 (Moderately Effective) while female is 3.0893 (Moderately Effective) with the degrees of freedom of (df=58) and the t-computed value is equal to (t=1.107). Since, the probability value/Significant Value is equal to (Sig.=0.273>0.05) is greater than the level of significance. Therefore, there is no enough evidence to reject the null hypothesis and it implies that there is no significant difference on the level of Effectivity of Micromanagement when grouped according to gender. This implies that gender has no significant influence on how the respondents view micromanagement. With an annotation of moderately effective, respondents of both genders have challenges when being micromanaged at work. According to Scott (2019), men and women have significant difference in relation to their behavior in the workplace. Women tend to work collaboratively and find it productive when everyone contributes to the attainment of the goal.

Men are seen to be independent workers and require less supervision. These differences also apply to managers whereas women are more empathetic while men are more direct and precise in management. These differences, however, proved to be non-existent as reflected in the results of this study.

Table 6: *The significant difference on the level of Effectivity of Micromanagement when grouped according to Age and Years of Service*

Source of Variations		SS	DF	MS	F	Sig.
Age	Between Groups	41.400	48	.863		
	Within Groups	12.000	11	1.091	.791	.727
Years of Service	Between Groups	65.333	48	1.361		
	Within Groups	14.667	11	1.333	1.021	.522

Table 6 shows the significant difference on the level of Effectivity of Micromanagement when grouped according to Age and Years in Service. From the data obtained, the study comprised of (N=60) respondents with the degrees of freedom between groups (dfBG=48) and degrees of freedom within groups (dfWG=11) and F-computed values are equal to (Age F=0.791, and Years of Service F=1.021). Since, the probability values are (Age (Sig.=.791>0.05) and (Years of Service (Sig.=0.552>0.05)). Therefore, there is no enough evidence to reject the null hypothesis and it implies that there is no significant difference on the level of Effectivity of Micromanagement when grouped according to Age and Years in Service. This implies that regardless of age and years of service, respondents view micromanagement in the same way. In the education sector, teaching is a tenured position. The teachers' age and length of service have significant implications as they relate to work and management. It is oftentimes viewed that employees who have the most years of service are considered to be proficient in their line of work (Usop et.al, 2013). They are more efficient in accomplishing tasks as they know the tricks of the trade. Thus, they tend to be less managed in their field of work. On the other hand, teachers with relatively less years in service are viewed as amateurs in the field. While they have significant work experience, mentoring and continuous coaching is imperative as it takes time to adjust to the work environment and work culture. In this study, however, both experienced and new teachers agree with the level of effectivity of micromanagement.

IV. Is there a significant difference between the responses of teachers and middle managers on the

Level of effectivity of micromanagement?

Table 7: *The significant difference between the responses of teachers and middle managers on the level of effectivity of micromanagement*

Variables	N	DF	Weighted Mean	t-Value	α	Asymp. Sig.
Level of Effectivity Micromanagement						
Teachers	60	58	3.1946	0.931	0.05	0.356
Middle Managers			2.9883			

Table 7 shows the significant difference between the responses of teachers and middle managers on the level of effectivity of micromanagement. From the data obtained, the sample size of the study comprised of (N=60) respondents wherein the mean level of Effectivity of Micromanagement of teachers is 3.1946 (Moderately Effective) while middle managers is 2.9883 (Moderately Effective) with the degrees of freedom of (df=58) and the t-computed value is equal to (t=0.931). Since, the probability value is equal to (Sig.=0.356>0.05) is greater than the level of significance. Therefore, there is not enough evidence to reject the null hypothesis and it implies that there is no significant difference between the responses of teachers and middle managers on the level of effectivity of micromanagement. In this light, it can be construed that both teachers and middle managers view micromanagement as moderately effective regardless of their position. Managers in the workplace perform important roles in planning, staffing, organizing, and controlling. This is to ensure employees' actions are aligned with the desired output of the company. However, in certain situations, several managers go overboard with the controlling. Herein comes the conflict between middle managers and teachers. Teachers may feel frustrated, demotivated and burnt out as a result of micromanagement. However, middle managers in certain situations consider it imperative to micromanage and they look at the bigger picture of success in the company (Meade, 2021). Nevertheless, the data show that teacher and middle manager respondents are in agreement with the level of effectivity of micromanagement.

Conclusion

In light of the statistical analysis and the findings of the study, the following conclusions were drawn:

1. The respondents of the study are predominantly teachers, female, age, 20-30 years old, and have been in service for 5 years and below.
2. The Level of Effectivity of Micromanagement in terms of Compliance and Competence is effective. In terms of productivity, micromanagement is moderately effective while micromanagement is slightly ineffective in terms of job satisfaction. This implies that micromanagement is an effective way of motivating teachers to comply with assigned tasks and activities and to maintain a high level of productivity in the workplace. However, teachers' competence and job satisfaction are at risk as a result of micromanagement.
3. The study showed that there is no significant difference on the level of effectivity of micromanagement when grouped according to profile. This means that regardless of the respondents' age, gender, and years in service, the respondents have the same view as to the level of effectivity of micromanagement. Despite certain literature expounding that the aforementioned play a significant role in work places, these differences are non-existent in the results of the study.
4. There is no significant difference between the responses of teachers and middle managers on the level of effectivity of micromanagement. It can be interpreted that regardless of designation, teachers and middle managers view micromanagement in the same way. Despite literature specifying difference between how teachers and middle managers view the necessity of micromanagement in the workplace (Meade, 2021), the results show otherwise.

In this research and in view of the foregoing findings and conclusions drawn in the study, the following recommendations are forwarded:

1. It is recommended that teachers who assume managerial or administrative positions be exposed to and trained on management strategies in various workplace contexts. These enhancements must be aligned with existing standards within the framework of the education sector.
2. Based on the results of the study, academic institutions must view it imperative to structure a mechanism for understanding the teachers' needs in relation to their difficulties with the management style being employed by their superiors. The correct management style is vital in ensuring that teachers are delivering the expected output and tasks while safeguarding their well-being.
3. Private academic institutions, through their human resources management, must ensure a healthy workplace environment for teachers. Regular needs

assessment must be employed to identify the challenges teachers are facing. This will be likewise useful to gauge the job satisfaction of teachers. Feedbacks may be used to develop further programs and interventions if needed.

4. Inclusion of formal training of middle managers in the institution's faculty development program. This shall aid middle managers in identifying and adopting the most appropriate management style that shall encourage compliance, competence and productivity, while at the same time maintaining the teachers' job satisfaction in the process.

5. It is recommended that other studies on micromanagement be explored using in-depth qualitative approach in order to gauge teachers' opinion on the topic. Other indicators may be included to represent other current trends and contextualize distinct workplace culture.

6. Due to the work relationship of the researcher to the respondents, it is likewise recommended that another research locale be considered and

7. It recommended that this study be used as reference of future researchers exploring micromanagement or any topic of similar nature.

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