Leadership Competencies of Academic Managers, and School Climates in Selected SUC-TEIs in Region IX, Philippines

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Abstract: **This study employed a descriptive-correlational research design with a sampled respondent of 99 out of 105 college instructors that cover the four (4) SUC-TEIs in Region IX such as Basilan State College, Western Mindanao State University, Zamboanga City State Polytechnic College, and Zamboanga City State College of Marine Science and Technology, were selected. The result shows that the academic managers have 'almost always' displayed/demonstrated the leadership competencies related to behaviors, functions, tasks, or skills which will be considered as very competent in leading their organizational units/departments. The school climate dimensions 'almost always' evident, present, felt or observed by the teachers in their organizational units/departments which will be considered as good or more conducive for learning and teaching. Moreover, leadership competencies of academic managers are significantly related to the school climates.**

Keywords: **Academic Manager, Leadership Competencies, Philippines, Region IX, School Climates, SUC-TEIs.**

I. INTRODUCTION

Society asserts upon educational institutions the prominence of being the venue for the molding of productive citizens and agents for societal reforms. Educational institutions propose to achieve this primarily through an overabundance of educational programs in the form of academic and non-academic programs [6].

Positive school climate has been recognized as the foundation of successful schools and a strong predictor of the academic success of students [9]. An improved climate school climate will positively impact staff morale and ultimately student learning, which is the purpose of schools [2].

As cited by Lambert in [5], according to McGregor in 2002, it is evident that interrelationship among the administrator's behavior, school climate, and school effectiveness exists while the leadership of a school administrator according to Norton in 2002, directly impacts the climate of the school. The burnout and lack of effective leadership were the cause of overall negative climate according to Scallion in 2010, but an array of leadership actions clearly linked or influence to the improvement of student learning according to Portin in 2010.

Educational leadership influence by multiple actors that implicates the effectivity of activities, roles, commitment, and collective works [6]. The efficacy of academic managers in State Universities and Colleges – Teacher Education Institutions (SUC-TEIs) in Region IX, Philippines needs to be assessed to identify the effectivity of influence of different actors in improving quality learning among students. Specifically, this paper tries to determine the relationship between leadership competencies of academic managers and the school climate. Moreover, using a five-point Likert scale, this is to unveil the level of leadership competencies of academic managers such as instructors and assess the school climate.

There are studies conducted by Gregorio in [3] investigating different demographic profile that affect personal and professional qualities of school heads on which gender, civil status and teaching experience of the respondents significantly affect teacher's like on personal qualities while age, highest educational attainment, and location of the

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respondents do not affect the likes of the teachers on personal qualities. Another study by Albay in [1] shows that the department chairperson has varying leadership decision-making styles on which the most important decision come from diverse with moderate quality. According to Jones in [4], there are 10 most important competencies for the department chairs to possess such as knowledge on the strength and weaknesses of their department personnel; an ability to listen, understand and consider all perspective; an ability to inspire, establish, and communicate a shared departmental mission, vision and purposes that resonates with department personnel; an ability to make objective, fair, impartial and consistent decisions for the greater good and justify courses of action based on many possibilities, evidence, observations, facts and data; an ability to display high moral standards; knowledge of the annual evaluation process; an ability to anticipate of foresee challenges, issues or concerns and plan, manage, and act strategically; knowledge of department values and goals and how to redevelop them, as needed; an ability to hire competent office staff, establish a good working relationship, and manage them effectively; and an ability to negotiate for department resources from the administrators and other entities. The study of Maier in [7] indicated that stakeholders perceived slight problems with school safety for high-ranked high schools while it is favorable on the problem scale for the lower-ranked high schools. Academic achievement is somewhat highly related to school climate [8].

II. METHODOLOGY

This study employed a descriptive-correlational research design with respondents selected via simple random sampling of all faculty members from the four selected SUC-TEIs schools in the Region. A sample of 99 respondents was selected from the population of 105 college instructors from the following selected schools such as Basilan State College (BaSC), Western Mindanao State University (WMSU), Zamboanga City State Polytechnic College (ZCSPC), and Zamboanga City State College of Marine Science and Technology (ZCSCMST). The survey research instrument used was adapted from the instrument outlined by Clark (2004) in his Leadership Competency Model and patterned after the indicators laid out by the Alliance for the Study of School Climate (ASSC), California State University, Los Angeles, USA and further tested for reliability via internal consistency reliability.

III. FINDINGS

On the demographic profile, the average age of the respondents is 42 years old and the majority are female (60%). Most of the respondents were married (70.8%) with 41.7% belongs to Chavacano tribe. Experience wise, 24% are in government service for 16 to 20 years and 40% among them has mastered units while about a third (29.8%) were teaching Social Science subjects. See table I below for the distribution of the demographic profile of the respondents.

Table I: Distribution of Percentage of Demographic Profile of the Respondents

Variable		Frequency	Percentage
Gender	Male	37	39.4
	Female	57	60.6
Civil Status	Single	22	22.9
	Married	68	70.8
	Widow/Widower	6	6.3
Ethnicity	Yakan	1	1.0
	Tausug	15	15.6
	Sama	7	7.3
	Visayan	27	28.1
	Chavacano	40	41.7
	Tagalog	6	6.3
Highest Educational Attainment	Baccalaureate Degree	4	4.1
	With Masteral Units	39	40.2
	Master's Degree	19	19.6

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	With Doctoral Units	21	21.6
	Doctoral Degree	14	14.4
Length of Service as Teacher	At most 5 years	18	18.8
	6 to 10 years	21	21.9
	11 to 15 years	16	16.7
	16 to 20 years	18	18.8
	At least 21 years	23	24.0
Subject/Academic Discipline	Natural Science	10	10.6
	Social Science	28	29.8
	Language	14	14.9
	Mathematics	9	9.6
	Technology	22	23.4
	Professional Education	11	11.7

Leadership Competency

The next table is the distribution of the summary of the extent that the behaviors/functions/tasks/skills are displayed/demonstrated by Academic Managers as perceived by teachers.

Table II: Overall mean rating of the response of teacher in leadership competency

Leadership Competency Area	Mean	Description
Leadership Abilities	3.87	Almost Always Displayed/Demonstrated
Visioning Process	4.03	Almost Always Displayed/Demonstrated
Creating and Leading Teams	3.95	Almost Always Displayed/Demonstrated
Assessing Situations Quickly and Accurately	4.07	Almost Always Displayed/Demonstrated
Fostering Conflict Resolutions	3.84	Almost Always Displayed/Demonstrated
Project Management	3.89	Almost Always Displayed/Demonstrated
Implementing Employee Involvement Strategies	3.96	Almost Always Displayed/Demonstrated
Coaching and Training Peers and Subordinates	3.83	Almost Always Displayed/Demonstrated
Overall	3.93	Almost Always Displayed/Demonstrated

In all areas of leadership competency (as shown in Table II), the teachers almost always displayed or demonstrated leadership competencies. This implies that the teachers are very competent in leading their organizational units or departments. The next table shows the level of competencies of teachers according to their school.

Table III: Distribution of Level of Leadership Competencies of Teachers According to School

SUC-TEI	Mean	Description
Basilan State College	3.80	Almost Always Displayed/Demonstrated
Western Mindanao State University	4.24	Always Displayed/Demonstrated
Zamboanga City State Polytechnic College	3.98	Almost Always Displayed/Demonstrated
Zamboanga City State College of Marine Science and Technology	3.57	Almost Always Displayed/Demonstrated

All SUC-TEIs teachers almost always display or demonstrated leadership competencies except those academic managers from Western Mindanao State University (WMSU) who always displays or demonstrated their leadership competencies. This implies that those academic managers from WMSU were very much competent in leading their organizational units or departments while the rest displayed or demonstrated very competent. The next table shows the level of competencies of teachers according to the area of specialization of academic managers.

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Table IV: Distribution of Level of Leadership Competencies of Teachers According to Area of Specialization

Area of Specialization	Mean	Description
Natural Science	3.95	Almost Always Displayed/Demonstrated
Social Science	3.73	Almost Always Displayed/Demonstrated
Language	4.00	Almost Always Displayed/Demonstrated
Mathematics	3.60	Almost Always Displayed/Demonstrated
Technology	4.17	Almost Always Displayed/Demonstrated
Professional Education	4.27	Always Displayed/Demonstrated

The professional education teachers rated the academic managers to have always displayed or demonstrated leadership competency which is considered to be very much competent in leading their organizational units/departments. Teachers in other discipline rated the academic managers to have almost always displayed or demonstrated leadership competency which is considered t be very competent in leading their organizational units/departments.

School Climate

In terms of school climate, next table shows the summary of means and descriptions of the respondents' ratings on the degrees/extents that the school climate indicator conducive for learning and teaching, are evident/present/felt/observed by the teachers in their organizational units/departments.

Table V: Distribution of Teachers Responds to School Climate

School Climate Dimension	Mean	Description
School Physical Appearance	3.89	Almost Always Evident/Present/Felt
Faculty Relations	3.89	Almost Always Evident/Present/Felt
Leadership Decisions	3.94	Almost Always Evident/Present/Felt
Discipline Environment	3.97	Almost Always Evident/Present/Felt
Learning and Assessment	4.11	Almost Always Evident/Present/Felt
Community Relations	3.84	Almost Always Evident/Present/Felt
Overall	3.94	Almost Always Evident/Present/Felt

All the school climate dimensions are almost always evident/present/felt/observed by the teachers in their organizational units/departments. Of these dimensions, the most evident/present/felt/observed by the teachers in their organizational units/departments was the learning and assessment dimension, followed by the disciplined environment, leadership decisions, faculty relations, school physical appearance, and community relations school climate dimensions. In general, the school climate dimensions are almost always evident/present/felt/observed by the teachers in their organizational units/departments, thus, the school climates in the selected SUC-TEIs in Region IX are good, thus, much conducive for learning and teaching.

The next table shows the mean respondents rating in school climate in terms of schools.

Table VI: Distribution of Mean Respondents Rating in School Climate According to Schools

SUC-TEI	Mean	Description
Basilan State College	3.80	Almost always evident/present/felt
Western Mindanao State University	4.34	Always evident/present/felt
Zamboanga City State Polytechnic College	4.00	Almost always evident/present/felt
Zamboanga City State College of Marine Science and Technology	3.47	Almost always evident/present/felt

The school climate dimensions are always evident/present/felt/observed by the teachers in their organizational units/departments, in WMSU, thus, the school climate in WMSU is very good which is very conducive for learning and teaching. The school climate dimensions are almost always evident/present/felt/observed by the teachers in their organizational units/departments, in the other 3 schools (other than WMSU), thus, the school climates of these institutions are good which is very conducive for learning and teaching.

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In terms of the area of specialization of the respondents, the next table shows the respondents' mean rating according to the area of specialization of teachers.

Table VII: Distribution of Mean Respondents Rating in School Climate According to Teacher's Area of Specialization

Area of Specialization	Mean	Description
Natural Science	4.20	Almost always evident/present/felt
Social Science	3.72	Almost always evident/present/felt
Language	3.98	Almost always evident/present/felt
Mathematics	3.78	Almost always evident/present/felt
Technology	4.20	Almost always evident/present/felt
Professional Education	4.03	Almost always evident/present/felt

The teachers of any area of specialization, the fell that the school climates have almost always evident in their organizational units/departments, thus, the school climates in their units/departments are good, thus, very conducive for learning and teaching.

Relationship between Leadership Competencies and School Climates

A Product-Moment Correlational Analysis was used with a 0.01 significance level to determine the relationship between each area of leadership competency and school climates. The leadership abilities of the academic managers and school climates show a substantial relationship with an r-value of 0.616. A marked relationship between visioning process skills of academic managers and school climate is evident with an r-value of 0.749. Also, between creating and leading skills of academic managers and school climates has marked relationship with an r-value of 0.752. Similarly, between school climates and the following skills such as assessing quickly and accurately, fostering conflict resolutions, project management, implementing employee involvement strategies, and coaching and training peers and subordinates of the academic managers shows a marked relationship with an r-value of 0.741, 0.744, 0.815, 0.802 and 0.867, respectively. In general, the leadership competencies of the academic managers and school climates have a significant marked relationship with an r-value of 0772.

IV. CONCLUSIONS

Based on the findings of this study, the hypothesis that the leadership competencies of academic managers are not significantly related to the school climates in selected SUC-TEIs in Region IX is rejected. Therefore, the leadership competencies of academic managers in leading their organizational units/departments in the selected SUC-TEIs in Region IX, are significantly related to the school climate and hence conduciveness of the institutions for learning and teaching. Moreover, leadership skills improvement efforts should be institutionalized to correspondingly improve the school climate.

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