

LEADERSHIP COMPETENCIES OF BUSINESS DEANS AMONG THE STATE UNIVERSITIES AND COLLEGES IN THE CARAGA REGION, PHILIPPINES

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ABSTRACT: *The study assessed the leadership competencies of Business Deans among state universities and colleges in Caraga Region. Specifically, it evaluated the socio-demographic profile of the respondents, the level of its leadership competencies, the relationship between the respondents' socio-demographic background and level of leadership competency, and the significant difference as to the rating of leadership competencies between the two groups of respondents. The study used quantitative normative descriptive design and a structured questionnaire was utilized in gathering the pertinent data. Respondents were the deans and faculty of the college where business program is offered in all four state universities and colleges in Caraga region. The study revealed that the respondents generally rated "advanced" the leadership competencies. There is no significant correlation on age and competency; between education and leadership competency; and training experience and leadership competency. However, there is significant correlation on work experience and leadership competency and eligibility and level of leadership. Furthermore, the study revealed that there is a significant difference between dean and faculty as to the level of leadership competency.*

Keywords: *business deans, leadership competency, State Universities and Colleges (SUCs)*

1. INTRODUCTION

Influential academic leaders need the skills and abilities to lead universities towards excellence. For superior performance, leadership competencies are essentially needed especially to academic deans who are in a unique position within a university and is one of the most difficult and misunderstood positions in higher education [1]. State Universities and Colleges (SUCs), in turn, are also responding to this demand by ensuring that leaders operate in the system utilizing their knowledge and skills aligned to the expected competency for quality performance and desired outcomes. In accord with competency-based leadership, this study aimed to investigate the leadership competency of deans among the state universities and colleges in the Caraga region. Specifically, it evaluated the socio-demographic profile of the respondents, the level of its leadership competencies, the relationship between the respondents' socio-demographic background and level of leadership competency, and the significant difference as to the rating of leadership competencies between the two groups of respondents.

Deans carry out multiple roles and a myriad of expectations from diverse constituents. Squeezed from above and below as well as from inside and outside the university, deans are caught in the situation of conflicting cultures, pressures, and priorities. Constrained by traditions and tensions inherent in the role, they are increasingly accountable for outcomes over which they have little influence and less control. Deans have great responsibilities, little positional power, insufficient resources and limited authority. They struggle daily in the middle level of the organization, and they secure the resources needed by their subordinates who do the work [2]. The current thrust of higher education is to provide world-class graduates, which can only be achieved if educational institutions are effectively managed by competent leaders equipped with expected leadership competencies. Moreover, observable problems and challenges in handling people also arise due to the deans' insufficient leadership competency, thus resulting in employees' demoralization and demotivation

affecting organizational performance. With the changing workforce and technology, there is always a reformation period that challenges the working environment of educational institutions. Yet, there is limited if not sufficient data regarding this study.

With the above vital role of deans in the academe coupled with the current policy of Civil Service Commission (CSC) in education towards a shift to competency-based human resources, this study is made to address such. Moreover, this could be a benchmark and tool in State Universities and Colleges (SUCs) self-assessment to identify its level of leadership competencies and gaps. The result of the study will help to acquire necessary data on leadership competency, in effect, contribute to enhancing the leadership competencies of deans among state universities and colleges in the region.

The study is anchored on the civil service five leadership competencies. The leadership competency framework sets out the leaders' level of competency in the Civil Service work to support the government help shape its policies and ensuring seamless and practical implementation of the policies. These competencies were benchmarked with Australian and Singaporean Leadership Corporations Development Program and validated through focus group discussions (FGDs) with selected managers and executives from the national government agencies, government-owned and controlled corporations, local government units and state universities and colleges [3].

The Civil Service Five Leadership Competencies respond to the Leadership Competency Framework and Policies on the Leadership and Management Certification Program. The CSC adopted policies on the Leadership and Management Certification Program and the Five (5) Leadership Competencies for the bureaucracy. The definitions, core descriptions, levels, and behavioral descriptions of the Five Leadership Competencies are used in this study.

In this study, however, embraces socio-demographic profile of age, education, work experience, training, and eligibility. These profiles are used to gauge and measure respondents' ability to comprehend and which may affect the leadership

competency. A survey to collect data from over 400 UK managers identifies that age influences the leadership of the managers. The findings suggest that younger and older managers have different profiles in their consultative and participative leadership. Older managers consulted more widely and favored more participation in comparison with younger managers [4]. Education may affect the level of leadership competency that the higher the educational level, the higher the competency level. Educational qualification may enrich the leader's knowledge and skills to be competent in leading people. Thus, this study also uses this variable to evaluate the significant relationship of education on the leadership competency.

In the study of [5], the data revealed that education level plays a major role on required to leadership competency factors. The general managers who hold graduate degrees perceived leadership competency more necessary than the general managers who hold a certificate/diploma and undergraduate degree. At the graduate level, general managers are more able to develop advanced competencies such as team building, ethics in communication skills, which would not be found at the undergraduate level. The education level of the general managers will likely be a key component of perceiving leadership competency factors. The higher the education that the general managers held, the more necessary they feel that those competencies are important. The higher the number of work experience, the more that it may affect the level of leadership competencies as theories in education are paired with life's learning in work. Educational philosophies even revealed that wisdom comes from longer work exposure. Thus, this may prove the saying experience is the best teacher. Likewise, the study of [6] stated that work experience indeed has influence over the type of leadership adapted by managers as they work with their subordinates. With change in work experience, it will bring out a change in a leadership of the managers.

With additional training, one may uncover its capabilities and potentials in leadership. Thus, the more training one has, the better he may have competency in leadership. Hence, this study also seeks to evaluate the relationship of training on the competency of leaders. The increase in changes in individuals' leadership knowledge, skills, and attitudes from the training constituted the criteria used for determining the impact of training. It is perceived that, because of the training, their knowledge and skills are augmented, and their attitudes change from pre- workshops to post workshop. Eligibility may mean that one has undergone the process of perfecting or equipping his craft that may somehow affect his competency in his field. Thus, this study aims to assess its influence on the competence of leaders. In the study of [7], data revealed that the competencies of the administrators are all very good when it comes to the performance of the respective functions. It has supported the theory that the practice of providing feedback on administrative competencies coming from the different stakeholders within a learning institution can increase overall effectiveness of an educational administrator.

Truly, the call for enhancing the leadership competencies of deans as most influential person in promoting reform, change, and innovations challenges educational leaders [8]. People

are considered as critical to the realization of any University's strategic direction, and quality leadership is essential to engage and empower its staff [9]. The identification of leadership competencies brings forth the challenges faced by leaders which can greatly influence the quality of performance of the educational institution. Likewise, every school must be led by someone skilled in leadership competencies [10] to support the government in handling leadership positions [11]. The five (5) leadership competencies are: (1) thinking strategically and creatively; (2) leading change; (3) building collaborative inclusive working relationships; (4) managing performance and coaching for results; and (5) creating and nurturing a high performing organization. To explain further:

For thinking strategically and creatively, this leadership competency may have direct impact to the organization's direction in achieving its mission and goals. The leader's ability to see the big picture, craft innovative solutions, and in coming up with new ideas and different ways may enhance organizational effectiveness and responsiveness. Furthermore, [12] emphasized that the rapidly changing environment will demand employees' thinking skills and optimize their contributions to become successful. For leading change, the leaders' competency to lead change may help in motivating people to be receptive and adaptive to organizational change which may or may not affect the organization's performance towards achievement of its objectives. Its competency to lead in engaging people and helping commit to the change agenda may be one of the primary factors in goal achievement. The level of leading change may have direct effect to the organization's direction. Furthermore, [13] emphasized that mastering the challenges of leading change can inspire the people and succeed where others fail.

In building collaborative and inclusive working relationships, the ability to build and maintain a network of reciprocal, high trust, synergistic working relationships is manifested within the organization and across government and relevant sectors. This involves the leader's ability to successfully leverage and maximize opportunities for strategic influence within the organization and with external stakeholders. Moreover, the skill to build collaborative and inclusive workplace relationships is an extremely important skill for any employee and supervisors. In addition, [14] stated that as organizations face volatile and virtual environments; this in effect results to the growing need to equip emerging leaders with skills to generate, utilize and maintain social capital. The analysis indicates that social capital skills have begun to receive more attention as components of a leader's set of skills. The paper suggests that social capital skills have received more attention recently yet remain undervalued compared with human capital as important leadership components and offers suggestions for enhancing leadership development initiatives through specific foci on social capital skill development including adopting an open-systems organic mindset, leveraging relational aspects of leadership development, and building networking and story-telling skills.

In managing performance and coaching for results, this leader's competency involves managing performance and coaching for results may help create an enabling working

environment which will nurture and sustain a performance – based coaching culture. Hence, assessing its level in this area of leadership competence may somehow reflect his actual capability in managing people and measures how much effort is needed to increase this competence. Furthermore, in the Brandon Hall Group's latest Performance Management Study, most organizations reported that 88% have a performance management strategy, yet 71% answered that their current approach to performance management needs improvement, even reinvention. Further findings of the study revealed that there is too little focus on the employee and too much focus on the performance management process. There is a significant insufficiency on the executive engagement in performance management, and few managers are skilled when it boils down to be a coach for development [15].

Likewise, leadership competency skill is an ongoing process which helps build and maintain effective employee and supervisory relationships. Using coaching for result skills, supervisors evaluate and address the developmental needs of their employees and help them select diverse experiences to gain the necessary skills. Supervisors and employees can work collaboratively on developing plans that might include training, new assignments, job enrichment, self-study, or work details.

Furthermore, the leaders' competence to create a high performing organizational culture that is purpose-driven, results-based, client-focused and team-oriented may have great impact in moving people towards high performing organization. The assessment of this leader's level of competence may gauge his actual standing in the field of leadership thereby assessing his need for improvement which reflects in the success of the organization. Moreover, [16] emphasized that high performance organizations are built, driven and nurtured by the executives. The leader of the team is the most important person in creating and sustaining a performance culture. Having the right executives that are 100% committed to the culture, values and team success are the second most important group of people.

Schartz as cited by [17] named the challenges school leaders confronted and they are as follows: (1) political – which means new tasks, school programs, and evaluation; (2) economical - which includes stricter budget and restricted expenditures; (3) social – in terms of status and image of teaching profession; (4) global- which includes inter-schools ranking and competition; (5) educational – which means schools efficiency; (6) didactical-methodical – which demands for dynamic teaching; and (7) multi-media – which means new form of communication and media.

The study of [18] revealed that middle-level managers encountered several problems that adversely affected the exercise of their management functions. The most serious ones included: inadequate budget, students come from low socio-economic sector, presence of school personnel with vested interest, poor attendance of school personnel, uncooperative school personnel, school site ownership problem, vandalism on school facilities and projects, poor communication and management information system, lack of support from the top-level management, remote school site relative to the population center, high rate of students drop-

out, irrelevant curricular offerings, and enrolment competition with private schools.

The purpose of the study was to determine the leadership competencies of business deans among state universities and colleges in the Caraga Region. It sought to answer the following questions:

1. What are the socio-demographic profile of the respondents as to the following indicators:
 - 1.1.age;
 - 1.2.education;
 - 1.3.work experience
 - 1.4.training related to leadership
 - 1.5.eligibility?
2. What is the level of leadership competencies of the respondents in terms of the following indicators?
 - 2.1.thinking strategically and creatively;
 - 2.2. leading change;
 - 2.3. building collaborative, inclusive working relationships;
 - 2.4. managing performance and coaching for results; and
 - 2.5. creating and nurturing a high-performing organization?
3. What are the challenges affecting the leadership competencies of the respondents?
4. Is there a significant correlation between the respondents' socio-demographic profile and their level of leadership competency?
5. Is there a significant difference as to the rating of leadership competencies between the two groups of respondents?
6. What intervention program may be proposed as an output of the study?

2. MATERIALS AND METHODS

2.1. Model of Research

The study employed a quantitative research using normative-descriptive method in determining the leadership competency of leaders among state universities and colleges in Caraga region which involve description, recording, and analyses, and interpretation of the following prevailing conditions. Descriptive-normative survey method of research is a fact-finding study with adequate and accurate interpretation of findings using a survey questionnaire. Since, the present study is concerned with analyzing the leadership competency of deans in the region, the normative descriptive method was the most appropriate design.

To verify the result, the study also made use of the Focus Group Discussion (FGD). The FGD utilized an open-ended questionnaire through an interview guide. This is most effective in helping the researcher learn the leadership competency challenges as well as the range of perspective that existed within those leaders. This will also illuminate the opinion of the respondents which will be used to develop proposals or intervention programs that will later meet the needs of the employees and state universities and colleges from this study.

2.2. Working Group

There are two (2) groups of respondents in this study. The first group consists of the Deans particularly from the College of Business and Management among (4) state universities and colleges (SUCs) in Caraga region. The other group was the regular faculty members who have been teaching business subjects in the university for at least three (3) years under the supervision of Deans in every SUC. Three (3) years of teaching is of adequate experience for teachers as defined in the study of [19] while inexperienced teachers include teachers who, at a minimum, in their first or second year of teaching.

The study did not survey the entire number of deans from other colleges and other executives of the SUC as it only focused on the deans from the College of Business and Management to have similarity as to the nature of work of respondents. In acquiring the data, a universal population was utilized for the two groups of respondents. Out of four (4) SUCs, there are four (4) deans and 32 regular faculty members from the College of Business and Management as of the academic year 2017-2018.

Table 1. Distribution of Respondents

	Dean	Faculty	Total
	Population	Population	
Agusan del Sur College of Agriculture and Technology (ASSCAT)			
Bunawan	1	1	2
Caraga State University			
Butuan	1	2	3
Sub-Total			
Surigao State College of Technology (SSCT)			
Surigao City	1	4	5
Sub-Total			
Surigao del Sur State University (SDSSU)			
Tandag Campus	1	9	10
Cantilan Campus		5	5
Tagbina Campus		4	4
Liang Campus		4	4
Cagwait Campus		3	3
Sub-Total			
TOTAL	4	32	36

From the table above, SUCs have a total population of four (4) Deans and 32 regular faculty members from the Colleges of Business and Management. A total of 36 respondents were surveyed which comprised 4 Deans and 32 regular faculty members.

For the FGD, the researcher gathered a total of sixteen (16) actual participants (9 from SDSSU, 4 from ASSCAT, and 2 from CSU who qualified as respondents of which total number is within the minimum eight to twelve participants required for the FGD from the organization for the result to be relevant [20]. The said participants are also faculty members of the SUCs to validate the reason and ratings and to solicit data from them as to what proposal could be possibly made.

2.3. Data Collecting Instruments

The study used a closed-ended structured questionnaire adapted from Civil Service Commission (CSC) Leadership and Management Certification Program or Cpro designed to assess employees with Five (5) Leadership Competencies to ensure if respondents have acquired the leadership competencies in leading the respective organizations.

Since there are two (2) groups of respondents, there were also two sets of questionnaires. The first set is for the deans and

the other set is for the regular faculty members from the college of business and management of each state university. The questionnaire has three (3) sections. Section I is for socio-demographic variables; Section II for level of leadership competencies; and Section III for challenges affecting the leadership competencies of the respondents. The respondents answered all the three sections of the questionnaire.

The instrument is composed of 36 items. Each item in the questionnaire has a corresponding core description, level, and behavioral description of leadership competencies. At the onset of the instrument, socio-demographic profile sought to acquire information on education, experience, training, and eligibility of the respondents followed by the level of leadership competencies of the respondents.

The level of leadership competencies has five (5) variables. The first is thinking strategically and creatively. This indicator sought to identify the respondents' ability to see the big picture, think multidimensional, craft innovative solutions, identify connections between situations or things that are not obviously related, and come up with new ideas and different ways to enhance organizational effectiveness and responsiveness.

Another essential variable is leading change which seeks to investigate on the respondents' ability to generate genuine enthusiasm and momentum for organizational change. Building collaborative, inclusive working relations on the other hand seeks to find out the respondents' ability to build and maintain a network of reciprocal, high trust, synergistic working relationships within the organization and across government and relevant sectors. Managing performance in coaching for results has a relation to the respondents' ability to create and enabling government which will nurture and sustain a performance-based coaching culture. The last variable is creating and nurturing a high performing organization which measures the respondents' ability to create a high-performing organizational culture that is purpose driven, results based, client focused, and team oriented. Part II of the instrument delves into the leadership competency and part III examines the challenges affecting the leadership competencies of the respondents which contained seven (7) items.

A separate instrument in a form of interview guide for FGD was prepared to interview the faculty members as to their observed challenges encountered by the respective things that affect the leadership competencies. This interview guide is composed of two open-ended questions that solicited challenges encountered by respondents affecting their leadership competency, and their bases or proof for saying so. FGD was used to validate the reasons of the result and ratings to solicit data from participants as to what proposal they can give.

2.4. Process

Data was collected with the help of primary survey as well as secondary sources. The secondary data was collected from various international and national journals, books, dissertations and internet while primary data were gathered with a help of a closed-ended structured questionnaire and interview guide. The following steps were undertaken: permission seeking; actual fielding of questionnaire; data

tabulation; presentation of findings; data analysis; and interpretation.

Though the survey questionnaire is not foreign-made, it underwent to validation with a management and leadership professionals from the academy who scrutinized the questionnaire as to its form and content. General comments were asked from them to further enhance the tool of this research. Test and retest were employed utilizing respondents not part of the study. The result of the dry-run was then subjected to statistical analysis for reliability.

Before conducting the field study, the questionnaire was pilot tested with some deans and faculty members who volunteered to participate in the pilot stage. The Spearman Rank Correlation was used in determining the internal reliability of the instrument. After a week, the same questionnaire was re-administered to the same respondents to assess the test-retest reliability of the instrument. Interview was utilized to get the data on challenges affecting the leadership competencies of the respondents.

2.5. Data Analysis

Data obtained were analyzed using descriptive statistics (frequency counts, frequency percentage, and weighted mean) and inferential statistics (using T-test). Problem 1 was treated with mean and percentage, 2 with weighted mean, 3 and 4 with T-test and 5 with weighted mean.

The formula for weighted mean is:

$$\bar{x} = \frac{\sum_{i=1}^n (x_i * w_i)}{\sum_{i=1}^n w_i}$$

\bar{X}_w is the weighted mean variable, w_i is the allocated weighted value, and x_i is the observed values.

The formula for t-test is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2}}}$$

Where s is the standard deviation of the sample, not the population standard deviation. The proposed average range with the interpretation and equivalents were used:

Range	Interpretation
3.26 – 4.00	- Superior
2.51 – 3.25	- Advanced
1.76 – 2.50	- Intermediate
1.00 – 1.75	- Basic

3. RESULTS AND DISCUSSION

In this part of the research is the presentation of findings of the data collected in this investigation. The data are about leadership competencies of business deans among the state universities and colleges in Caraga region. The evaluation made by deans and faculty were recorded in tabular form.

To guide in the systematic presentation, the data were presented in the order of the stipulated specific objectives of the study. These were presented into five (5) sections: Section 1, discusses the socio-demographic profile of the respondents as to age, education, work experience, trainings related to leadership, and eligibility; Section 2 shows the level of

leadership competencies of the respondents in terms of thinking strategically and creatively, leading change, building collaborative, inclusive working relationships, managing performance and coaching for results, and creating and nurturing a high performing organization; Section 3 discusses the challenges affecting the leadership competencies of the respondents. Section 4 discusses the significant correlation between the respondents' socio-demographic profile and the level of leadership competency. Section 5 is on the difference as to the rating of leadership competencies between the two groups of respondents. A Focus Group Discussion (FGD) was also done in their respective offices to gather information from the respondents about the two open-ended questions that solicited idea on the challenges observed that their dean may have encountered affecting his leadership competencies in the College or organization and the suggestions to counter those challenges. The summary of the responses was given by the respondents who are from the different state universities and colleges are presented in Appendix A₆ and Appendix A₇.

Table 2. Socio-Demographic Profile: Age

AGE	N	FACULTY(%)	N	DEAN (%)	TOTAL
30 years old and above	8	25	0	0	12.5
31-40 years old	14	43.75	0	0	21.87
41-50 years old	6	18.75	1	25	21.87
More than 50 years	4	12.5	3	75	43.75
TOTAL	32	100	4	100	100

The data in Table 2 presents the age of the respondents of 21.87% are 31-50 years old, majority of the respondents are more than 50 years old of 43.75, and the remaining 12.5% are 30 years old and above.

The National Study of Academic Deans in Higher Education surveyed deans from 360 institutions revealed that deans were over age 50 [21]. Moreover, candidates in their 50s and 60s can be very competitive for other types of teaching positions on fixed-term contracts, such as lectureships [22]. The findings of [23] emphasized that senior faculty have significant career concerns and mentoring needs as they approach retirement. As the age of faculty continues to rise, schools and especially organizations can develop specific programs to meet the needs of these educators.

Table 3. Socio-Demographic Profile: Education

Education	N	Faculty	N	Dean (%)	Total
1 doctoral degree	9	28.12	3	75	51.56
2 doctoral degree	12	37.5	1	25	31.25
More than 2 doctoral degrees	10	31.25	0	0	15.62
Others, please specify	1	3.12	0	0	1.56
Total	32	100	4	100	100

It can be observed from Table 3 that majority of the deans have one doctoral degree in contrast faculty have two doctoral degrees, which constitute 75% and 37.5%, respectively, and the minor other educational attainments of 1.56%.

Section 19 of CHED Memorandum Order Number 17, Series of 2017 of the Revised Policies, Standards and Guidelines for

Bachelor of Science in Business Administration sets minimum qualification for deans of at least a doctoral degree holder in a related field, and faculty handling professional courses should only have a master's degree in a related field [24]. Moreover, [25] as cited by Golder and Walker (2006) and Parry (2007), emphasized that the role of a Ph.D. was to license scholars to profess and discipline, to replenish communities of scholars within universities, and to advance disciplinary knowledge production. In addition, [25] as cited by Labi (2007), stressed that the doctorate is increasingly found between the need for competitiveness and distinctiveness and the move to standardization.

Table 4. Socio-Demographic Profile: Work Experience

WORK EXPERIENCE	N	FACULTY(%)	N	DEAN (%)	TOTAL
Less than 5 years	10	31.25	4	100	65.62
5-10 years	15	46.87	0	0	23.44
11-20 years	5	15.62	0	0	7.81
More than 20 years	2	6.25	0	0	3.13
TOTAL	32	100	4	100	100

The data in Table 4 revealed that the majority of the respondents have less than five years of work experience with 65.62%, 5-10 years are 23.44%, 11-20 years are 7.81%, and more than 20 years are 3.13% of the respondents.

SECTION 19 of CHED Memorandum order number 17, series of 2017 of the Revised Policies, Standards and Guidelines for Bachelor of Science in Business Administration sets minimum qualification for deans of having at least five (5) years teaching experience at the tertiary level and at least five (5) years of experience in an administrative or supervisory capacity in an educational institution or a business enterprise while requiring only three (3) years teaching experience at the tertiary level for the faculty members [24].

Table 5. Socio-Demographic Profile: Leadership Trainings

Eligibility	N	FACULTY(%)	N	DEAN (%)	TOTAL
Sub-Professional Eligibility	7	21.87	1	14.28	18.08
Professional Eligibility	5	15.62	3	42.85	29.74
LET Eligibility	20	62.5	2	28.57	45.54
Others, please specify	0	0	1	14.28	7.14
TOTAL	32	100	4	100	100

Furthermore, as [26] reported in her article in Financial Times, most deans in America have stayed in the job for five years, compared with those in Europe and Asia, according to the Business School Accreditation Body. What is more, a quarter of deans only hold the title for three years or less. The length of tenure is decreasing in a world that begs for more leadership and more stable leadership. Most of the 553 deans that responded to the survey were novices. Only half had been in the job for three years or more. Those trying to explain the short tenure of a modern dean point out those

successful leaders are courted by rival institutions and that more deans move between universities than hitherto.

The data in Table 5 shows that the highest leadership training deans have less than five (5) years of training is 50%, while the faculty member offers 11 to 15 leadership training which is 31.25%.

A study by [27] reveals that over 63% of their administrative leadership was in their current position for five (5) years or less [27]. The findings of [28] shows that only 20.7% of deans completed an academic leadership program. Furthermore, deans typically come to the position without leadership training, without prior executive experience, without a clear understanding of the ambiguity and complexity of their roles, without recognition of the metamorphic changes that occur as one transforms from an academician to a leader, and without an awareness of the cost on their academic and personal lives.

Table 6. Socio-Demographic Profile: Eligibility

LEADERSHIP TRAINING EXPERIENCE	N	FACULTY(%)	N	DEAN (%)	TOTAL
Less than 5 trainings	5	15.62	2	50	32.81
5-10 trainings	8	25.00	1	25	25.00
11-15 trainings	10	31.25	0	0	15.63
More than 15 trainings	9	28.12	1	25	26.56
TOTAL	32	100	4	100	100

Table 6 reflects that most of the eligibility of the respondents are Licensure Examination for Teachers (LET) eligibility of 45.54%, most of the deans have professional eligibility (42.85%), followed by professional eligibility of 29.74%, second to the last are sub-professional eligibility of 18.08% and lastly, other eligibility of 7.14% the lowest among eligibility of the respondents.

This study shows that the respondents generally rated "advanced" leadership competencies, as evidenced by a factor mean of 2.78. Among variables under leading change, specifically allocating and providing resources for change initiatives and advocating and sustaining change has only an intermediate rating which needs enhancement through the intervention program.

The data in Table 7 revealed that thinking strategically and creativity has an overall mean of 2.73 and verbal interpretation of advanced, leading change has an overall mean of 2.68 and verbal interpretation of advanced, building collaborate, inclusive working relations has an overall mean of 2.80 and verbal interpretation of advanced, managing performance and coaching results has an overall mean of 2.81 and verbal interpretation of advanced. Among the variables under leading change, specifically allocating and providing resources for change initiatives (item number 9) and advocating and sustaining change (item number 10) has only an intermediate rating which needs enhancement through the intervention program.

Table 7. Level of Leadership Competencies

Item	Building Collaborative, Inclusive Working Relationships				
	Core Description	(Dean) Mean	(Faculty) Mean	Grand Mean	Verbal Interpretation
1	Demonstrate a system of perspective	3.25	2.84	3.04	Advanced
2	Demonstrates strategic agility	2.75	2.65	2.70	Advanced
3	Promotes creativity	3.25	2.62	2.93	Advanced
4	Negotiates and allocates resources properly	3.00	2.81	2.90	Advanced
5	Acts as strategic advisor	3.00	2.76	2.88	
	Overall Mean	2.89		Advanced	
Item	Leading Change				
	Core Description	(Dean) Mean	(Faculty) Mean	Grand Mean	Verbal Interpretation
6	Recognizes the need for change and prepares the organization for change	3.25	2.87	3.06	Advanced
7	Engages stakeholders	3.25	2.43	2.84	Advanced
8	Manages opposition, resistance or setbacks effectively	2.75	2.64	2.69	Advanced
9	Allocates and provides resources for change initiatives	2.00	2.75	2.37	Intermediate
10	Advocates and sustain change	3.00	1.89	2.44	Intermediate
	Overall Mean	2.68		Advanced	
Item	Thinking Strategically and Creatively				
	Core Description	(Dean) Mean	(Faculty) Mean	Grand Mean	Verbal Interpretation
11	Cultivate a robust network of connections and working relationship	2.75	2.48	2.61	Advanced
12	Negotiates and influences persuasively	3.0	2.71	2.85	Advanced
13	Promotes value of transparency and open communication	2.66	2.76	2.71	Advanced
14	Addresses gender and other diversity issues, discriminatory and exclusionary behavior	4.00	2.10	3.05	Advanced
	Overall Mean	2.80		Advanced	
Item	Managing Performance and coaching for results				
	Core Description	(Dean) Mean	(Faculty) Mean	Grand Mean	Verbal Interpretation
15	Promotes performance-based culture	2.75	2.17	2.46	Intermediate
16	Nurtures a coaching culture	2.75	2.59	2.67	Advanced
17	Applies appropriate coaching techniques confidently and flexibly	3.25	2.34	2.79	Advanced
18	Demonstrates supportive leadership	3.00	2.59	2.79	Advanced
Item	Thinking Strategically and Creatively				
	Core Description	(Dean) Mean	(Faculty) Mean	Grand Mean	Verbal Interpretation
19	Builds a respectfully, egalitarian climate during performance management and coaching conversation	3.25	2.25	2.75	Advanced
20	Commits to continuous learning and improvement	3.25	2.87	3.06	Advanced
	Overall Mean	2.75		Advanced	
Item	Creating and Nurturing a High Performing Organization				
	Core Description	(Dean) Mean	(Faculty) Mean	Grand Mean	Verbal Interpretation
21	Build a sense of purpose and direction	3.00	2.71	2.85	Advanced
22	Promotes results-based culture	3.25	2.84	3.04	Advanced
23	Promotes client service orientation	2.75	2.82	2.78	Advanced
24	Build teams and enables effective work performance	2.75	2.54	2.64	Advanced
25	Nurtures a learning organization	2.75	2.81	2.78	Advanced
	Overall Mean	2.81		Advanced	
	Total Overall Mean	2.78		Advanced	

Successful change requires managers to lead it actively. A leader should have the capacity to create an environment in which others are willing to learn and change so their organizations can adapt and innovate and inspire diverse others. Learning leaders exchange knowledge freely; commit to continuous learning; dedicated to examining their behaviors; devote time to their colleagues, and develop a broad perspective [29].

Furthermore, [30] also stressed that the role of the leader is to facilitate change that results in better organizational performance. The change process is the means of transforming an organization, a way to realize the new vision for the organization. In addition, [31] emphasized that the issue of change in higher education is not a new one. However, these internal and external factors have created a challenging working environment for higher professionals for many years. The era that we control within today, however, is building a new culture that affects higher education on

numerous levels, posing new challenges such as budgetary constraints, technology, emphasis on diversity, and an increased call for accountability from higher education institutions and their constituents. Moreover, the ever-changing attitudes and practices of faculty as being a significant challenge that higher education must cope with. The result of these challenges generates an environment that can be difficult to work effectively within.

The lack of enough resources is a chronic problem at some level for all managers. Resource scarcities might include budget, equipment, and facilities. In terms of financial and physical resources, the leader may need to make compelling requests, creatively find new resources, or reengineer processes or needs so that resource demands are lessened. Leaders who cannot handle most resource demands are lessened. Leaders who are unable to address most resource demands will generally see that they have significantly less leverage with their subordinates [32]. Furthermore, change resides at the heart of leadership. Organizational culture is one of many situational variables that have emerged as pivotal in determining the success of leaders' efforts to implement change initiatives [33].

It was supported by the FGD result conducted with the faculty from different state universities and colleges. The leadership of deans is affected by the decision of top management, where deans are heavily dependent on its management decisions, most especially as to budget and advocating change to the faculty and entire college. Specifically, from the dean's point of view, he is affected by the challenges that come with their function, such as its relationship with management (management's decision), institutions process, and limited resources. Meanwhile, from the faculty point of view, the dean is mainly challenged by its management and faculty relationship and its behavior affecting leadership competency.

Table 8. Challenges Affecting the Leadership Competencies

CORE DESCRIPTION	(DEAN) MEAN	(FACULTY) MEAN	GRAND MEAN	VERBAL INTERPRETATION
1. Political	3.0	1.98	2.49	LOW
2. Economical	2.0	1.96	1.98	LOW
3. Social	3.25	2.23	2.74	AVERAGE
4. Global	2.25	1.92	2.08	LOW
5. Educational	2.0	1.98	1.99	LOW
6. Didactical-Methodical Level	2.25	2.09	2.17	LOW
7. Multi-Media Level	2.25	2.24	2.24	LOW
OVERALL MEAN			2.24	LOW

The data in Table 8 presents the challenges affecting the leadership competencies, which has an overall mean of 2.24. Most of the core descriptions have the verbal interpretation of low affect, social factor (in terms of status/ image of teaching and relationship) has average affect.

The result of the FGD showed that one of the fundamental challenges affecting the leadership competencies among deans is the social factor, particularly their relationship with the top management (budget constraint/ proposal decision and office politics) and their relationship with the faculty who

possess different backgrounds. Hence, the need for an intervention program relating to this aspect is necessary.

The result in Table 7 is verified in the Focus Group Discussions conducted. A total of four (4) FGDs were done, with the four (4) state universities and colleges having business programs.

The responses show that the deans are challenged mainly by the social factor regarding the status and relationship with management (office politics and management's support), and their relationship with the faculty (behavioral issues, office culture, and internal support) affect their leadership competency. Regarding the relationship with management, the dean's action is dependent on the University President's decisions. It was verified by the faculty when they said that "What the President wants, will then be fulfilled. The promotion is based on the political aspect (70%) rather than educational qualification (30%). Deans have a lot of plans, but the projects are not carried out because of the decisions from above. The semester ended with no result." Dean has a lot of proposals for the development of the college and faculty, but the recommendations are not approved by the top management. In addition, the other respondent remarked that the dean's leadership is not aligned with the expected leadership skills, so that people go against her. Likewise, the dean tends to volunteer for some works delegates more of it to her subordinates. The above scenario is advantageous to the dean's performance but disadvantageous to the faculty. Moreover, there are also multiple designations of the dean where they also act as the Planning officer.

Faculty assessment also reveals moody personality of the dean where the faculty is affected by the Dean's changing mood. "Sometimes the Dean is not easily approachable and the faculty is hesitant to anticipate their intentions." Deans are moody sometimes. "Sometimes unfriendly and sometimes approachable" Also, one faculty members said that the Dean lacks connection with the faculty." This was amplified when one faculty said that "The closer Dean can get to someone, it seems like Dean can't reprimand. In others who are not close, Dean is strict but in his close he cannot correct and direct conversation. It can demotivate employees when they are not treated equal."

The identified challenges are internal which emanate from the deans themselves, which they could address within their level. However, the top management's close performance monitoring and regulatory agencies' technical support help prevent and minimize the limitations.

Overall, it can summarized that most of the competency challenges dean encountered where on the social challenges that emanates from their relationship with the management (office politics and performance pressure) and their relationship with the faculty coming from different backgrounds. Specifically, deans are confronted with less management support as to budget proposals approval causing delayed implementation coupled with management decision of giving them too much and duplicating activities which may result in poor output. This was verified by the other respondent when she said that she always experiences overlapping of work especially when there are activities requiring urgent submission of reports and impromptu call ups. However, according to the deans, they are supportive of

the activities but affected by the decision or screening of the president. They rely heavily on the decision of the president.

Table 9. Significant Correlation of Respondents' Socio-demographic profile and their level of leadership competency

Source of Variation	Mean	Degree of Freedom	Computed t	Critical t @5%	Decision on Ho	Conclusion
Demographic Profile						
Age	2.56	39	1.58	2.02	Accepted	Not Significant
Level of Leadership Competency	2.79					
Education	2.4	39	.348	2.02	Accepted	Not Significant
Leader of Leadership Competency	2.79					
Work Experience	1.54	39	11.59	2.02	Rejected	Significant
Leader of Leadership Competency	2.79					
Training Experience	1.59	39	.127	2.02	Accepted	Not Significant
Leader of Leadership Competency	2.79					
Eligibility	2.10	39	6.60	2.02	Rejected	Significant
Leader of Leadership Competency	2.79					

For the correlation in age and their level of leadership competency, the data in table 9 revealed that a t computed value of 1.58 is less than the critical value of 2.02 at 0.05 level of significance. Hence, the hypothesis of no significant correlation is to be accepted. For significant correlation in education and their level of leadership competency, a computed t-value of .348 is less than the critical value of 2.02 at .05 level of significance. Henceforth, the hypothesis of no significant correlation is to be accepted. For work experience, the computed value of 11.59 is greater than the critical value of 2.02 at .05 level of significance. Therefore, the hypothesis of no significant correlation is to be rejected. This would imply that there is a significant correlation between work experience and level of leadership.

For leadership training experience, the table revealed that a computed value of .127 is less than the critical value of 2.02 at 0.05 level of significance. Therefore, the hypothesis of no significant correlation is to be accepted. This would imply that there is no significant correlation between leadership training experience and level of leadership. For eligibility, the table showed that a computed value of 6.60 is greater than the critical value of 2.02 at 0.05 level of significance. Therefore, the hypothesis of no significant correlation is to be rejected. The result implies that there is a significant correlation between eligibility and level of leadership. The result denotes that the dean's demographic profile in terms of work experience and eligibility does affect their level of leadership competency.

The study of [34] stated significant differences between leadership competencies necessary for success versus general managers' age, education, and gender. Moreover, it was found out that key decision makers' demographics such as age and education affect the relationship between competencies. However, all the organizational demographics tested have a moderating impact [35]. Another study by [36], found that highly educated people may have developed higher commitment towards the organization. In addition, the study of [37] also concluded that the heads' professional

qualifications were positively related to their ability competencies for managing change and its challenges within their schools. It was also supposed that the leaders with high management experience possessed a better competency profile compared to those leaders having less than five years of management experience.

Table 10. Significant difference as to the rating of leadership competencies between the two groups of respondents

Source of Variation	Mean	Degree of Freedom	Computed t	Critical Value t @ 5%	Decision on Ho	Conclusion
Dean	2.98	8	11.17	2.31	Rejected	Significant
Faculty	2.59					

The study revealed that a computed t-value of 11.17 is greater than the critical value of 2.31%, which means a significant difference between dean and faculty as to the level of leadership competency.

The result runs parallel with the study of [38], who also revealed that the dean is involved with the faculty, whereby one individual affects the other employees with the organization. This is particularly true based on the conducted Focus Group Discussion where faculty members are concerned about the deans' management and faculty relationship issues that affect leadership competencies.

4. CONCLUSIONS AND RECOMMENDATIONS

Among deans' leadership competencies, leading change, specifically allocating and providing resources for change initiatives, and advocating and sustaining change need an enhancement through an intervention program. Deans' demographic profile in terms of work experience and eligibility does affect their level of leadership competency. Dean and faculty affect each other as to the level of leadership proficiency. Social factor in terms of status and image of the teaching profession is part of the challenges also needs considerable attention.

The Proposal for Leadership Competency Training Program for Deans of State Universities and Colleges (SUCs) in Caraga Region is instigated for Deans' effective leadership. This will enhance the leadership competency among deans from different state universities and colleges in the region. This program proposal will enhance the leaders' ability to lead change by generating organizational change through genuine passion. It involves engaging and empowering groups to comprehend, accept, and commit to the change agenda. It also includes advancing and sustaining change.

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