

Administrative and Supervisory Leadership Training Needs of Designated Chairpersons at Catanduanes State University

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Abstract:

Department chairpersons are the leadership arm of the administrators. Understanding their leadership needs is crucial for ensuring that they can effectively manage their departments, support faculty, and contribute to the university overall strategic goals. This study employed descriptive type of research utilizing questionnaire as the main data gathering tool. Findings revealed that while chairpersons generally performed well, they could benefit from additional training in areas such as leading the establishment of department goals, stimulating research and recruiting faculty. The major challenges identified were time management and prioritizing tasks, as well as assessing faculty performance. The primary support systems for chairpersons included administrative staff, student assistant, and supportive faculty members. The survey also indicated a moderate need for training in leadership competencies. It is hereby recommended that professional development trainings should be provided in areas such as leading the establishment of department goals, stimulating research, and recruiting faculty that could enhance the performance of chairpersons.

Keywords: Chairpersons, leadership needs, university, administration, supervision

Introduction

Educational organizations require administrative and supervisory management because they are in charge of supervising teams, monitoring activities, and making sure objectives are reached. There are connections between supervisory and administrative management. Supervisory managers carry out the strategies and policies, whereas administrative managers establish the organization's general direction. For an organization to succeed, these two levels must collaborate and communicate effectively.

Although the terms "management" and "leadership" are sometimes used synonymously, they have different responsibilities and meanings in organizations. A leader must motivate and inspire others to accomplish a common objective. It involves giving a group or organization direction, inspiration, and a clear vision. In contrast, management is primarily concerned with the day-to-day management and operations of the organization. It involves planning, organizing, directing, and regulating resources to achieve objectives.

Sustaining a positive learning environment, attaining academic excellence, and guaranteeing the institution's overall success all depend on having effective leadership in higher education.

Several researches were conducted to assess the administrative and supervisory management of the organizations [3][4][5][14][15], teacher's perceptions in relation to administrative and supervisory responsibilities [2][11][13], and training needs [9].

Catanduanes State University (CatSU) is one of the higher education institutions in the island offering various programs from different colleges. In the last forty years, CatSU has proven that it is dedicated to offering high-quality education by winning awards in the areas of production, research, teaching, and extension. In 2023, EduRank.org, an independent ranking service, named CatSU as one of the 100 Best Universities in the Philippines. Furthermore, CatSU has been ranked by the FindUniversity.ph Philippines Universities Ranking as one of the top three universities in the Bicol area, based on the combined board exam passing rates of its alumni. The Civil Service Commission has recognized the university's administrative and academic success by designating CatSU as the best Government Agency in Region V. The Professional Regulations Commission has also awarded the university many times as the nation's Best Performing School. Students from Catanduanes, neighbouring provinces in the Bicol Region, and all around the country are drawn to CatSU because of its reputation for excellence, which includes its AACCUP-accredited academic programs and its Business Education and Teacher Education programs recognized by the CHED Centre for Development. These accomplishments were some of the evidences of effective leadership and management in the institution [1].

As Catanduanes State University expands, the role of department chairpersons becomes increasingly complex. Understanding their leadership needs is crucial for ensuring they can effectively manage their departments, support faculty, and contribute to the university's overall strategic goals.

Researching the specific administrative and supervisory needs of chairpersons allows the university to develop tailored leadership training and development programs. This ensures that chairpersons are equipped with the necessary skills and knowledge to lead their departments effectively.

This research contributes to the broader field of educational leadership by providing insights into the unique leadership needs of academic chairpersons in a specific regional context. This can inform similar studies in other institutions and regions, enhancing the overall understanding of academic leadership. Specifically, this study sought to answer the following questions: (1.) What are the key leadership competencies and skills do chairpersons perceive as essential for effective

administration? (2) What are the challenges faced by chairpersons in their administrative and supervisory roles? (3) What support systems are currently available to chairpersons and how adequate are they in addressing leadership needs? (4) What type of training and professional development programs do chairpersons require to enhance their administrative and supervisory roles?

Methodology

This research employs descriptive type of research utilizing questionnaire as the main data gathering tool. Using a descriptive research strategy, researchers can describe or record the traits, customs, beliefs, attitudes, and perceptions of the population or group they are studying. This entails using interviews or standardized questionnaires to gather information from a sample or population. Surveys can be done in-person, over the phone, or online and are useful for characterizing a group's attitudes, opinions, behaviours, or demographics [6]. The population of the study were the present designated chairpersons per colleges at the Catanduanes State University.

Results and Discussion

This section presents the analysis and interpretation of gathered data in accordance with the problem stated in previous section.

Table 1 presents the perceived performance of chairpersons in Catanduanes State University.

Table 1

Roles and Duties of Chairpersons	Rating				WM	QnR	QIR
	4	3	2	1			
1. Guides the development of sound procedures for assessing faculty performance.	7	4	1	0	3.5	4	HP

2. Takes the lead in recruiting promising faculty.	4	7	0	1	3.17	3	MP
3. Attends to essential administrative details (class scheduling, budget preparation and promotion)	7	4	1	0	3.5	4	HP
4. Fosters good teaching in the department. 10		2	0	0	3.83	4	HP
5. Facilitates obtaining grants and contracts from external sources.	2	3	5	2	2.42	2	SP
6. Leads in establishing and monitoring progress on annual and biannual department goals.	5	6	1	0	3.3	3	MP
7. Communicates the department' s needs to the dean.	12	0	0	0	4.0	4	HP
8. Develops cooperation among departmental faculty members.	11	1	0	0	3.92	4	HP
9. Encourages an appropriate balance among academic specializations within the department.	11	0	1	0	3.83	4	HP

10. Stimulates research and scholarly activity in the department.	3	9	0	0	3.25	3	MP
11. Guides the development of a sound	8	3	1	0	3.58	4	HP

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Roles and Duties of Chairpersons	Rating				WM	QnR	QIR
	4	3	2	1			
organizational plan to accomplish departmental programs.							
12. Improves the department image within the campus community.	7	4	1	0	3.5	4	HP
13. Fosters the development of each faculty members' talents and interests.	8	2	2	0	3.5	4	HP
14. See to it that the new faculty is acquainted with the department' s procedures, priorities and expectations.	11	1	0	0	3.92	4	HP

15. Understands and communicates expectations of the administrators to the faculty.	9	2	1	0	3.67	4	HP
16. Stimulates or rejuvenates faculty' s vitality/enthusiasm.	7	4	1	0	3.5	4	HP
17. Guides curriculum development.	11	1	0	0	3.92	4	HP
18. Establish trust between himself/herself and faculty members.	11	1	0	0	3.92	4	HP
19. Improve the department' s image and reputation with off-campus constituents.	8	2	2	0	3.5	4	HP
20. Recognizes and rewards faculty in accordance with their contribution to the department.	9	1	2	0	3.58	4	HP
21. Interpersonal skill.	10	1	1	0	3.75	4	HP
22. Problem solving ability.	10	0	1	0	3.83	4	HP
23. Appreciation for department' s history.	8	3	1	0	3.83	4	HP
24. Patience in implementing change.	11	1	0	0	3.92	4	HP

25. Honesty	10	2	0	0	3.83	4	HP
26. Practical judgement.	10	2	0	0	3.83	4	HP
27. Willingness to listen.	10	2	0	0	3.83	4	HP
28. Flexibility/adaptability in dealing with individuals/situations.	10	2	0	0	3.83	4	HP
29. Accessibility to faculty.	10	2	0	0	3.83	4	HP
30. Fairness.	11	1	0	0	3.92	4	HP
31. Allocates faculty responsibilities in an effective and equitable manner.	9	3	0	0	3.75	4	HP
32. Supports and protects academic freedom.	11	1	0	0	3.92	4	HP
33. Reduce, resolve and prevents conflict among faculty members.	9	2	1	0	3.67	4	HP
34. Assists faculty in developing their own goals and priorities.	6	6	0	0	3.5	4	HP

Roles and Duties of Chairpersons	Rating				WM	QnR	QIR
	4	3	2	1			
35. Makes sound suggestions for developing/changing departmental decisions/priorities.	10	2	0	0	3.83	4	HP
36. Willing to stand up to higher authority when departmental interest is threatened.	9	2	1	0	3.67	4	HP
37. Maintains steadiness in the face of crisis or unanticipated situations.	9	3	0	0	3.75	4	HP
38. Acts as though high faculty morale is vital to him/her.	10	2	0	0	3.83	4	HP
39. Is easy to understand.	9	3	0	0	3.75	4	HP
40. Tries out new ideas with the faculty.	9	2	1	0	3.67	4	HP
41. Does little things that make it pleasant to be a member of the department.	10	2	0	0	3.83	4	HP
42. Sees to it that all faculty members are working up to capacity.	9	3	0	0	3.75	4	HP

43. Looks out for the personal welfare of individual faculty members.	11	1	0	0	3.92	4	HP
44. Let the faculty members know what is expected of him.	9	3	0	0	3.75	4	HP
45. Treat all faculty members as his/her equal.	11	1	0	0	3.92	4	HP
46. Gains inputs from faculty on important matters.	11	1	0	0	3.92	4	HP
47. Sees to it that the work offaculty is coordinated.	11	1	0	0	3.92	4	HP
48. Explains the basis for his/her decision.	9	3	0	0	3.75	4	HP
49. Maintains definite standards of performance.	10	2	0	0	3.83	4	HP
50. Encourages teamwork among faculty members.	11	1	0	0	3.92	4	HP
OVERALL WEIGHTED MEAN					3.71	4	HP

Table 1 shows that most indicators for the roles and duties of chairpersons were highly performed by designated chairpersons at Catanduanes State University. However, indicators

such as leading the establishment and monitoring of annual and biannual department goals, stimulating research and scholarly activity, and recruiting promising faculty were moderately performed, indicating that these roles and duties were not consistently fulfilled. Additionally, facilitating the acquisition of grants and contracts from external sources was slightly performed by designated chairpersons.

This finding conforms with the findings of the study of [7] and [12], which emphasizes the importance of the roles of chairpersons in attaining the objectives of higher education institutions. The study of [10], has revealed specific leadership traits and behaviors that contribute to the department's success.

Challenges Faced by chairpersons in their Administrative and supervisory Roles

This section provides the discussion on the challenges faced by chairpersons in their administrative and supervisory roles.

Table 2

Challenges	Sum of Ranks	Rank
First time managing people	79	8
Deficient operational process	51	5.5
Managing time and prioritizing tasks	38	1.5
Assessing faculty performance and providing feedback	38	1.5
Resolving conflicts among faculty members	46	4

Promoting faculty professional development and ensuring that they have the necessary skills and knowledge	55	7
Ensuring that the department's facilities and equipment are maintained and in good working condition.	39	3
Providing academic advising to students and helping them navigate the academic requirements and challenges.	51	5.5
Others (pls. specify)	0	

As can be gleaned from the table, the major challenges faced by chairpersons were managing time and prioritizing tasks, followed by assessing faculty performance and providing feedback. The least challenging aspect was first-time management, suggesting that most designated chairpersons had prior experience in managing people.

This finding is in accordance with the findings of the study of Knight & Holen (1985) wherein the study revealed that department chairs experience substantial stress from administrative responsibilities and the challenges of balancing academic pursuits with their leadership role.

This section discusses the support systems that are currently available to chairpersons which is presented in Table 3.

Table 3

Vice President for Academic Affairs	3	25%
Dean	3	25%
Faculty members	4	30%
Administrative staff/aide (clerks)	4	30%
Access to supplies and resources	2	16%
Human resource management	2	16%
Learning Management System	2	16%
Student Assistants	4	30%
Open communication channels	2	16%
Family	2	16%

As shown in Table 3, thirty percent (30%) of the designated chairpersons indicated that administrative staff/aides, student assistants, and supportive faculty members provided essential support. Additionally, 25% attributed their ability to face challenges to the support of the dean and vice president for academic affairs. Furthermore, 16% cited access to supplies, resources, human resource management, open communication channels, and family support as crucial factors in fulfilling their roles and duties.

This section discusses the training needs of chairpersons with regards to leadership competencies as presented in Table 4.

Table 4

Leadership Competencies	Rating				WM	QnR	QIR
	4	3	2	1			
The ability to "see the big picture", think multi-dimensionally, 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.	7	3	2	0	3.42	3	MN
The ability to generate genuine enthusiasm and momentum for organizational change. It involves engaging and enabling groups to understand, accept and commit to the	6	4	2	0	3.33	3	MN

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Leadership Competencies	Rating				WM	QnR	QIR
	4	3	2	1			
change agenda. It also includes advancing and sustaining change.							

<p>The ability to build and maintain a network of reciprocal, high trust, synergistic working relationships within the organization and across government and relevant sectors. This involves the ability to successfully leverage and maximize opportunities for strategic influencing within the organization and with external stakeholders.</p>	6	4	2	0	3.33	3	MN
<p>The ability to create an enabling environment which will nurture and sustain a performance-based, coaching culture. Effectiveness in the competency area also includes a strong focus on developing people for current and future needs, managing talent, promoting the value of continuous learning and improvement.</p>	7	1	4	0	3.25	3	MN
<p>The ability to create a high performing organizational culture that is purpose-based, client-focused and team-oriented.</p>	8	2	1	1	3.42	3	MN
<p>Others (please specify)</p>							

OVERALL WEIGHTED MEAN					3.35	3	MN
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As shown in Table 4, all of the indicators for the training needs of designated chairpersons were rated as moderately needed, suggesting that these areas were not considered highly important for their development. Moreover, one responded on other training such as “training on the ability to analyze the data and use evidence to inform decisions is vital for making informed choices to improve outcome”.

This findings are in accordance with the findings of the study that freedom to carry out organizational roles, power to exercise authority, community based and manpower-related functions were needed by secondary school principals in south east and south south Nigeria [9].

Conclusion:

Assessing the training needs of designated chairpersons provides insights into their performance and the challenges they face. The findings reveal that while chairpersons generally performed well, they could benefit from additional training in areas such as leading the establishment of departmental goals, stimulating research, and recruiting faculty. The major challenges identified were time management and prioritizing tasks, as well as assessing faculty performance. The primary support systems for chairpersons included administrative staff, student assistants, and supportive faculty members. The survey also indicated a moderate need for training in leadership competencies.

Recommendations

In the light of the conclusions drawn, the following are hereby recommended:

1. Professional development trainings should be provided in areas such as leading the establishment of departmental goals, stimulating research, and recruiting faculty that could enhance the performance of chairpersons.
2. Provide administrative support which is necessary for chairpersons to attain their administrative and supervisory roles.
3. Establish a mentorship program to pair experienced chairpersons with new or less experienced ones to facilitate knowledge sharing and networking among chairpersons.
4. Provide training on effective human resource management practices including recruitment, performance evaluation and employee relations.

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