

Leadership Competencies of Basilan State College Faculty Members

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Abstract— *The leadership competencies of the faculty in higher education is very much important specifically in Basilan. Basilan State College is the only public higher institution in Basilan with basic mandates of providing programs that cater to the diverse constituent in the province. This study primarily aimed to determine the leadership competencies of the faculty members at Basilan State College. A quantitative-descriptive method was used and 70 faculty members were chosen as respondents. It was revealed that the faculty members have well-developed competencies. It was also shown that regardless of the gender, number of years in service, and highest educational attainment of the faculty, their leadership competencies have no significant difference.*

Keywords— *Basilan State College, Competency, Faculty, Leadership.*

I. INTRODUCTION

Many scholars argued that management is different from leadership. Some claimed that leadership and its position define management's relationship, while others claimed they overlap and use the concept interchangeably. Many also believe that management and leadership are two different concepts [18]. However, another researcher provides specific criteria for the two ideas. For instance, Macarie [12] viewed the difference from the standpoint of traits and behavior while Zuzak and Kolman [18] regarded their difference from their orientation toward different dimensions. Macarie [12] regarded a leader as a person who exhibits personal and active attitudes. Managers are usually more impersonal and passive, coordinate and balance, get less emotionally involved and conservative, and are typically reluctant to change. According to Zuzak and Kolman [19], leaders are focused on style, staff, skills, and sharing, while managers are interested in strategy, structure, and system. Other scholars view management and leadership as relationships similar to the concept of a whole and apart.

Macarie [12] analyzed the relationship between the two concepts. From the general perspective, managers are individuals who formally gain status through professional qualifications and appointments. Leaders can be persons not necessarily holding the manager position. The leader can be anyone from the group member who possesses professional competence and is willing to act upon it without formal rules.

Competencies are conceptualized from cognitive, functional, behavioral, and meta-competence [15]. It is an interaction of knowledge, skills, and attitudes [7]. According to Reber [14], competence is the ability, capability, capacity, efficiency, proficiency, or skills to perform a task or

accomplish something. Studies show that job satisfaction is related to interpersonal competency [8,9]. Competency is the predictor of job satisfaction [4,5], organizational commitment [6,16], and leadership skills [3].

On the other hand, according to Pickett [13], managerial competencies provide a sound basis for an effective performance management program. Managerial competence is a concept mainly based on a person's affective and superior performance [16]. Personal characteristics such as knowledge, skill, trait, motive, attitude, and value are essential to perform a task or job [2].

Exemplary attributes are an additional skill for a good leader. In the case of selected agencies in Basilan, the competencies of the heads are all well-developed [10]. These personal abilities provide good management outputs. There are instances that these qualities influence the leader's behavior, especially in confronting challenges or problems in management [1].

The current study aimed to determine the leadership competencies of the Basilan State Faculty members. It is imperious in understanding the competencies of these faculty members because all of them is the manager of their specific classrooms during their classes. The leadership competencies may provide helpful tips in creating or strategizing leadership training for teachers in higher education.

II. METHODOLOGY

The subjects of the study were the 84 permanent faculty members of Basilan State College. As recommended by Krejcie and Morgan [11], a population of 84 faculty members required sample size of not less than 70 faculty members. Thus, these 70 faculty members were selected through a simple random sampling procedure. A descriptive-quantitative research design was used and the Management and Leadership Questionnaire (MLQ30) was adapted to determine the leadership competencies of these Faculty members. The MLQ30 has undergone validity and reliability to cope with the subject. For the interpretation of the responses, a five-point Likert Scale was used as shown in TABLE I.

The data was gathered through one-on-one survey interviews. Each respondent was interviewed using the instrument for the accuracy of the data gathered. Before the interview, a short orientation was conducted for the faculty by grouping.

TABLE I: Interval Scale and Interpretation

Rating	Descriptive Equivalent	Descriptive Meaning
4.50-5.00	Very Well-Developed Competency	An outstanding leader who delivers exceptional performance through a combination of well-developed leadership competencies.
3.50-4.49	Well-Developed Competency	Effective leader who possesses moderately well-developed leadership competencies.
2.50-3.49	Moderately Well-Developed Competency	A competent leader who possesses moderately well-developed leadership competencies.
1.50-2.49	Less-Developed Competency	A first-level leader with some moderately well-developed leadership competencies.
1.00-1.49	Least-Developed Competency	An individual contributor who needs to boost leadership competencies.

III. FINDINGS AND DISCUSSIONS

The data gathered will be interpreted in this section. The discussions will be according to the objective of the study.

A. Some Demographic Profile

The first objective of the study was to determine the distribution of the respondents according to some demographic profiles such as gender, number of years in service, and highest educational attainment (see TABLE II for the frequency distribution of the respondents).

TABLE II: Frequency Distribution of the Respondents

Demographic Profile	Frequency	Percentage
Gender		
Male	34	38.64%
Female	54	61.36%
Number of Years in Service		
Less than 6 years	22	25.00%
6 to 10 years	20	22.73%
11 to 15 years	15	17.05%
16 years and above	31	35.22%
Highest Educational Attainment		
Doctorate Degree	13	14.77%
Master's Degree	61	69.32%
Baccalaureate Degree	14	15.91%
TOTAL	88	100%

B. Leadership Competencies

The second objective of the study was to determine the leadership competencies of the Faculty member. This section contained the leadership competencies level of the respondents. The presentation will be divided according to the area as stated in the MLQ30.

Strategic and Creative

The table below shows the leadership competencies level of the respondents under the area of Strategic and Creative.

The mean rating of the respondent under the area of strategic and creative is 3.95 which is “well-developed competency.” Moreover, the faculty has “very well-developed competencies” on items 3 and 4, “moderately well-developed competencies” on items 2, and “well-developed competencies” on items 1 and 5.

TABLE III: Respondent's level of competencies in the strategic and creative component

Strategic and Creative	Mean	Qualitative Interpretation
1. Keep up to date with global trends, review the organization's position, and develop the agency's relationships in the region.	3.55	Well-Developed Competency
2. See the big picture, pick up changes in the workplace, and review and analyze the agency's strategy.	2.89	Moderately Well-Developed Competency
3. Keep up with advances in the agency's area, benchmark performance against leaders of other universities/colleges, and seek advice from experts.	4.53	Very Well-Developed Competency
4. Help people to think differently about a problem, get buy-in for creative ideas, and turn novel ideas into reality.	4.66	Very Well-Developed Competency
5. Read and interpret student reports, set learning targets, and review and improve teaching-learning performance.	4.12	Well-Developed Competency
Area Total	3.95	Well-Developed Competency

Leading and Deciding

The table below shows the leadership competencies level of the respondents under the area of Strategic and Creative.

TABLE IV: Respondent's level of competencies in leading and deciding component

Leading and Deciding	Mean	Qualitative Interpretation
6. Help new employees get up to speed quickly, give students challenging assignments, and monitor students' performance.	4.62	Very Well-Developed Competency
7. Communicate high expectations of students, trust capable students to do their work, and celebrate student achievement.	3.89	Well-Developed Competency
8. Provide students with assignments to develop their skills, give timely coaching, and act as role models for development.	3.65	Well-Developed Competency
9. Define acceptable learning behavior, challenge bias, and intolerance, and act as a role model of inclusive behavior.	4.89	Very Well-Developed Competency
10. Assess options and risks, consult co-employee and take their views and ideas into account, and act decisively.	4.05	Well-Developed Competency
Area Total	4.22	Well-Developed Competency

The mean rating of the respondent under the area of leading and deciding is 4.22 which is “well-developed competency.” Moreover, the faculty has “very well-developed competencies” on items 6 and 9, and has “well-developed competencies” on items 7, 8, and 10.

Developing and Changing

The table below shows the leadership competencies level of the respondents under the area of Developing and Changing.

The mean rating of the respondent under the area of developing and changing is 3.69 which is “well-developed competency.” Moreover, the faculty have “well-developed competencies” on all items except item 14. The faculty rating on item 14 is “moderately well-developed competencies”.

TABLE V: Respondent's assessment of the level of competencies in developing and changing component

Developing and Changing	Mean	Qualitative Interpretation
11. Start tasks right away, get things done quickly, and be ready to go the extra mile.	3.64	Well-Developed Competency
12. Do what is right despite personal risk, say no when necessary, and have the courage to take tough decisions.	3.58	Well-Developed Competency
13. Seek feedback, set personal development goals, and show a sense of humor and perspective.	3.79	Well-Developed Competency
14. Sell the benefits of change, model the change expected of others, and establish roles and structures to support change.	3.45	Moderately Well-Developed Competency
15. Adapt quickly to new situations, handle stress successfully, and keep composure in difficult circumstances.	4.00	Well-Developed Competency
Area Total	3.69	Well-Developed Competency

Implementing and Improving

The table below shows the leadership competencies level of the respondents under the area of Implementing and Improving.

TABLE VI: Respondent's assessment of the level of competencies in implementing and improving component

Implementing and Improving	Mean	Qualitative Interpretation
16. Provide direction and support, delegate responsibility to the appropriate students, and hold students accountable for delivery.	4.15	Well-Developed Competency
17. Allocate responsibility for improvement, learn lessons from process breakdowns, and improve institutions' processes.	4.25	Well-Developed Competency
18. Set high standards for student service, exceed student expectations and resolve student issues quickly.	4.69	Very Well-Developed Competency
19. Gather information from a wide variety of sources, approach problems from different angles, and brainstorm possible solutions with others.	4.20	Well-Developed Competency
20. Develop bold plans, obtain resources to carry out objectives, and manage critical dependencies and risks.	3.98	Well-Developed Competency
Area Total	4.24	Well-Developed Competency

The mean rating of the respondent under the area of implementing and improving is 4.24 which is "well-developed competency." Moreover, the faculty have "well-developed competencies" on all items except item 18. The faculty rating on item 18 is "very well-developed competencies".

Communicating and Presenting

The table below shows the leadership competencies level of the respondents in the area of Communicating and Presenting.

The mean rating of the respondent under the area of communicating and presenting is 4.24 which is "well-developed competency." Moreover, the faculty has "very well-developed competencies" on items 22, 23, and 24 but with "well-developed competencies" on items 21 and 25.

TABLE VII: Respondent's assessment on the level of competencies in communicating and presenting component

Communicating and Presenting	Mean	Qualitative Interpretation
21. Create a climate where students share views and ideas, and exchange information with peers, teachers, and others.	3.96	Well-Developed Competency
22. Promote views and ideas, influence students by addressing their needs and priorities, and negotiate effectively.	4.52	Very Well-Developed Competency
23. Know which emotions you are feeling and why and handle other employees' feelings and emotions sensitively.	4.60	Very Well-Developed Competency
24. Demonstrate presence, communicate with self-assurance, and give effective presentations to groups.	4.89	Very Well-Developed Competency
25. Produce written reports, write effectively for different audiences, and edit other faculty members' written work skilfully.	4.12	Well-Developed Competency
Area Total	4.42	Well-Developed Competency

Relating and Supporting

The table below shows the leadership competencies level of the respondents under the area of Relating and Supporting.

TABLE VIII: Respondent's assessment on the level of competencies in relating and supporting component

Relating and Supporting	Mean	Qualitative Interpretation
26. Work effectively with other faculty members, build rapport and keep others in the loop, and use networks to get things done.	4.73	Very Well-Developed Competency
27. Put students at ease, pay attention to feelings and emotions, and listen without interrupting.	4.17	Well-Developed Competency
28. Act following your values and principles, give consistent messages and keep promises.	4.00	Well-Developed Competency
29. Encourage debate, bring disagreements into the open, and address and resolve conflict early.	3.93	Well-Developed Competency
30. Set the student's direction and priorities, review the student's successes and failures and help students work well together.	4.33	Well-Developed Competency
Area Total	4.23	Well-Developed Competency

The mean rating of the respondent under the area of relating and supporting is 4.23 which is "well-developed competency." Moreover, the faculty have "well-developed competencies" on all items except item 26. The faculty rated item 26 as "very well-developed competencies."

Overall

The table below shows the leadership competencies level of the respondents under the area of Relating and Supporting.

Overall, the mean rating of the respondents is "well-developed competency." This shows that the faculty have well-developed competencies in leadership. Moreover, the faculty also have "well-developed competencies" in all components of leadership competency.

TABLE IX: Respondent's overall mean level of competencies

Competency Domain	Mean	Qualitative Interpretation
Strategic and Creative	3.95	Well-Developed Competency
Leading and Deciding	4.22	Well-Developed Competency
Developing and Changing	3.69	Well-Developed Competency
Implementing and Improving	4.24	Well-Developed Competency
Communicating and Presenting	4.42	Well-Developed Competency
Relating and Supporting	4.23	Well-Developed Competency
Area Total	4.13	Well-Developed Competency

established to reject the hypothesis on leadership competencies of the faculty members according to their number of years in service. That is, there is no significant difference between the leadership competencies according to their number of years. Thus, regardless of the number of years in service of the faculty, their leadership competencies are the same (including the competencies on each component).

Highest Educational Attainment

The table below shows the computed t-value and p-value of the leadership competency of the faculty members according to their gender.

TABLE XII: Distribution of the Inferential Computations of the Quantitative Data According to the Highest Educational Attainment of the Faculty Members

Competency Domain	F-value	p-value	Interpretation
Strategic and Creative	0.021	0.089	Not Significant
Leading and Deciding	0.424	0.261	Not Significant
Developing and Changing	1.841	0.059	Not Significant
Implementing and Improving	2.356	0.119	Not Significant
Communicating and Presenting	0.361	0.647	Not Significant
Relating and Supporting	1.583	0.235	Not Significant
Overall	0.462	0.852	Not Significant

*Alpha=0.05

A One-Way Analysis of Variance (ANOVA) with a significant level of 0.05, not enough evidence has been established to reject the hypothesis on leadership competencies of the faculty members according to their highest educational attainment. That is, there is no significant difference between the leadership competencies according to their highest educational attainment. Thus, regardless of the highest educational attainment of the faculty, their leadership competencies are the same (including the competencies on each component).

IV. CONCLUSION

The findings of the study show that the faculty have well-developed leadership competencies. Moreover, there was no significant difference between the leadership competencies of the faculty when they are grouped according to their gender, number of years in service, and highest educational attainment.

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C. Difference Between Some Demographic Profile

Gender

The table below shows the computed t-value and p-value of the leadership competency of the faculty members according to their gender.

TABLE X: Distribution of the Inferential Computations of the Quantitative Data According to Gender

Competency Domain	t-value	p-value	Interpretation
Strategic and Creative	-0.256	0.395	Not Significant
Leading and Deciding	-1.125	0.566	Not Significant
Developing and Changing	0.463	0.059	Not Significant
Implementing and Improving	1.865	0.088	Not Significant
Communicating and Presenting	-0.336	0.693	Not Significant
Relating and Supporting	-0.468	0.456	Not Significant
Overall	-0.765	0.347	Not Significant

*Alpha=0.05

A student t-test for two independent variables was used with a significant level of 0.05, the computed p-value is not within the rejection area which signifies that the hypothesis is not rejected. Thus, the leadership competencies of both males and females were the same (including the competencies on each component).

Number of Years in Service

The table below shows the computed t-value and p-value of the leadership competency of the faculty members according to their gender.

TABLE XI: Distribution of the Inferential Computations of the Quantitative Data According to the Number of Years in Service of the Faculty Members

Competency Domain	F-value	p-value	Interpretation
Strategic and Creative	2.021	0.472	Not Significant
Leading and Deciding	1.425	0.169	Not Significant
Developing and Changing	0.825	0.592	Not Significant
Implementing and Improving	0.352	0.181	Not Significant
Communicating and Presenting	1.436	0.657	Not Significant
Relating and Supporting	0.895	0.198	Not Significant
Overall	0.462	0.662	Not Significant

*Alpha=0.05

A One-Way Analysis of Variance (ANOVA) with a significant level of 0.05, not enough evidence has been

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