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**ADMINISTRATIVE LEADERSHIP, COMPETENCE AND ORGANIZATIONAL  
DECISION-MAKING SKILLS OF ACADEMIC HEADS OF HIGHER  
EDUCATION INSTITUTIONS IN ILOILO CITY**

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## INTRODUCTION

### Background of the Study

Republic Act No. 7722, otherwise known as “The Higher Education Act” (Retrieved online May 5, 2023 <https://lawphil.net>), was signed into law creating the Commission on Higher Education (CHED). Among others, the Commission carries out its function of establishing a complete, adequate and integrated system of higher education that promotes relevant and quality higher education, ensures access to quality higher education, development of responsible and effective leadership, education of high level professionals, enrichment of historical and cultural heritages, and commits to moral ascendancy that eradicates corrupt practices, institutionalizes transparency and accountability and encourages participatory governance (CHED, 2022).

To support this law, Batas Pambansa Blg. 232 The Education Act (Retrieved online May 5, 2023 <https://studucum.com>), was promulgated providing for the establishment and maintenance of an integrated system of education that shall apply to and govern both formal

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and non- formal systems in public and private schools in all levels of the entire educational system (retrieved online May 5, 2023 <https://lawphil.net>).

Higher education institutions (HEIs) are headed by school administrator to fulfill the duties and responsibilities under the purpose of the foundation, vision, and mission of the school (Menteş, 2021). The administrator is aided by the department heads and deans who ensure quality instruction while operating within the school resources. Their work includes promoting social justice and equity, monitor and evaluate institutional policies and practices, and warrant equitable access and distribution of resources for students, faculty, and staff.

Today's higher education leadership challenges necessitate new forms of leadership (Kezar & Holcombe, 2023). Leaders in higher education seek to fulfill a range of responsibilities that are relatively consistent across diverse forms of institutional structures such as community colleges and universities, although the particularities of the responsibilities will vary according to the organizational type and purpose. Research showed that the ability of the administrator to carry out his leadership greatly influenced the effectiveness of the institution. One of the competencies and abilities that educational leaders must possess is managerial competence which include technical, interpersonal, conceptual, and administrative skills related to higher education management. Organizations, both public and private, demand results and organizational success often depends on specific managerial techniques.

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This study therefore will fill the gap in the literature by correlating the administrative leadership and competence of deans and department heads of higher education institutions with their organizational decision making.

## METHODOLOGY

This chapter presented the research design, the respondents of the study, data gathering instrument, validity and reliability of the questionnaire, data gathering procedure, data processing procedure, and statistical tools used.

### Research Design

The study involved a quantitative-correlation research method. Wells and Stage as cited by King (2017) asserted that using quantitative research techniques permits researchers to recognize the depth of inquiry of specific topics that frequently begin with an indistinct sense of certainty. Hence, the research methodology chosen for this study was quantitative design. One of the quantitative research methods is correlation research design, where the researcher seeks to establish the relationship between or among variables. Because this study was intended to test a relationship among administrative leadership, administrative competence, and organizational decision-making of leaders of higher educational institutions, a correlation research design was

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utilized. The results obtained from this study addressed the hypotheses, tentative propositions surrounding the relationship of the theoretical constructs, derived from the research questions.

The study used purposive sampling technique and both a researcher-made instrument and adapted questionnaires were utilized to gather data.

### The Respondents of the Study

The respondents of the study were the deans, department head and programs chairs, and faculty members in all public and private colleges and universities in Iloilo City offering business, hospitality, tourism courses for School Year 2022-2023. Table 1 reflects the distribution of the respondents.

**Table 1. Distribution of Respondents**

	Deans	Heads	Faculty	n	%
Private School A	2	3	13	17	10.97
Private School B	1	4	13	17	10.97
Private School C	1	1	12	14	9.03
Private School D	1	2	13	16	10.32
Private School E	1	0	13	13	8.39
Private School F	1	0	13	13	8.39
Private School G	1	2	13	15	9.68
Private School H	1	1	12	14	9.03
Public School A	1	1	13	14	9.03
Public School B	1	2	13	15	9.68
<b>TOTAL</b>	<b>11</b>	<b>16</b>	<b>128</b>	<b>155</b>	<b>100.0</b>

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## Profile of the Respondents

Table 2 presented the distribution of the respondents according to age, sex, marital status, highest educational attainment, years of administrative experience, and school type.

As to age, more than half of the academic heads of higher education institutions in Iloilo city were aged 23-40 years old (54.2%), less than half were aged 41-60 years old (40.0%), and only 5.8% were aged above 61 years old.

As to sex, less than half of the academic heads of higher education institutions in Iloilo city were male (41.97%) and more than half were female (58.1%).

As to civil status, less than half were single (31.6%), less than three-fourths were married (65.8%), .6% were separated, and 1.9% were widowed.

As to educational attainment, only 8.4% were bachelor's degree, more than half were master's degree (54.2%), more than two-fifths were masters with doctoral units (23.2%), and more than one-tenths were doctoral degree (14.2%).

As to years of administrative experience, less than half of the academic heads of higher education institutions in Iloilo city had 1-10 years of administrative experience (47.7%), less than two-fifths had 11-20 years of experience (17.45%), two-fifths had 20-30 years of experience (20.0%), and only 14.8% had 31-40 years of experience.

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As to school type, more than two-fifths of the academic heads of higher education institutions in Iloilo city were in public secondary schools (21.3%) and more than three-fourths (78.7%) were in private schools.

The data showed that most academic heads of higher education institutions in Iloilo city were 23-40 years old, female, married, with 1-10 years of administrative experience, master's degree holders, and employed in private higher education institutions.

**Table 2. Personal Profile of the Respondents**

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
23-40	84	54.2
41-60	62	40.0
above 60	9	5.8
<b>Total</b>	<b>155</b>	<b>100.0</b>
<b>Sex</b>		
Male	65	41.9
Female	90	58.1
<b>Total</b>	<b>155</b>	<b>100.0</b>
<b>Civil Status</b>		
Single	49	31.6
Married	102	65.8
Separated	1	.6
Widowed	3	1.9
<b>Total</b>	<b>155</b>	<b>100.0</b>
<b>Educational Attainment</b>		
Bachelor's Degree	13	8.4
Master's Degree	84	54.2
Master's Degree with Doctoral Units	36	23.2
Doctoral Degree	22	14.2

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<b>Total</b>	<b>155</b>	<b>100.0</b>
<b>Years of Administrative Experience</b>		
1-10 years	74	47.7
11-20 years	27	17.4
21-30 years	31	20.0
31-40 years	23	14.8
<b>Total</b>	<b>155</b>	<b>100.0</b>
<b>School Type</b>		
Public	33	21.3
Private	122	78.7
<b>Total</b>	<b>155</b>	<b>100.0</b>

## Data Gathering Instrument

A researcher made questionnaire was used to gather the data. The questionnaire used in this study comprised of four parts:

Part (1) was composed of the respondent's demographic profile such as age, sex, civil status, educational attainment, years of administrative experience, and school type.

Part (2) was on the Level of administrative leadership of HEIs academic heads.

Part (3) was on the level of competence of HEIs academic heads.

Part (4) was on the level of organizational decision-making skill of HEIs academic heads.

## Validity of the Instrument

The copy of the questionnaire was submitted to the jurors who were experts in the field of research. The initial draft of the questionnaire was reviewed by the dissertation adviser and presented for face validation and item inspection to the panel of experts in their

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chosen field using the eight-point criteria of Good and Scates. The panel experts inspected each item based on its appropriateness or suitability, relevance and clarity of language used, and others. The juror's recommendations and suggestions were later incorporated for the refinement of the instrument.

## Reliability of the Questionnaire

Upon approval of the dissertation adviser and the dissertation committee of the final draft of the questionnaire, this was administered for pre-testing to at least thirty (30) academic heads coming from public and private colleges and universities in the province of Aklan, Philippines. These respondents were not included in the final survey. In order to determine the reliability coefficient of the instrument, Cronbach's Alpha Coefficient was employed. The reliability coefficient of the variable administrative leadership was 0.866, the variable competence was 0.816, and the variable organizational decision-making skill was 0.887, hence, the instrument was found reliable.

## Data Gathering Procedure

Permission to conduct the study was sought from the college and university presidents in Iloilo City, Philippines. Then, the researcher arranged with campus administrators and respondents for the schedule of the conduct of the study. The distribution of the questionnaire

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was done in January of 2023. The research participants were given enough time to consider every item in the questionnaire. Instructions in answering the questions were made clear and confidentiality was kept to the utmost.

The researcher retrieved the questionnaire on the same day. The data were collated and prepared for tabulation, summation, analysis, and interpretation.

### Data Analysis Procedure

The accomplished instruments were reviewed and the data were encoded, processed and analyzed statistically using the Statistical Package for the Social Sciences (SPSS).

To measure the level of administrative leadership of the academic heads, the following 5-point Likert Scale was used:

Scale	Description	Interpretation
4.25 – 5.00	Very High (VH)	Very good administrative leadership in upholding the core values of an organization and care about the routines of services.
3.43 – 4.24	High (H)	Good administrative leadership in upholding the core values of an organization and care about the routines of services.
2.62 – 3.42	Moderate (M)	Fair administrative leadership in upholding the core values of an organization and care about the routines of services.

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1.81 – 2.61	Low (L)	Poor administrative leadership in upholding the core values of an organization and care about the routines of services.
1.00 - 1.80	Very Low (VL)	Very poor administrative leadership in upholding the core values of an organization and care about the routines of services.

To measure the level of competence of academic heads, the following 5-point Likert Scale will be used:

Scale	Description	Interpretation
4.25 – 5.00	Very High (VH)	The academic head exhibits very good competence in all areas. He/she applies the competency in exceptionally difficult situations Serves as a key resource and advises others
3.43 – 4.23	High (H)	The academic head exhibits good competence in all areas. He/she applies the competency in considerably difficult situations Generally, requires little or no guidance
2.62 – 3.42	Moderate (M)	The academic head exhibits fair competence in all areas. He/she applies the competency in difficult situations Requires occasional guidance
1.81 – 2.61	Low (L)	The academic head exhibits poor competence in all areas. He/she applies

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1.00 - 1.80	Very Low (VL)	the competency in somewhat difficult situations Requires frequent guidance
		The academic head exhibits very poor competence in all areas. He/she applies the competency in the simplest situations Requires close and extensive guidance

To measure the organizational decision-Making skill of the academic heads, the following 5-point Likert Scale will be used:

Scale	Description	Interpretation
4.25 – 5.00	Very High	The academic head always all the time provides effective support for and follow established and/or agreed-to organizational decision-making processes.
3.43 – 4.24	High	The academic head often provides effective support for and follow established and/or agreed-to organizational decision-making processes.
2.62 – 3.42	Moderate	The academic head sometimes provide effective support for and follow established and/or agreed-to organizational decision-making processes.
1.81 – 2.61	Low	The academic head seldom provides effective support for and follow

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		established and/or agreed-to organizational decision-making processes.
1.00 - 1.80	Very Low	The academic head hardly provides effective support for and follow established and/or agreed-to organizational decision-making processes.

### Statistical Tools Used

For descriptive statistics, frequency and percentages was used to present the data on the profile of the academic heads. Mean was utilized to present the data on the level of administrative leadership, competence, and organizational decision-making skills of the academic heads of business, hospitality, and tourism courses.

Frequency Count. This was used to determine the demographic profile of the respondents. The number of respondents was determined based on the categories of the variables they were classified such as age, sex, civil status, educational attainment, years of administrative experience, and school type.

Mean. The arithmetic sum of all items divided by the total number of items. The mean was used to describe the level of administrative leadership, competence, and organizational decision-making skills of the academic heads of business, hospitality, and tourism courses.

Percent. The value which results from dividing a value or measurement by the total values, the results of which is multiplied by 100 (Trochin, 2020). This was used to determine the values

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of categories of variables such as age, sex, civil status, educational attainment, years of administrative experience, and school type.

Mann-Whitney. Mann-Whitney U- test was used to compare the means of two variables to evaluate whether there exists any statistical difference between them. The variables to be tested in this study was sex and school type.

Kruskal Wallis. To determine the significant difference in categories of more than two (2) levels, the researcher utilized the Kruskal Wallis set at .05 level of significance. The variables to be tested in this study were age, civil status, educational attainment and years of administrative experience.

Spearman Rho. The Spearman Rho was a non- parametric statistic used to measure the strength of the relationship among the level of administrative leadership, competence, and organizational decision-making skills of the academic heads of business, hospitality, and tourism courses. When the p-value was less than 0.05 alpha, level the null hypothesis was rejected, however, when the computed alpha was greater than 0.05 the null hypothesis was not rejected.

## Conclusions

Based on the findings derived from the study, it can be concluded that:

1. Iloilo City for so long had been the center of an excellent education system in Western Visayas, Philippines. It is of no surprise therefore that in the business,

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hospitality and tourism industry, both the private and public colleges and universities in Iloilo City had been leading in the course offerings of this specific field.

Then again, this could be attributed to the very high level of administrative leadership of the academic heads of business, hospitality, and tourism services of higher educational institutions. Irrespective of their age, sex, marital status, highest educational attainment, years of administrative experience, and school type, these academic heads had shown their ability to manage their institutions' support activities and ensured that appropriate initiatives were implemented that have positively impacted the vision and actions pursued by their respective organizations.

2. Regardless of the variables they were classified, the academic heads of higher education institutions exhibited very high competencies in terms of their knowledge, skills, attitudes and values in the performance of their duties for the predetermined goals of their respective institutions. Generally, they apply competency in exceptionally difficult situations and served as a key resource and advises to others.

From data gathered, the very high competency level of the subject academic heads could also be attributed to the aspect of their shared values which included their commitment to excellence, respect and cooperation and integrity, their work behaviors specifically their leadership, accountability and change management attitudes.

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3. The success of any organization depends on the decisions their leadership made. Apparently, from the positive results of the study revealing the very high decision-making skill of HEIs' academic heads, it could be safely deduced that in the past, the academic heads had made correct decisions in their day-to-day operations which resulted in attaining their respective schools' objectives.

The continuing rise of enrolment in the field of business, hospitality and tourism industry in these HEIs was a clear indication of good leadership decision making skills of the subject academic heads of this study. They were able to get faculty and staff work together to make things happen that might not otherwise occur specifically the continued flourishing of business hospitality and tourism department in their respective institutions.

4. The very high administrative leadership, very high competence and very high organizational decision-making skills of academic heads of HEIs is just a manifestation of an effective higher education leadership which calls for more than academic development, knowledge and strategic planning. This could be deduced from the fact that regardless of their age, educational attainment, civil status, years of administrative experience and school type, the level of administrative leadership competence and organizational decision-making skills of these concerned academic heads did not significantly vary. Simply put, academic heads of these HEIs under study

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had transformed their leadership into one which was built on quality and their performance have resulted to their organizational effectiveness, hence, the continuous growth of their business, hospitality and tourism department.

5. Surprisingly, this investigation indicated that administrative leadership is not dependent or linked to competence and the decision-making skills of hotel officers. However, this study further implied that the more competent the academic heads were, the better was their decision-making skill. It should be remembered that HEIs' operations, are regulated by the Commission on Higher Education (CHED), hence, any decision on HEIs policy decisions should adhere to these existing regulations. Therefore, while the subject academic heads in this study had very high, administrative leadership skill and competence, their decision-making skill, despite being very high could still be influenced and curtailed by CHED's standards and regulations.

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