**Research Article**

# Practices and Challenges of Academic Managers of a State Institution: Inputs for Succession Plan

Cecilia A. Geronimo[1]*, Raquel C. Adriano[2], Romeo D. C. Inasoria[3], Dolly P. Maroma[4]

[1]Civil Engineering Department, College of Engineering Bulacan State University 3000 City of Malolos, Bulacan, Philippines
[2]College of Information and Communications Technology Bulacan State University 3000 City of Malolos, Bulacan, Philippines
[3]College of Social Sciences and Philosophy Bulacan State University 3000 City of Malolos, Bulacan, Philippines
[4]College of Industrial Technology Bulacan State University 3000 City of Malolos, Bulacan, Philippines

**ABSTRACT**

The study focuses on the practices and challenges of academic managers of a state institution and consequently the results can be used as inputs for a succession plan. The study is a descriptive research and utilized mixed method of both quantitative and qualitative analysis. Survey questionnaire and questions for interviews were constructed and utilized purposive sampling technique for respondents and participants. All of the management practices were regularly executed while the challenges encountered were perceived demanding extra efforts to accomplish. Academic managers are expected to possess various characteristics such as competency, community assistance, accountability, dependability, conscientiousness, familiarization, and consistent struggle. The different ways of handling complaints/issues were as follows: organization resolution, objectivity, general references, and dialogue. The initiated programs/projects for improvement/enhancement were as follows: partnership and benchmarking, training, extension, internship programs, upgrading, support and upgrading. The training programs/ seminars needed to be attended were upgrading or professional development, and the plans for improvement were upgrading, support upgrading, and proficiency.

***Keywords**: Practices, Challenges, Academic managers, Succession plan*

# Introduction

Academic managers in a state institution play a critical role in ensuring the smooth functioning and success of the institution's educational programs. They oversee the development and implementation of academic policies, manage academic resources, and ensure that the institution's academic programs meet the highest quality standards. Academic managers work closely with faculty members, staff, and students to create a supportive, inclusive learning environment that fosters academic excellence. They are also responsible for ensuring that the institution's educational programs comply with state regulations and meet the needs of the community they serve. Overall, academic managers are essential to the success of state institutions and play a vital role in shaping the future of education.

State institutions' academic managers deal with a variety of procedures and difficulties in their work. They are in charge of managing faculty and staff, making sure that education is of high quality, supervising and directing academic activities inside the institution, and upholding academic standards generally. To adapt the curriculum to the changing demands of both industry and students, these managers are essential. They must keep up with the most recent advancements in their professions because they have to make sure the curriculum reflects such improvements. One of the biggest challenges is finding and keeping talented faculty members. To attract brilliant people, academic management must create efficient recruitment tactics. They must also offer faculty development opportunities through conferences, workshops, and research grants to improve their teaching and research capacities.

Managing the institution's academic budget is one of the most important duties of academic management. Funding for research, infrastructure development, student support services, and other academic endeavors are all included in this. Prioritizing expenditures is necessary to achieve optimal resource allocation and financial sustainability. Academic audits, program evaluations, and accreditation procedures are examples of quality assurance procedures that must be established and enforced to maintain and raise academic standards. For institutions to be effective, regular monitoring and evaluation of research production, student learning results, and teaching quality are crucial.

To improve student achievement, academic supervisors must establish a supportive learning atmosphere and offer assistance. This includes providing career counseling, setting up mentoring programs, making sure academic advice is effective, and cultivating a healthy school culture. They must also maintain an atmosphere of trust and respect by handling student complaints in academic procedures fairly and openly.

Academic managers now have to deal with the problem of incorporating technology into teaching and learning because of how quickly it is developing in the field. This entails embracing learning management systems, putting online evaluation tools into place, and encouraging teachers and students to be digitally literate. To guarantee the smooth integration of technology into the educational process, they must also evaluate and address infrastructural issues and offer technical assistance.

To interact with a variety of stakeholders, such as teachers, students, parents, government organizations, business partners, and the local community, academic managers are essential. Institutional success and community participation depend on establishing strong alliances and collaborations, attending to the demands and expectations of stakeholders, and keeping the lines of communication open.

Effective and efficient management techniques are essential for a state institution or any other organization where the activities of numerous departments, divisions, and sections must be coordinated and supervised. A state institution's academic managers are essential to the success and efficient operation of its educational initiatives. They manage academic resources, supervise the creation and application of academic policies, and guarantee that the institution's academic offerings are of the greatest caliber. Academic managers contribute to the development of a welcoming, inclusive learning environment that encourages academic success by collaborating closely with teachers, staff, and students. They are also in charge of attending to the needs of the

community they serve and making sure that state laws are followed.

The institution is led and strategically guided by academic management. They set the mission, vision, and goals of the organization and create plans to reach them. They play a crucial role in establishing academic standards, creating curricula, and putting policies into place that support the goals of the school. These managers make sure the curriculum satisfies academic standards set by pertinent governing bodies by working with faculty members to update and improve it in response to new trends and evolving educational requirements.

Another crucial duty of academic administrators is to preserve and improve the standard of instruction provided by the organization. They set up systems for ensuring quality, such as tracking and assessing instructional strategies, student progress, and instructional materials. They guarantee the delivery of high-quality education by collaborating closely with faculty members to offer support, direction, and chances for professional growth.

Academic managers are essential in the hiring, selection, and recruitment of faculty members in order to guarantee a group of capable and qualified teachers. They encourage teamwork, support faculty development initiatives, and offer guidance and assistance to improve the efficacy of instruction. Their employment directly affects student learning results by fostering a healthy work environment.

By supervising programs like career development, academic advising, and counseling, academic managers also help and mentor students. They guarantee that pupils have access to tools and chances that foster both their intellectual and personal development. They also respond to student concerns and work to establish a welcoming and inclusive learning environment for everyone.

Another crucial duty of academic managers is to guarantee adherence to the rules and guidelines established by the appropriate authorities. To preserve the institution's integrity and reputation, they coordinate with external stakeholders, including governmental organizations, accrediting authorities, and business partners, while managing administrative procedures, budgeting, and financial resources.

The institution's academic managers need to cultivate a culture of ongoing improvement. In addition to analyzing data, assessing institutional performance, and identifying opportunities for improvement, they promote innovation and the adoption of best practices in teaching and learning. Academic managers support the institution's ability to adapt to the changing needs of society and students by spearheading institutional development efforts.

Oftentimes, the Academic managers were designated without appropriate training to manage the faculty members and students, thus, the assigned tasks were not implemented fully which created issues, conflicts, and problems among the constituents. Academic managers in this study are the Deans and Program Chairs/Department Heads. With the various duties and responsibilities, Academic Managers must be provided training to enhance their soft and hard skills to respond to and implement the tasks assigned.

The objective of the study is to evaluate the practices and challenges encountered by Academic Managers in a State Institution and consequently use the results of the study as inputs in the succession plan.

## Related Literature and studies

The following related literature and studies were reviewed to guide and use as references for additional information in the conduct of our research.

Coral Pepper and Wendy Giles found five common patterns among academic managers in their 2014 study. The position's overwhelming nature was one of the main themes. Managing heavy workloads while juggling conflicting priorities is a common challenge for academic managers. They must be knowledgeable about complicated subjects, frequently in short amounts of time, thus they must take in and digest a lot of information. They also have a strong feeling of duty, but they frequently lack the authority to make important decisions. Because of this imbalance, they usually play a reactive role, handling operational problems more so than influencing strategy and policy.

The role requires quick answers due to its frequent demands. Study participants reported a constant stream of issues that needed daily

attention, time, and effort. Many academic managers reported that they had little time for introspection or proactive planning throughout the workday. This fast-paced setting can lead to stress and burnout and impede long-term strategic thinking.

A feeling of loneliness emerged as another theme. Feelings of loneliness resulted from academic supervisors frequently finding it difficult or inappropriate to voice their concerns to colleagues. Many academic managers reported a strong desire to lead others in spite of these obstacles. They viewed their positions as chances to create networks and important connections throughout their campuses, which would benefit both the school and their career development.

The ideal academic manager must possess many skills to be successful, including communication, leadership, strategy, time management, and vision. In terms of expertise, experience, and professional knowledge, they are frequently the best member of the team. Once promoted, they may or may not receive any training to be successful team leaders or mentor employees.

The academic managers are overworked with administrative duties as a result of their position and spends a lot of time in meetings. Due to a lack of leadership development or professional growth inside their business, many people have limited opportunities to move beyond their current position (Coachhub, 2022).

To improve their professional career trajectory, academic managers must undergo strategically planned growth due to their unique and difficult position (Watson, 2020). According to research by Adams-Dunford, Cuevas, and Neufeldt (2019), academic managers are seasoned experts with substantial responsibilities, yet they frequently do not have the final say in decisions. These managers carry out senior management priorities, act as liaison between various campus levels, and help the university fulfill its mission and objectives. Their responsibilities might range greatly, from managing a full department to supervising a single employee.

The majority of administrators in higher education institutions are academic managers, who also play some of the most challenging positions. By serving as information brokers, they link senior leaders and emerging professionals with chief student affairs officers, who are policymakers. Understanding the subtleties of the new role, managing staff, and adjusting to the school culture are some of the unique challenges that come with this position. The professional development and onboarding of mid-level academic managers is frequently less focused than that of senior executives and new hires. This disparity is known as the "barbell approach," in which businesses place a strong emphasis on junior and entry-level position growth while offering little assistance to middle-level employees. They deserve special consideration and possibilities for specialized growth because of their size and complexity.

Assuming such a diverse role enables academic managers to develop a unique and useful skill set that can improve their performance in any role. Networking opportunities are especially advantageous since they give academic managers a better grasp of the operations and organizational structure of the university. In addition to fostering professional development, these experiences improve their capacity to support institutional objectives and projects.

Strategic leadership training enhances the ability to express a strategic vision for the organization or a part of it and motivate and persuade others to support that vision. Coaching and mentoring to be a part of job training; the opportunity to work across different disciplines as well as networking with others would help perform job duties more effectively. Support networks are crucial to their success, including regular meetings with peers to exchange ideas (Creedy, 2022).

Moreover, Creedy (2022) states that the development needs of academic managers are sometimes not being fulfilled. The experienced leaders may believe they don't need to grow, thus they are unaware of the opportunities for further development. Academic managers believe they are too busy to attend trainings. They believe that their prior professional experience provided ample leadership development. The challenges faced by the academic managers are the following: conflict management; influencing up, down, and across; building and maintaining a network; selling and re-selling a

vision for the organizational future; and emotional intelligence on steroids.

The academic managers face challenges of transition from worker to manager. Most managers take time to settle into their leadership role after being promoted from the ranks. They struggle with the distinction between doing things and getting things done. (Rajagopal 2014).

According to the study by Pacadaljen, 2020 college deans are performing well across the four management functions of planning, organizing, leading, and controlling, particularly in terms of the extent of knowledge, importance, and implementation. However, the extent to which these functions are exercised still depends on the managers' managerial expertise, place value on exercising their roles, and how they carry out their duties. "Generally, the college deans are very much knowledgeable along planning and controlling as part of the exercise of their management functions while the department heads and faculty members view the college deans as much knowledgeable on their academic management functions."

Academic managers maintain academic excellence by observing, mentoring, and collaborating with faculty, implementing university and department policies, and conduct performance evaluations that are timely and constructive (SHRM 2023).

## Objectives

*General*: To evaluate the practices and challenges encountered by Academic Managers in a State Institution and consequently use the results of the study as inputs in the succession plan.

*Specific*:
1. To determine the best practices of academic managers being implemented in college/campus.
2. To describe the challenges encountered in the position/designation by the academic managers.
3. To determine the expectations after being promoted/assigned to the position as academic managers.
4. To describe the ways of handling complaints/issues by the academic managers.
5. To present the initiated programs/projects for improvement/enhancement of the department/college/campus
6. To determine the training programs/seminars need to be attended by the academic managers
7. To describe the academic managers' plan for improvement.

## Methods

The study focuses on the practices and challenges of academic managers in a state institution. The study is a descriptive research and utilized mixed methods, a combination of quantitative and qualitative analysis. The quantitative and qualitative analysis were based on practices, challenges encountered in the position/designation, expectations after being promoted/assigned to the position, ways of handling complaints/issues, initiated programs/projects for improvement/enhancement of the department/college/campus, training programs/seminars need to be attended, and academic managers' plan for improvement.

The study used a survey questionnaire which consisted of practices, and challenges encountered by Academic managers. The researchers constructed and requested for validation of the survey questionnaire and questions for the interview with three educational researchers. The researchers utilized purposive sampling technique. The questionnaire respondents were composed of 10% of the population of the faculty members and the interview participants were the selected academic managers of the state institution. The researchers distributed Face to Face the survey questionnaires, while the qualitative analysis was through face-to-face interviews. The Data Privacy Act of 2012 was indicated in the questionnaire and was discussed before the interview to ensure the confidentiality of their responses.

The Five point Likert scale was utilized in the quantitative analysis of the practices and challenges encountered by the academic managers.

| Likert-Scale Description | Likert-Scale | Likert-Scale Intervals |
|---|---|---|
| Never | 1 | 1.00-1.79 |
| Rarely | 2 | 1.80-2.59 |
| Sometimes | 3 | 2.60-3.39 |
| Often | 4 | 3.40-4.19 |
| Always | 5 | 4.20-5.00 |

## Results and Discussions

### *Practices of Academic Managers*

*Table 1a: Descriptive Measures of Practices of Academic Managers of a State Institution:Inputs for Succession Plan*

| Practices | Frequency | | | | | Weighted Mean: | Verbal Interpretation |
|---|---|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 | | |
| 1.Development and execution of college policy | 31 | 19 | 0 | 0 | 0 | 4.62 | Always |
| 2.Responsible for managing the faculty members in the institution | 32 | 16 | 2 | 0 | 0 | 4.60 | Always |
| 3.Establishing a supportive and productive work environment. | 34 | 14 | 2 | 0 | 0 | 4.64 | Always |
| 4. Updated with relevant educational policies, regulations, and legal requirements imposed by the state or regulatory bodies | 24 | 20 | 5 | 1 | 0 | 4.34 | Always |
| 5. Exercise of mature professional judgment in departmental personnel, program and budget matters, and balancing the roles of departmental chair | 30 | 17 | 3 | 0 | 0 | 4.54 | Always |
| 6. Provision of academic leadership to the department chair/head | 35 | 14 | 1 | 0 | 0 | 4.68 | Always |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 8. Managing administrative processes, budgeting, and financial resources | 19 | 23 | 7 | 1 | 0 | 4.20 | Always |
| 9. Fostering a culture of continuous improvement within the state institution | 35 | 12 | 3 | 0 | 0 | 4.64 | Always |
| 10. Keeping the department and the college administration in constant, transparent communication. | 35 | 14 | 1 | 0 | 0 | 4.68 | Always |
| 11. Maintenance of proactive stance toward diversity, policies, and activities | 30 | 17 | 3 | 0 | 0 | 4.54 | Always |
| 12. Importance of having leadership skills to guide others | 37 | 13 | 0 | 0 | 0 | 4.74 | Always |
| 13. Development and implementation of academic policies | 30 | 19 | 1 | 0 | 0 | 4.58 | Always |
| 14. Responsible for overseeing and leading the academic activities within the institution | 35 | 14 | 1 | 0 | 0 | 4.68 | Always |
| 15. Ability to think out of the box | 52 | 0 | 0 | 1 | 0 | 4.91 | Always |
| 16. Ability to make sound judgment in a short period of time | 30 | 16 | 3 | 1 | 0 | 4.50 | Always |
| 17. Ability to think of strategies | 32 | 14 | 3 | 1 | 0 | 4.54 | Always |
| 18. Ability to have time management | 28 | 17 | 4 | 1 | 0 | 4.44 | Always |
| 19. Ability to have a long-term vision | 27 | 18 | 4 | 1 | 0 | 4.42 | Always |
| 20. Recognizes and rewards excellence in teaching and faculty service. | 32 | 14 | 4 | 0 | 0 | 4.56 | Always |
| | | | | | | 4.56 | Always |

Table 1a shows the 20 predominant practices of academic managers in terms of their frequency performance in a state institution. Interestingly, all identified practices got a weighted mean score ranging from 4.20-4.91 which all fall to frequency interpretation of "Always", meaning a practice is most frequently being executed. Actually, the general average score of the practices is 4.56 with a verbal interpretation of "Always". All recognized practices seem to constitute necessary frequent tasks to perform to achieve productivity and goal targets. The practice of the "ability to think outside the box" got the highest weighted mean of 4.91 suggesting that academic managers are

keen of fostering creativity and innovation, as it often results in new and improved ideas, products, and services. It can also lead to better problem-solving, increased productivity, and more effective communication. Importance of having "leadership skills to guide others" is the most frequent practice of all garnering 37 Always category and has the second highest weighted mean of 4.74 implying that for academic managers possessing leadership skills are of primordial importance in the administration and supervision of academic units. The least frequent practice is "managing administrative processes, budgeting, and financial resources" which garnered 4.20 mean score. It

has the lowest Always frequency score of 19. It could mean that for academic managers these practices are seldom occupy their day-to- day main tasks.

Generally, since all identified relevant management practices are being executed regularly ("Always"), this would mean that institutional plans and targets are being sustained towards attaining productivity goals. It follows then those academic managers are dynamic, energetic assets or contributors to expected attainment of goals and objectives of the academic institution.

In summary, the findings highlight that academic managers consistently engage in key leadership and innovation-driven practices, reinforcing their role in sustaining institutional productivity and achieving organizational goals.

*Table 1b: Thematic Analysis on Best Practices Implemented in Colleges/Campus*

| Interview Extract | Code | Generated Theme |
|---|---|---|
| Faculty A: "Student Exchange Program/Student Internship Abroad Program in Thailand, in partnership with Dongying No.1 High School (Online English and Mandarin Classes)." | Student Exchange Program | International immersion |
| Faculty B: "Consultation with department heads about academic matters, support from the faculty, chancellor, supervisors and rest of administration, freedom to decide on matters as agreed by the dean. | Consultation and support from faculty and administrators | Community Engagement |
| Faculty C: "The department is actively participating in research conferences and academic competitions such as PSITE, IRCITE, and others." | Research conferences and academic competition participation | Academic Exploration |
| Faculty D: "International linkages and collaborations of the campus through student exchange programs in Thailand or China, active participation of faculty members in research engagements and extension services, and implementation of a quality management system through ISO accreditation." | International student exchange program and active participation of faculty in research, extension and ISO accreditation | International immersion |
| Faculty E: "Involvement in the Philippine Quality Award (PQA) Accreditation and ISO Quality Management System; faculty, students, and stakeholders are engaged. There are linkages for international teaching and study for our students, particularly in Thailand or China. All faculty are engaged in research and extension projects and services." | Philippine Quality Award Accreditation and ISO Quality Mgt. System involvement. International linkages for teaching and student studies. Faculty engagement in research, extension and services | Quality assurance |
| Faculty F: "International linkages and collaborations of the campus through student exchange programs in Thailand and China, active participation of faculty members in research engagement and external reviews, and implementation of a quality management system through ISO accreditation." | International student exchange program and active participation of faculty in research, extension and ISO accreditation | International immersion |
| Faculty G: "Support of faculty to their Program Chairs and department heads." | Faculty support for Program Chairs and Department Heads | Community engagement |
| Faculty H: "Involved in the Philippine Quality Award (PQA), and ISO Quality Management System, faculty, students and stakeholders; Linkages in International Teaching and Study of our students particularly in Thailand and China. All faculty are engaged in research and extension projects and services." | Philippine Quality Award Accreditation and ISO Quality Mgt. System involvement. International linkages for teaching and student studies. Faculty engagement in research, extension and services | Quality assurance. |
| Faculty I: "The presentation of research proposal by proponents during an in- house review of proposals. This practice strengthened the culture of research in the campus." | Participation in the in- house review of research proposals | Academic Exploration |
| Faculty J: Best practices of the college are the following: Regular monthly meeting with campus administrator for updates, sharing of ideas and consultation, proper coordination and designation of work with faculty and NAP, some of the extracurricular works can be designated to NAP if needed to deload those to faculty (e.g. intramurals matters and QA matters) and immediate action to student's needs (e.g. student counselling and students behavior correction)." | Regular monthly meeting for updates and consultation with faculty and students | Community engagement |
| Faculty K: "Support of faculty to their program chairs and department heads and having a camaraderie akin to that of family members." | Faculty support for Program Chairs and Department Heads | Community engagement |
| Faculty L: "Teachers participation in faculty development such as syllabus creation, evaluation of students' programs and exam. Commitment to society through rendering extension programs to partner institutions or LGU." | Faculty development program. Extension programs to partner institutions and LGU. | Faculty Empowerment |

| | | |
|---|---|---|
| *Faculty M: "The campus encourage faculty to employ diverse teaching methods to accommodate different learning style."* | Innovative teaching methods. | Academic Exploration |
| *Faculty N: "Consultation on scheduled preference, survey on request of specific subject/course to be taught and one on one faculty evaluation result conference."* | Faculty consultation/evaluation on assigned courses | Faculty Empowerment |
| *Faculty O: "Mentoring of Campus Dean (Campus Director) upon promotion, easy access to library and facilities, conducive learning, environment in congruence to Dark Green University and conducive faculty area setting."* | Mentoring by Campus Director on relevant academic matters | Community engagement |
| *Faculty P: "The culture of cleanliness and mutual respect for all members of the community is being implemented in the SRC campus as well vigorous study habits to prepare the students in their future field of work."* | Culture of Cleanliness and Mutual Respect among community members | Community engagement |
| *Faculty Q: "Designating a LET (Licensure Examination for Teachers) coordinator, Implementing a Special Topics Review for General Education & Professional Education Subjects, Conducting a LET Readiness Test (a Diagnostic Exam for LET Teachers), Inclusion of Prepared Questionnaires to Midterm and Final Term Examination from LET Reviewers, Invitation to Different LET Review Centers and Conducting of Research colloquia, Gold Gear Awards, Free Online LET Mock Review."* | Designating/coordinating LET Program | Faculty Empowerment |

Table 1b shows interviews regarding the best practices implemented in colleges/ universities. Based from interview extracts, common generated themes are Community engagement (from 6 out of 17 participants), Academic exploration (from 3 out of 17 participants), Faculty empowerment (from 3 out of 17 participants), International immersion (from 3 out of 17 participants), and Quality assurance (from 2 out of 17 participants).

The table shows that for majority of participants, the practice of community engagement like faculty mentoring and support, having regular meeting and consultation seemed the most implemented best practice among colleges and campuses. It could mean that faculty and academic managers' active engagement with one another ranks among the priority standard in academic communities as it can solicit better responsiveness and transparency among stakeholders. It can also bring about informed decision making and productive relationships.

Three interrelated themes, academic exploration, faculty empowerment and international immersion all were ranked by 3 participants each as implemented best practices in their colleges or campuses. These practices include regular faculty meeting/consultation, international exchange program that provide positive developments for the continuous improvement of the colleges or campuses.

The last but not necessarily least of the themes is the priority given to quality assurance that include undergoing course offerings accreditation and ISO Quality management system evaluation best practices to at least 2 participants. These practices are particularly beneficial to sustain and enhance quality assurance in academic operations.

Succession planning is a crucial component of organizational success, as it ensures a smooth transition of leadership and talent within an organization. Best practices are not only something positive that are known to produce good results that ought to be replicated but are regarded to be most effective approaches to produce optimal accomplishments. An organization is usually known for its best practices. It is therefore often a recommendation to be included in succession inputs.

In summary, the findings indicate that community engagement remains the prominent best practice in academic institutions, emphasizing the importance of collaboration and transparency. Meanwhile, academic exploration, faculty empowerment, and international immersion contribute to continuous institutional growth. Lastly, quality assurance practices, though mentioned by fewer participants, play a crucial role in maintaining academic excellence. Collectively, these best practices reinforce the importance of strategic planning and institutional improvement in higher education.

*Table 2a: Descriptive Measures of Challenges of Academic Managers of a State Institution: Inputs for Succession Plan*

| Challenges | Frequency | | | | | Weighted Mean | Verbal Interpretation |
|---|---|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 | | |
| 1. Implementation of meaningful reforms | | 7 | 1 | 0 | | 4.04 | Agree |
| 2. The position's requirements are overwhelming. | | 10 | 2 | 2 | | 3.86 | Agree |
| 3. Conflict Management | 10 | 14 | 13 | 7 | 6 | 3.30 | Neutral |
| 4. Transition from worker to manager, adjusting to the demands of the new role. | | 5 | 6 | 1 | | 3.80 | Agree |
| 5. There is a minimal opportunity for advancement beyond my current level. | 5 | | | 5 | 6 | 3.12 | Neutral |
| 6. I find it difficult to balance competing priorities while handling a heavy workload. | 8 | | | 7 | 5 | 3.34 | Neutral |
| 7. I have a lot of responsibility but insufficient authority. | 4 | | | 11 | 6 | 2.88 | Neutral |
| 8. I must be perpetually reactive. | 5 | | | 10 | 8 | 3.86 | Neutral |
| 9. I am being effective in my position. | | 6 | 0 | 0 | | 4.24 | Strongly Agree |
| 10. Subordinates are not well versed in complicated issues. | 4 | | | 15 | 8 | 2.70 | Neutral |
| 11. Balancing Financial Resources/managing the institution's budget allocated for academic purposes | | 15 | 3 | 1 | | 3.84 | Agree |
| 12. Inability to adapt to university challenges | 2 | | 10 | 15 | 21 | 2.89 | Disagree |
| 13. Ability to lead others within the organization | | | 3 | 3 | 3 | 4.86 | Agree |
| 14. Lack of recreation and relaxation | | 10 | 7 | 4 | | 3.80 | Agree |
| 15. Worrying about English speaking and presentation skills | 0 | | | 11 | 20 | 2.04 | Disagree |
| 16. Lack of practical and analytical skills | 1 | 7 | 5 | 15 | 22 | 2.00 | Disagree |
| 17. Lack of communication between students and faculty | 2 | 3 | 8 | 10 | 27 | 1.86 | Disagree |
| 18. Lack of leadership training or professional development | 3 | 5 | 12 | 13 | 17 | 2.28 | Disagree |
| 19. Shortage of academic staff | 11 | 12 | 06 | 8 | 2 | 3.42 | Agree |
| 20. Maintaining and improving academic standards | 20 | 19 | 6 | 4 | 1 | 4.86 | Agree |
| | | | | | | 1.82 | Neutral |

While constant practices by academic managers are expected tasks in their day-to-day operational supervision, addressing challenges for needed innovations or transformations may occur as demand arises. As it may, to accommodate and encounter challenges vary depending upon the concerns or priorities of the academic managers or the particular institution in general. Table 2a shows these varying realities. Eight different challenges acquire an "Agree" verbal interpretation (ranging from 3.42 – 4.14 weighted mean scores) that manifest a likelihood that majority of identified challenges are being considered or approved of by the managers as relevant to academic unit's ongoing productivity program. For "being effective in the position" challenge got only the "Strongly Agree" interpretation with the highest weighted mean of 4.24. It may mean that of all 20 enumerated challenges possibly encountered by the academic managers this challenge to stay effective is an affirmation of an obligation to remain responsible academic managers. Of all the identified challenges, "being effective" is what is called for as an academic manager. Six different challenges possessed a "Neutral" verbal interpretation (2.70-3.30 weighted mean scores). Actually, the overall weighted mean is 2.92 which carry a Neutral interpretation. These challenges are considered "Uncertain" challenges or still unresolve or open to question. Five challenges obtain a "Disagree"

verbal interpretation the weighted mean scores were from 1.86-2.28. Upon examining, these challenges which are in negative form (i.e. lack of communication, etc.) so that the "Disagree" perceptions have positive, productive connotations.

In comparing the results of Table 1a and 2a, all identified practices are uniformly executed (always). This would mean that the academic managers are capable of sustaining the relevant and important practices in their day-to-day supervision of academic units. These practices may be considered as uncomplicated tasks and therefore can be performed with ease and becomes part of daily management habits. The challenges, on the other hand, which may be perceived as something demanding that needs extra effort to accomplish, have been accommodated by academic managers in varying degrees.

In summary, the findings suggest that while academic managers easily sustain daily practices, challenges require varying levels of effort to address. The strong emphasis on "being effective in the position" highlights their commitment to leadership, while neutral and disagree-rated challenges indicate uncertainties or lesser concerns. Overall, sustaining best practices is manageable, but overcoming challenges demands adaptive strategies and institutional support.

*Table 2b: Thematic Analysis on the Challenges Encountered in Position/Designation*

| Interview Extract | Code | Theme |
|---|---|---|
| Faculty A: *"One of that I encountered was knowing the people and how the system works. I Had been teaching at the university for only three years when I was appointed to serve as Department Head. In addition to that I have to lead the department where most of the faculty members are educated with the university longer than I am."* | Knowledge about the people and the system | Familiarization |
| Faculty B: *"Lack of budget, delay in the approval of PPMP & other resources for facility improvement, Proximity to the institution whenever meeting is necessary, overload of work and failed bidding".* | Budget approval processes | Budget management |
| Faculty C: *"The most challenging is that the position needs to accomplish tasks at the same time. Moreover, there are some additional tasks given from other offices."* | Accomplishing Multi-tasks | Multiple responsibilities |
| Faculty D: *"Projects implementation due to fiscal constraints the campus budgetary allocation is dependent on the prioritization of the university administration and time management due to overlapping of school activities such as programs accreditations, ISO accredit certification, PQA and etc."* | Time management and Budgetary allocation priorities. | Prioritization Management |
| Faculty E: *"There are many administrative positions w/ Directors and assigned personnel that give many directives, activities and submitted reports. Because of this, our main function as teachers was being affected. Reimbursement of financial expenses was very slow because of many offices that checked the documents."* | Multiple bosses to satisfy with | Multiple responsibilities |

| Interview Extract | Code | Theme |
|---|---|---|
| Faculty F: *"Project Implementation due to fiscal constraints the campus budgetary allocation is dependent on the prioritization of the university administration and time management due to overlapping of school activities such as program accreditation, ISO Audit Certification, PQA, and etc."* | Overlapping activities to accomplish | Multiple responsibilities |
| Faculty G: *"Involvement in other tasks such as ISO accreditation which has so many meetings that hinders us a lot in teaching. We were always not on class because of ISO meetings which most can just be conducted online so the classes won't be affected so much."* | Class interruptions due to complying with other assigned tasks | Multiple responsibilities |
| Faculty H: "There are many administrative positions with directors and assigned personnel who gave many directives, activities and submitted reports. Because of this, our main function as teachers was being affected. Reimbursement of financial expenses was very slow because of many offices that check the documents". | Multiple bosses to satisfy with | Multiple responsibilities |
| Faculty I: "The implementation of proper channeling of communication by faculty proponents/ researches." | Workplace communication problem | Communication management |
| Faculty J: "With regards the loading and scheduling, it is hard to match the teaching load of faculty who are teaching also in the main campus. There should be a complete roster of faculty who were in-house both in general education objects and major subject." | Teaching load scheduling | Loading management |
| Faculty K: "Involve in other tasks such as ISO accreditation which has so many meetings that hinders us a lot in teaching. We were always not class because of ISO meetings which most can just be conducted online so the classes won't be affected as much." | Class interruptions due to complying with other assigned tasks | Multiple responsibilities |
| Faculty L: "Management in time between supervising, participating in university wide matters and teaching my subject loads." | Multitasking conflicts | Multiple responsibilities |
| Faculty M: "Balancing time between research, teaching and other responsibilities can be challenging." | Multitasking conflicts | Multiple responsibilities |
| Faculty N: "In a department, if you are under a head, it is hard to implement policies, because they do not adhere to the policy being implemented; overlap of function." | Policy compliance | Policy compliance |
| Faculty O: "Faculty loading (lack of faculty on board) and materials for return demonstrations." | Lack of available faculty | Loading management |
| Faculty P: "The only challenge that I have encountered is on the schedule of program chairs meeting as it coincides with my class schedule. Common vacant time is recommended for the second semester." | Class interruptions due to complying with other assigned tasks | Multiple responsibilities |
| Faculty Q: "Handling subordinates of different working attitudes, ethics, & values." | Personality differences | Human Resource management |

It is given that being an academic manager is overwhelmed with numerous challenges to efficiently perform the job. Table 2b proclaims a list of these challenges encountered by academic managers. The most common challenge encountered by participants (9 out of 17) is having multiple responsibilities. It seemed that being an academic manager is associated with trust and confidence and possession of knowledge and skills so much so that the academic manager is given multiple tasks knowing the person can unquestionably accomplish things. Another commonly encountered challenges of the academic managers have something to do with different management concentrations (loading management: 2 challenges;

prioritization management: 1 challenge; human resource management: 1 challenge; communication management: 1 challenge; budget management: 1 challenge). This list shows that management matters are a huge preoccupation of academic managers since these management challenges are essential inclusions in the supervision of academic units. They are managers and therefore need to familiarize themselves with management tools and approaches which may bring about challenges in the performance of their duties. Another essential challenge in the position/designation is the familiarization of the systems and organizational processes so the manager can be fully knowledgeable and in control of the whole organizational set up. This

challenge can provide the person with enlightenment to deal with things appropriately. Last among the challenges is the one that deals with policy compliance. It seemed a challenge in monitoring compliances to the rules and regulations of the organization is an essential supervisory apparatus.

In general, these challenges are necessary demands in choosing a potential successor. Being pressured by academic challenges can make or unmake an efficient and responsible manager.

In summary, these challenges highlight the demanding nature of academic management, where multiple responsibilities and management concerns require adaptability and expertise. Navigating these challenges is crucial in developing competent and responsible academic leaders, making them key considerations in succession planning.

*Table 3: Thematic Analysis on Expectations after Being Promoted/Assigned to The Position*

| Interview Extract | Code | Theme |
|---|---|---|
| **Faculty A:** *"I expect to learn more about managing a department like ours and to improve myself personally and professionally along the way."* | Capability in management | Competency |
| **Faculty B:** *"Nothing, really. But I'm glad with all the support I am getting from the admin, faculty & students."* | Get Community support | Community assistance |
| **Faculty C:** *"Accomplished all the expected work/tasks. Monitoring the progress and performance of the department."* | Supervisory function | Competency |
| **Faculty D:** "I have no expectations but to serve the university to the best of my abilities & capabilities." | Serve to the fullest | Accountability |
| **Faculty E:** "Accomplished all the expected work/tasks. Monitoring the progress and performance of the department." | Supervisory function | Competency |
| **Faculty F:** "I have no expectation but to serve the university to the best of my abilities and capabilities." | Serve to the fullest | Accountability |
| **Faculty G:** "The COPC Certificate of compliance for BSCPE and BSIE more achieved will poor our college to reach even greater heights. My expectations include work involving this COPC application and the ton of work that goes with it." | Accomplish COPC | Dependability |
| **Faculty H:** "More of professional and emotional growth." | Professional and emotional growth | Competency |
| **Faculty I:** "I will have additional workload aside from teaching and being an S.T. Supervisor." | Additional tasks beside teaching | Dependability |
| **Faculty J:** "To have a harmonious relationship with my co-program chairs so that works and transactions become smooth in a way, to help the program to reach its goals, one of these is to produce graduates equipped with skills, knowledge and good behavior and to push the program in greater heights such as in QA." | Work harmoniously with subordinates | Conscientiousness |
| **Faculty K:** "The COPC certificate of compliance for BSCpE and BSIE made achieved will propel our college to reach ever greater heights. My expectations include work involving this COPC application and the ton of work that goes with it." | Work for the submission of COPC | Conscientiousness |
| **Faculty L:** "Additional workloads." | Additional tasks | Dependability |
| **Faculty M:** "Responsibilities may extend to involvement in university-wide committees and initiative." | Additional tasks | Dependability |
| **Faculty N: "There will be a proper turn-over of documents and other materials and there will be orientation/training to be implemented for the new assigned position/designation given."** | Orientation and training | Familiarization |
| **Faculty O: "Continuous challenge because SRC is still a working progress."** | Continuous challenges | Consistent struggle |
| **Faculty P: "Having a designation as program chair in psychology is a special administrative task that needs collaboration with both the head of the campus and the students. This is both an opportunity and responsibility."** | Opportunity and responsibility | Community assistance |
| **Faculty Q: "There will be additional duties, tasks, and obligations."** | Aditional tasks | Dependability |

Table 3 shows expectations after being promoted/assigned to the position. Being competent is the most common expectation for a promoted manager to become (narratives from 4 participants). Of all the qualities that the manager should possess being competent in the performance of duties and responsibilities is second to none. It is therefore a word of high praise to compliment or state an opinion that nobody can disagree with. Another essential expectation is dependability (4 participants). A person of high position is expected to be a man of trust and reliability, one you can depend on. Another essential expectation for academic managers which is very much related to dependability, is the sense of accountability with 2 participants prioritizing this. An academic manager is expected to be accountable as it delivers higher workplace morale leading to higher commitment to work. Being conscientious (2 participants) is an expected trait in an academic manager as to become a successful supervisor the person must be honest, honorable, just, scrupulous and upright. An academic manager no matter how competent he/she may be needs the support and valuable assistance from the community to accomplish things efficiently. Expected therefore for an academic manager to perform well is the community support (2 participants) to get things done. Consistent struggle to reconcile with the new workplace environment is expected of someone who may be unfamiliar with the work as academic manager. To make an effort to become aware and knowledgeable of the higher position is expected of someone to become more familiar with the new designation.

These are common aspirations to work out by someone who is still unfamiliar or new to the position or designation in the academic organization. In matters of succession, these manifested expectations can provide essential picture to consider in analyzing the proposed innovations/programs of the candidate for the position.

The data highlights the key expectations for academic managers after being promoted or assigned to a position. Competence is the most valued trait, as four participants emphasized the need for managers to effectively perform their duties and responsibilities. Dependability, also noted by four participants, is crucial for building trust and reliability. Accountability and conscientiousness are equally important, with two participants each highlighting these traits. Additionally, community support is seen as vital for managers to execute their roles efficiently. Managers are also expected to adapt to their new roles, demonstrating awareness and familiarity with their responsibilities. These expectations are important considerations in succession planning and assessing candidates for leadership positions.

*Table 4: Thematic Analysis on Ways of Handling Complaints/Issue*

| Interview Extract | Code | Theme |
|---|---|---|
| **Faculty A:** *"If it is a student concern, it is usually handled first by the class adviser. If it is not resolved on the program chair. Only when the program chair could not resolve the issue that is will be sent to my office for proper resolution. At my level, I would call the parties involved and look for the best possible solution for all the parties concerned."* | Complaint resolution through a proper procedure | Organization resolution |
| **Faculty B:** *"I handle complaints /issues objectively. Setting aside much of emotions and focus on the issues & solutions to it. If needed, I consult the dean for feedbacks /suggestions."* | Impartiality | Objectivity |
| **Faculty C:** *"First, the adviser talks to the concern student. Second, It will report to the department head. Third, there will not be addressed by the department it will bring up to the office of campus dean."* | Complaint resolution through a process | Organization resolution |
| **Faculty D:** *"Settle the issues within our level if possible, however if the issues aggravated. We just implement the policies of guidelines written in the student & faculty manuals."* | Settle issues internally | Organization resolution |
| **Faculty E:** *"First, the adviser talks to the concern student. Second, a will report to the department Head. Third, there will be a conference meeting with all the concern people, adviser, and department head. Fourth, if the concern will not be addressed by the department it will bring up to the office of the campus dean."* | Complaint resolution through a process | Organization resolution |
| **Faculty F:** *"Settle the issues with our level of possible, however if the issues aggressive we just* | Settle issues internally | Organization resolution |

| Interview Extract | Code | Theme |
|---|---|---|
| *implement the policies and guidelines written in the student and faculty manuals.”* | | |
| **Faculty G:** *“I resolve it formally and informally. Communication is very important and listening impractically also helps a lot.”* | Resolve issues practically | Objectivity |
| **Faculty H:** *“Involve the faculty or students concerned with the assigned committee and refer to the faculty or student's manual for reference of decision or procedures.”* | Faculty and student manuals as references | General references |
| **Faculty I:** *“I explain or discuss matters based on the research manual or approved protocols.”* | Faculty and student manuals as references | General references |
| **Faculty J:** *“Assess the issue/compliant, then consult this to my superiors for possible actions to make and finally talk to the persons involve to solve the issue. I should handle the issue with confidentiality.”* | Settle issues internally | Organization resolution |
| **Faculty K:** *“Assess the issue/compliant, then consult this to my superiors for possible actions to make and finally talk to the persons involve to solve the issue. I should handle the issue with confidentiality.”* | Settle issues internally | Organization resolution |
| **Faculty L:** *“Talk privately with the complainant, listening carefully to both parties that is involved in the issue.”* | Settle issues internally | Organization resolution |
| **Faculty M:** *“Listen attentively without interrupting, allowing them to express their concerns fully.”* | Settle issues internally | Organization resolution |
| **Faculty N:** *“Issue on implementing the rule of HRMO for faculty who are returnee. Faculty (non-regular) who are having full-time affiliation to other private academic institution and at the same time full-time affiliation at BulSU. I was able to implement what is just and connected at the old practice.”* | Traditional practice of settling issues | General references |
| **Faculty O:** *“Policy-guided Approach and Chain of Command Approach.”* | Policy-guided approach | General reference |
| **Faculty P:** *“For some issues concerning students, we usually handle it through dialogue with the stakeholders involved.”* | Dialogue | Dialogue |
| **Faculty Q:** *“Hear first the story of both sides, analyze the situation before setting a meeting with them.”* | Objectivity | Objectivity |

Table 4 reveals the thematic analysis on ways of handling complaints/issue. Most preferred ways in handling issues or complaints is through organizational resolutions with 9 participants selected this approach. It seemed that many pick it out because these people believed in the power and credibility of an organizational process in a more comprehensive assessment of providing solutions to problems encountered by the academic community. They see it as most democratic way by giving all stakeholders the opportunity to participate in solving the issue. Next most popular approach in dealing with issues and concerns is to make use of general references like manuals, existing policies to guide stakeholders in coming out with the best possible solution to the complaints or issues that beset the organization (4 participants proposed this approach). Another relevant means of settling issues is by being objective or impartial (3 proposals), hearing the arguments of involved parties to analyze their concerns. This can be done also through a meaningful dialogue as suggested by one participant.

All approaches suggested by participants in handling issues and concerns are relevant and useful depending on the gravity of the matter and the stakeholders who are involved. These strategies surely worked so well in their own particular cases. As part of succession input, these proposals should be accepted as relevant ways or means to promote meaningful settlement of issues and problems that may beset the academic community.

The data highlights that the most preferred approach to handle complaints is through organizational resolutions, chosen by nine participants for its credibility, democratic nature, and inclusiveness. Four participants suggested using manuals and existing policies to guide stakeholders in resolving issues, promoting consistency and fairness. Three proposals emphasized objectivity and impartiality by analyzing the concerns of all parties involved, while one participant recommended open dialogue for transparent communication. All proposed strategies are valuable depending on the situation, and integrating these approaches into succession planning will help maintain a positive and responsive academic environment.

*Table 5: Thematic Analysis on Initiated Programs/Projects for Improvement/Enhancement of the Department College/Campus*

| Interview Extract | Code | Theme |
|---|---|---|
| **Faculty A:** *"Partnerships and benchmarking activities w/universities and institutions (here the Philippines and abroad) and Student mobility (students exchange program/student internship abroad program."* | Partnership and benchmarking | Partnership and benchmarking |
| **Faculty B:** *"NCII for students, Extension work involving all faculty & selected students. Training for faculty & students (spearheaded /supported), Internship (international) plans, Following up requests for laboratory needs, Expose student in other institutions activities and Ensuring that programs objectives are being met."* | Training, extension, internship programs | Training, extension, internship programs |
| **Faculty C:** *No response.* | No response | |
| **Faculty D:** *"Infrastructures development such as construction of administration building, academic building, renovation of classrooms, laboratories and other school facilities, Curricular programs are subjected to accreditation and Upgrade the educational qualifications of the faculty by requesting them to finish their Graduate programs of attend trainings and seminars."* | Infrastructure development; accreditation of programs; educational upgrading | Upgrading |
| **Faculty E:** *No response.* | No response | |
| **Faculty F:** *"Infrastructure developments such as construction of administration building, academic building, renovation of classroom, laboratories and other school facilities. Curricular program are subjects to accreditation and Upgrade the educational qualification of the faculty by requiring them to finish their Graduate program and attend trainings and seminars."* | Infrastructure development; accreditation of programs; educational upgrading | Upgrading |
| **Faculty G:** *"Research and extension projects for the college that will help in our COPC Compliance. The condition of our rooms and the improvement of our laboratory rooms are of primary consideration. The schedules of the students and faculty members are also considered greatly."* | Research and extension programs. Facilities upgrading | Upgrading |
| **Faculty H:** *"Waste management things LAW to Home Lessening All Plastic Wastes) and Contribute for the accreditation Program of the department."* | Undergoing accreditation programs | Upgrading |
| **Faculty I:** *"Poster exhibit presentation in the college of education."* | Exhibit presentation | Upgrading |
| **Faculty J:** "Since the campus is new, we should start our research and extension programs right and aligned to the skills that the manpower of the campus can offer the expertise and/or strengths." | Research and extension program enhancement | Upgrading |
| **Faculty K:** "Research and extension projects for the college that will help in our COPC compliance. The condition of our rooms and the improvement of our laboratory rooms are of primary considerations. The schedules of the students and faculty members are also considered greatly." | Research and extension programs. Facilities upgrading | Upgrading |
| **Faculty L:** "Developing the professional growth of the faculty by providing trainings and seminars." | Faculty development program | Upgrading |
| **Faculty M:** "Enhancing the professional development of the faculty by offering a workshop, seminars, and training sessions." | Faculty development program | Upgrading |
| **Faculty N:** "Proper program evaluation for every student, designating faculty advisers to handle a section for 4 years (from entrance to graduation for monitoring purposes and guidance), giving academic program for irregular students to serve as their plan to finish the program, designed the QETEd (Qualifying Exam for Teachers Ed), designed KUMPAS program for Demonstration Festival, provided guidance/criteria for loading, faculty monitoring (face-to-face) and routine mode." | Proper mentoring and monitoring of students' academic development | Support and upgrading |

| Interview Extract | Code | Theme |
|---|---|---|
| **Faculty O:** "Mentoring/Buddy System in Lecture/ Community/ Laboratory Setting, Rationalization after Major examinations/quizzes and Mentoring/ Buddy System/ Team Teaching among new/old faculty members." | Proper mentoring and monitoring of students' academic development | Support and upgrading |
| **Faculty P:** "So far, I am on the process of attending training for Psychological Assessment Materials as it is deemed necessary for other stakeholders who will be needing their materials for clinical or counseling purposes." | Faculty development program | Upgrading |
| **Faculty Q:** "Hear first the story of both sides, analyze the situation before setting a meeting with them." | Proper analysis of situations | Upgrading |

Table 5 shows thematic analysis on initiated programs/projects for improvement/enhancement of the department College/Campus. The participants have proposed projects and programs for the improvement or enhancement of the academic unit. The most common proposal (12 out of 14 suggestions) has something to do with general upgrading (Infrastructure and academic programs). For them, additional construction and improvement of existing physical buildings are essential to conducive learning environment. Upgrading and proposing new academic programs to cater to diverse interests of the students are very innovative goals to achieve. Partnership and benchmarking programs are important categories in improvement and enhancement of academic units. Collaborative works play a crucial role in sharing resources to further enhance the units' capabilities. Benchmarking is very important to uplift the standard of education. Another proposal for enhancement is the continuous training and education of the stakeholders including extension and internship programs. Teachers need to be continuously trained and educated and be innovative/creative so they can provide students with updated knowledge and skills training as the world is getting more technologically advance so students may not be left behind.

These proposed enhancements and innovative strategies must be sustained to produce the expected good results. In doing so, succession input must include these proposals so there will be continuity of concerted efforts to become a better academic unit.

The data highlights proposed programs and projects to improve academic units, with most suggestions focusing on general upgrading, including infrastructure and academic programs. Participants emphasized the need for better facilities, new academic programs to address diverse student interests, and partnership and benchmarking initiatives to enhance standards. Continuous training for teachers, along with extension and internship programs, was also proposed to keep pace with technological advancements. To ensure sustained progress, these strategies should be included in succession planning for a stronger academic community.

*Table 6: Thematic Analysis on Training Programs/Seminars need to be attended*

| Interview Extract | Code | Theme |
|---|---|---|
| **Faculty A:** *"Seminars on management and leadership and Seminars on research (data quantitative analysis)."* | Seminars on research, leadership and management | Upgrading |
| **Faculty B:** *"Industry immersion /training, Leadership training /seminars and Specialized courses for all the faculty."* | Industry immersion, leadership training/seminars; special courses for faculty | Upgrading |
| **Faculty C:** *"Leadership training."* | Leadership training | Upgrading |
| **Faculty D:** *"Training/Seminars that would improve the faculty & staff capability /capacity in terms of teaching are of technology and work ethics."* | Faculty and staff capability building training/seminars | Upgrading |
| **Faculty E:** *"Leadership training."* | Leadership training | Upgrading |
| **Faculty F:** *"Training/ Seminars that would improve the faculty and staff capabilities/capacity in terms of teaching are of technology and work ethics."* | Faculty and staff capability building training/seminars | Upgrading |

| | | |
|---|---|---|
| **Faculty G:** *"Leadership seminar, stress management, personality management."* | Leadership, stress and personality management seminars | Upgrading |
| **Faculty H:** *"Leadership and Enhancement Program and Systems Management Activities."* | Leadership and system management program/seminars | Upgrading |
| **Faculty I:** *"Workshop or trainings as a peer reviewer of research."* | Research peer reviewing seminar/training | Upgrading |
| **Faculty J:** *"Training programs/seminars to the department of managerial skills and in accordance with our expertise, example in my case about biological techniques, innovations in biology quantitative research and others."* | Management training program | Upgrading |
| **Faculty K:** *"Leadership seminar, stress management, personality management."* | Leadership, stress and personality management seminars | Upgrading |
| **Faculty L:** *"Technical workshop concerning to additional Knowledge in creating new teaching paraphernalia."* | Technical expertise program | Upgrading |
| **Faculty M:** *"Training/seminar that will enhance the specialties of the faculty."* | Faculty specialization training /seminar | Upgrading |
| **Faculty N:** *"As an educator whose specialization in Science, intense laboratory training and management seminars exposure on international relatives for internalization of the program being managed."* | Laboratory expertise program | Upgrading |

Table 6 reveals the thematic analysis on training programs/seminars that need to be attended. All participants are united in the idea that all training programs and seminars that need to be involved are relevant for their continuous upgrading. This would mean that the participants are very much willing to be enhanced not only for their own good but for the sake and welfare of the academic community in general. Diverse training and seminars and research efforts are enumerated to specifically boost a particular focus of improvement and enhancement of expected standard.

The upgrading of resources as proposed by participants is an indispensable aim to carry on with the realization of the university vision, mission and goals of quality education for the good of the community. It must be a part of the succession input to continue the tradition of "Excellence in the institution".

The thematic analysis underscores the participants' strong commitment to attending relevant training programs and seminars for continuous upgrading. Their willingness to enhance their skills and knowledge is not only for personal growth but also for the welfare of the entire academic community. The proposed diverse training, seminars, and research efforts aim to address specific areas of improvement and uphold expected standards. Upgrading resources is seen as essential to achieving the university's vision, mission, and goals of delivering quality education to benefit the community. This should be integrated into succession planning to maintain the institution's tradition of excellence.

*Table 7: Thematic Analysis on Plans for Improvement*

| Interview Extract | Code | Theme |
|---|---|---|
| **Faculty A:** *"I would like to improve post graduate students and attend more trainings/seminars on my field of specialization and on educational management leadership."* | Attend more seminars/trainings | Upgrading |
| **Faculty B:** *"Establish & strengthen linkages to industry & other stakeholders, Continual request for laboratory improvements (I hope the requests will be granted), Additional exposure for faculty & students, International presentation /publication (Both students and faculty), For us to have our own laboratory custodian and Ask alumni support for the* | Establish/strengthen linkages like international presentation of researches | Upgrading |
| **Faculty C:** *"Peer to peer teaching -new faculty will be paired to experienced faculty, Laboratory Improvement, Syllabi Improvement a year and Extension Services improvement -Provide long term extension service."* | Peer teaching | Support and Upgrading |
| **Faculty D:** *"To acquire the ISO certification in order to improve the management system and to further improve the infrastructure of campus facility and equipment."* | Acquisition of ISO certification | Upgrading |

| Interview Extract | Code | Theme |
|---|---|---|
| **Faculty E:** *"Peer to peer teaching-new faculty will be paired to experienced faculty, Laboratory Improvement and Syllabi Improvement."* | Peer teaching | Support and upgrading |
| **Faculty F:** *"To acquire the ISO Certification in order to improve the management system.*<br>*to further improve the infrastructure of campus facilities and equipment."* | Acquisition of ISO certification. Improve infrastructure facilities | Upgrading |
| **Faculty G:** *"Finish my PhD. Attend self-improvement seminars/trainings/webinars. Read a lot of books."* | Finish doctoral studies. Attend self-improvement seminars | Upgrading |
| **Faculty H:** *"Passing the accreditation of the programs of the department and Passing the ISO Certification level of the campus."* | accreditation program certification | Upgrading |
| **Faculty I:** *"Attend more seminars."* | *Attend more seminars* | Upgrading |
| **Faculty J:** *"To propose trainings/seminars about biological disciplines which can help students and* | Propose more trainings/seminars | Upgrading |
| **Faculty K:** *"Finish my PhD. Attend self-improvement seminars/trainings/seminars. Read a lot of books. Communicate effectively to peers and students.* | Finish doctoral studies. Attend self-improvement seminar/trainings | Upgrading |
| **Faculty L:** *"Faculty must undergo trainings and seminars to develop the knowledge regarding the corporate industry to ensure up to date teaching to students."* | Upgrading of knowledge | Upgrading |
| **Faculty M:** *"By developing an action plan for each identified area of improvement (create detailed action plan."* | Create detailed improvement action plan | Upgrading |
| **Faculty N:** Re-structure the teacher education department and clearly train and orient the stakeholders on the true duties and responsibilities of each and every one, Screen all the argument of the faculty on the department (intense of specialization and foster goal-oriented environment on what are to be achieved by the department with appropriate balanced with the social recreation (plan), Maximize the potential of the faculty in line with the four-fold function (research, extension, instruction, production), Send some faculty members for exchange program abroad for the internationalization of the program, The accreditation level of the programs for level III and eventually target the accreditation of the program as candidate for COD/COE, Intensify the efforts (renew, training) for the program to produce LET Topnotchers, Proposals for the laboratory upgrader in Science and in other areas and NC II Assessment for Search and Language Certification for English Dep't." | Orient stakeholders of the duties and responsibilities | Proficiency |
| **Faculty O:** "Continuous Monitoring/ Follow-up of Syllabus of Faculty, Continuous Buddy System for both students and faculty and Follow-up of Equipment to be used for the designated Nursing Laboratory." | Upgrading of syllabi and other materials | Upgrading |
| **Faculty P:** "I would like to have more linkages and collaborative work with the other universities here in the Philippines as well as from the other parts of the world." | More linkages and collaborations | Upgrading |
| **Faculty Q:** "Attending different trainings and seminars." | More trainings and seminars | Upgrading |

Table 7 manifests thematic analysis on plans for improvement. The concern in Table 5 regarding upgrading of self through relevant seminars and trainings is registered again in Table 6 about upgrading. This time the concern is on upgrading of materials used in class, linkages and collaborations, attending more seminars and training programs, finish graduate studies. The table reveals that the aim of upgrading is not only for personal development but for the benefits also of the academic community, especially the students. It would mean that the academic managers are very responsible agents of change and very eager to pursue the goals of the institution for the sake of all stakeholders.

The data suggests that the emphasis is not only on personal development through seminars, training, and graduate studies but also on enhancing class materials, fostering linkages and collaborations, and contributing to the academic community's benefit. Academic managers are seen as proactive agents of change who are dedicated to achieving institutional goals and supporting all stakeholders, particularly students.

As a succession input, these upgrading tendencies are sure to be beneficial to the next line of leaders and managers as these efforts are now being put in place.

The following is a suggested succession plan for academic managers:

To improve competencies, academic managers and possible successors should be encouraged to take part in pertinent seminars, training courses, and graduate studies. Boost international immersion, create connections and partnerships, and upgrade materials and resources.

Incorporate community involvement, quality control, academic research, and faculty empowerment into succession planning by highlighting best practices. Success in these areas and experience are essential for succession candidates.

To tackle management challenges, choose possible successors who have demonstrated proficiency in communication, budgeting, setting priorities, adhering to policies, and managing human resources. Candidates should exhibit the capacity to function well under pressure and with a variety of duties.

Establish Clear Expectations: Assess applicants on their ability, responsibility, dependability, diligence, and knowledge of the institution's procedures. Examine their suggested programs and innovations to make sure they support the objectives of the organization.

Encourage Effective Conflict Resolution: To address grievances and problems within the academic community, make sure that successors receive training in organizational resolution, impartial decision- making, and productive conversation.

Sustain Enhancement Initiatives: Continue training, benchmarking, internships, and collaboration programs. Future leaders should encourage academic achievement and expand on current initiatives for long-term progress.

Include Upgrading Initiatives: To guarantee ongoing enhancements in expertise, resources, and institutional support, incorporate upgrading trends into the succession plan. This will strengthen the institution's vision, mission, and goals as well as the tradition of excellence.

## Conclusion

The following conclusions were based on the findings of the study:

1. All of the management practices are being executed regularly (Always) by the academic managers. This simply means that the institutional plans and targets are being sustained towards attaining productivity goals. The thematic analysis on best practices implemented in College/ Campus generated theme as follows: international immersion; community engagement; academic exploration; quality assurance; and faculty empowerment. Best practices are not only something positive that is known to produce good results that ought to be replicated but are regarded to be the most effective approaches to produce optimal accomplishments. An organization is known for its best practices; thus it is often included in succession inputs.

2. The challenges encountered by academic managers were perceived as demanding extra efforts to accomplish. The thematic analysis on the challenges encountered in position/ designation by academic managers were as follows: familiarization; budget management; multiple responsibilities; prioritization management; communication management; loading management; policy compliance; and human resource management. These challenges are necessary demands in choosing a potential successor. Being pressured by academic challenges can make or unmake an efficient and responsible manager.

3. 3. The thematic analysis on the expectations after being promoted/assigned to the position were as follows: competency; community assistance; accountability;

dependability; conscientiousness, familiarization; and consistent struggle. In matters of succession, these manifested expectations can provide essential picture to consider in analyzing the proposed innovations/ programs of the candidate for the position.

4. The thematic analysis on ways of handling complaints/ issues were as follows: organization resolution; objectivity; general references; and dialogue. All approaches suggested by participants in handling issues and concerns are relevant and useful depending on the gravity of the matter and the stakeholders who are involved. As part of succession input, these proposals should be accepted as relevant ways or means to promote meaningful settlement of complaints/ issues which may beset the academic community.

5. The thematic analysis on initiated programs/ projects for improvement/ enhancement of the department/ college/ campus were as follows: partnership and benchmarking; training; extension, internship programs; upgrading; support and upgrading. These proposed enhancements and innovative strategies must be sustained to produce the expected good results. In doing so, succession inputs must include these proposals so there will be continuity of concerted efforts to become a better academic community.

6. The thematic analysis on training programs/ seminars needed to be attended was upgrading. The upgrading of resources as proposed by participants is an indispensable aim to carry on with the realization of the institutional vision, mission, and goals of quality education for the advancement of the community. It must be a part of the succession input to continue the tradition of excellence in the state institution.

7. The thematic analysis on plans for improvement were as follows: upgrading; support and upgrading; proficiency. As a succession input, these upgrading tendencies are sure beneficial to the next line of leaders and managers as these efforts are now being put in place.

## Acknowledgement

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