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# Leadership Potentials of Area Coordinators in Higher Education Institutions

Dr. Rowena R. Abrea

Corresponding author email id: rowenarabrea@yahoo.com

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*Abstract* – Area coordinators play a vibrant and dynamic role in the educational system. Hence, their leadership skills must continuously be developed since they are expected to perform strategic functions that are instructional to the achievement of the schools goals and objectives, specifically on academic instruction. They provide professional leadership on a subject in order to secure high quality teaching, ensure the effective use of resources, and improve the standards of learning and achievement for all students. This study aimed to assess the leadership potentials of area coordinators, and its relationship to their profile. Base from the findings, leadership potentials relative to planning and development, instructional leadership, communication skills and work values are moderately evident among area coordinators. The area coordinators and faculty's 'assessments on the leadership potentials of the former show no significant differences. Their leadership potentials must be enhanced to sustain their competence in performing, various roles and functions in educational institutions. This study is descriptive in nature, employing the quantitative approach and utilizing a questionnaire, focused group discussion and interview to generate data. The respondents were 167 area coordinators and 302 faculty of Region IV. They were selected through stratified random sampling with proportional allocation using Sloven formula. The statistical tools used to analyze data gathered were percentage, weighted mean and independent t-test. Findings revealed that most area coordinators and faculty are between 31 and 40 years old, female, handling varied subjects wit 10-20 years of experience.

*Keywords* – Leadership Potential, Area Coordinator, Instructional Leadership, Planning and Development, Work Values.

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## I. INTRODUCTION

Leadership is essential in the current academic landscape, since schools can no longer depend solely on the designated administrators to perform sufficiently the academic and supervisory duties entailed in ensuring effective and efficient operation. In this sense, administrators should empower their subordinates and develop leaders who will help them lead the academic institutions.

People have different personalities, tastes, motivations, likes and dislikes since no two people are exactly the same. However, for a team to act effectively, everyone needs to work harmoniously together. A good leader is one who is able to rally the team members as one cohesive group so that the team is successful in anything they attempt. This is true in sports, work, and school and even in social circles. Without good leaders in the workplace, the organization would not succeed. For this reason, organizations should require that their leader should attend some sort of leadership enhancement program. One of the most important people in school who perform leadership functions are the area coordinators because they are leaders within and beyond their department. They also have the most direct and frequent contact with subject teachers, pupils and parents and are highly responsible in achieving quality standard of education. They also know what is actually going on with students learning and what is happening inside their classrooms.

Consequently, some changes in the educational system demand awareness not only of the responsibilities for effective performance of area coordinators, but also for the sound operation of the department. This

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accountability gives them challenges in their functions to attain the departmental success. The area coordinators, being middle managers also have the accountability to themselves as individual and as professionals. They have an obligation to use their position constructively and extent possible assistance to their subordinates, accomplish goals, and utilize resources.

In general, as an area head, they are expected to perform roles and functions within the purview of efficiency, and effectiveness Likewise, they must be aware of the changing events taking place in the global communities. Goodman, et al. (2005) believes that school leaders must be prepared all the times for the changing events that may have significant effects on their lives. Some of these changes may include global market competitiveness, technology enhancement and issues of ethics among others. With this challenging role of being a leader of the department, it is very timely that the roles and functions of area coordinators in higher institutions be investigated to prepare them in addressing the issues and challenges of changing world.

Basically, area coordinators are also classroom teachers, and are the key factors in the teaching-earning situation, Jerkin (2006) once said that, there is no group of people, whether scientists, spacemen or statesmen, who could be more impressive or important that the members of the teaching profession, for no group has greater influence over the future that the teachers. They largely govern the moral and spiritual atmosphere of the classroom. Therefore, they need to possess the highest type of citizenship, good character, and a discreet and sound philosophy of life. They must be competent, efficient and effective in delivering quality education because there is no profession more noble and no career more beneficial to mankind than teaching. With these requisites, if they do not possess the right attitude, and good characteristics, and they do not exhibit proper behavior, they cannot unleash their potentials to the fullest as they deliver quality education. They must have these personal characteristics so that they can mold students in accordance with desirable traits and equip them with proper knowledge, maturity and high sense of responsibility as they meet conflicts and problems in real-life settings.

Furthermore, being a classroom teacher, competent area coordinators must have the ability to demonstrate and practice the professional and ethical requirements of the teaching profession. They must also possess the ability to reflect on the relationship upon the process skill, the learning process in the pupils, the nature and content, and the broader social force encumbering the school and the educational process. They should have the willingness and capability to continue learning in order to better fulfill their mission. This is the foundation that all teachers must remember, abide with and sustain while they are carrying out their vocation.

On the other hand, they can also help the school head to ensure a healthy and supportive school climate, wherein students' welfare is at the center of all decisions and activities in the school. They also assist in ensuring that the school is equipped with ample resources like books, learning packages and materials for students.

Good relationship and mutual respect between faculty and staff can be another focus of partnership. Area coordinators can also motivate parents to get involved in the school by seeking out ways to participate in its activities and goals. Meaningful parental involvement is a keystone of school success. When families are actively involved in schools, teachers learn more about the students in their class and are better able to provide appropriate educational services for their students. Ultimately, students become more ready and able to learn – and more likely to stay in school and benefit from high-quality learning experiences.

This point is essential since efficient partnership of the dean and area coordinators can facilitate processes and engagement in activities to ensure that the vision and mission of the schools are effectively communicated to staff, parents, students, and community members. They can also have strong professional development for gathering and sharing data that would set clear expectations for the students. Aside from that, it can also be the aim of their partnership for the school to function well and build a reputation for being a caring and friendly environment, a school whose teachers have the professional initiative to improve and to innovate their instructional methodologies, and a school where parents are involved, informed, and welcomed.

With this, the researcher believes that the area coordinators can contribute and be a potent factor to help faculty in terms of giving suggestions to improve teaching styles, enhancing the curriculum, diagnosing student outcomes, preparing tests that best suit the learners, and other concerns with regard to the teaching and learning process. They cannot be separated or eliminated in the educational system, since their function is needed for the successful attainment of the set goals and objectives of the school, primarily on academic instruction.

However, it has been observed that the roles and functions of area coordinators in the higher institutions are not clear and sometimes create tension associated with its different demands, and at times conflicts with other academic duties. They often feel frustrated and inadequate in effectively performing the full range of duties required of them. At times, they feel undervalued, isolated and unrecognized. Too much academic workload, time pressure and feeling unprepared for the tasks assigned really bother them which result to frustrations since they are uncertain about the scope of their role. The researcher contend that area coordinators, who are also subject teachers, can help the school achieve high quality education if they are properly motivated and empowered by the school administrators, and if their roles and functions are clearly mandated to them.

Hence, the study focuses on the area coordinators, particularly their leadership potentials as bases for proposing roles and functions. The investigation aimed at setting parameter of their duties and determining their leadership potentials with the end view of proposing management program to help them in the performance of their duties.

## **II. OBJECTIVES OF THE STUDY**

The study assessed the leadership potentials of area coordinators in higher education institutions.

Specifically, the study sought answers to the following:

1. Determine the profile of the area coordinators in terms of:
  - 1.1 Age;
  - 1.2 Sex;
  - 1.3 Subject areas handled;
  - 1.4 Highest educational attainment; and
  - 1.5 Length of experience
2. Assess their leadership potentials in terms of:
  - 2.1 Planning and development;

- 2.2 Instructional leadership;
- 2.3 Communication skills; and
- 2.4 Work values
- 3. Compare the responses of the two groups of respondents if there are significant differences
- 4. Prepare management program for the area coordinators

### **III. MATERIALS AND METHODS**

This study is descriptive in nature, employing the quantitative approach and utilizing a questionnaire, focused group discussion and interview to generate data. The respondents were 167 area coordinators and 302 faculty of Region IV. The questionnaire went through the rigid process of construction and validation was done by the research experts in the field of management. The questionnaires were tried out to some area coordinators and faculty who are not respondents of the study. Cronbach alpha was employed to determine its validity. Stratified Random sampling was utilized to choose the number of area coordinators and faculty as respondents. The statistical tools used to analyze data gathered were percentage, weighted mean and independent t-test.

### **IV. RESULTS AND DISCUSSION**

This part contains the data gathered from the respondents. Data are presented in tabular form, analyzed and interpreted according to the objectives of the study. This study looked into the profile of area coordinators in terms of age, sex, subject area handled, highest educational attainment, and length of experience.

#### 1. *Profile of the Respondents.*

##### 1.1. *Age. Table I shows the Distribution of the Respondents According to Age.*

Table I. Area Coordinators in Terms of Age.

Age Bracket	Area Coordinators	
	F	Percentage
30 years and below	34	20
31-40	73	44
41-50	46	27
51 years and above	14	9
Total	167	100

It can be noted from the table that most of the area coordinators are between 31 and 40 years old. This data is supported by the testimonies of some older teachers. According to them, this age when one aims promotions and recognitions for a job well done. Teachers at this age bracket are also willing to accept responsibilities and challenges. There are 73 respondents or 44 percent who belong in this age bracket. This was followed by 27 or 46 percent coordinators who are within the age bracket of 41 to 50. In this age bracket, area coordinators are still energetic in performing the tasks assigned to them.

Furthermore, there are 34 or 20 percent area coordinators who are 30 years old and below. In some public schools, newly hired teachers are given assignments or coordinatorship since they are young and full of ideas.

There are 14 or nine percent area coordinators who are 50-60 years old. At this age bracket, very few teachers accept the positions of being coordinators. According to them, they are already old and tired of teaching and they are just waiting for their retirement age. None of the respondents are 61 years old and above.

*1.2. Sex. Table II Present the Distribution of the Respondent's Terms of Sex.*

Table II. Area Coordinators in Terms of Sex.

Sex	Subject Coordinators	
	F	%
Male	13	8
Female	154	92
Total	167	100

It can be noted from the table that 154 area coordinators are female, and 13 are males. From the group discussion, it was revealed that few of male teachers accepted the position of being a coordinator. This implies that males do not want to do the rigorous tasks of a coordinator. This is also an indication that teaching profession is dominated by females.

*1.3. Subject Area Handled.*

Table III. Subject Area Handled of Area Coordinators.

Subject Area Handled	Area Coordinators	
	F	%
English	104	62
Filipino	100	60
Mathematics	95	57
TLE	37	22
Science	48	29
Social Studies	82	49
MAPEH	85	51

It can be noted from Table III that the subject area handled by majority of respondents is English. Sixty-two percent or 104 area coordinators, belong in this category. There are 60 percent or 100 area coordinators who handled Filipino. Meanwhile, area coordinators who handle Math subject comprised 57 percent of the sample population or a frequency of 95. Coordinators in English, Filipino, and Math got the highest frequency since these are major subjects and are present in all schools. Several activities and programs are done in these subjects areas throughout the school year.

In addition, 51 percent of the area coordinators with a frequency of 85 handle MAPEH; 49 percent or 82 area coordinators teach Social Studies; and 29 percent or 48 coordinators handle Science. The least number of respondents teach TLE with 22 or 37 percent. Schools activities related in these subjects are few and done only once in the school year.

*1.4. Highest Educational Attainment.*

Table IV. Area Coordinators in Terms of Highest Educational Attainment.

Highest Educational Attainment	Subject Coordinators	
	F	%
Doctorate Degree	7	5
Masters Degree	19	11
College Degree with MA Units	73	44
College Degree	66	40
Total	167	100

In terms of highest educational attainment, it can be gleaned from Table 4 that most of the area coordinators have masters units, with 44 percent or 73 of the sample population. According to the interview and focused group discussion, most of area coordinators take master's units because it is the fastest way of getting the promotion through NBC 461. Also, taking graduate studies develop their competencies and become more competitive in their field.

This was followed by 40 percent of the area coordinators or a frequency of 66 who are college degrees. Eleven percent or 29 of them are master's degree holders. Five percent or seven coordinators have finished their doctoral degrees. These data reveal that area coordinators are open and willing pursuing their professional growth.

### 1.5. Length of Experience.

Table V. Area Coordinators in Terms of Length of Experience.

Length of Experience	Area Coordinators	
	F	%
5 years and below	28	17
6-10	49	29
11-15	33	20
16-20	19	11
21 years and above	38	23
Total	167	100

Table V shows that among the total number of area coordinators, most of them had been in service for six to ten years. These are 49 subject coordinators or 29 percent. There are 38 who have been in the academe for 21 years and above. Of the 167 subject coordinators, 20 percent or 33 of them have a length of experience of 11-15 years. Area coordinators with a length of experience of five years or less comprised 17 percent or a frequency of 28. Meanwhile, the least number of respondents, which is 11 percent or 19 subject coordinators, have a length of experience of 16-20 years.

Some teachers and area coordinators revealed that the longer they are in the service, the shorter are their enthusiasm and willingness to accept responsibilities. According to them, they are tired of so many tasks assigned to them. They also added that students today are far different from those of yesteryears. They are arrogant and lazy in doing their home works and assignments. If they will accept additional loads, they will be

neglected and learning will be at stake. This is why coordinatorship and other duties are usually given to the energetic, young and newly hired teachers. However, there were other teachers who are longer in the service who cannot resist the position, especially when the appointment was from their superiors. For them, obedience must be seen in their actions as role models to their students.

*2. Assessment of the Respondents on the Area Coordinators Leadership Potentials*

The leadership potentials of area coordinators were also delved in this study. The assessment included planning and development, instructional leadership, communication skills and work values. The assessments made by the respondents are presented in Table VI to X.

*2.1. Planning and Development. The Potential of Area Coordinators in Terms of Planning and Development is Presented in Table VI.*

Table VI. Area Coordinators' Leadership Potentials in Terms of Planning and Development.

Planning and Development	Area Coordinators			Faculty		
	WM	Rank	VI	WM	Rank	VI
1. Develops plans for the subject areas which identify clear targets-scales and success criteria for its development, in line with school improvement	3.20	4.5	ME	3.18	3	ME
2. Assists in the evaluation of textbooks, learning materials, resources, audio-visual aids, for the subject area	3.22	3	ME	3.16	5	ME
3. Plans and makes schedules of programs and activities related for the subject such as contest and the like	3.20	1	ME	3.24	1	ME
4. Helps in planning and organizing in-service trainings and meetings cooperatively	3.24	2	ME	3.22	2	ME
5. Establishes short, medium and long-term plans for the development and resourcing of the subject including those in relation to behavior, discipline, bullying and racial harassment	3.14	9	ME	3.10	9.5	ME
6. Identifies realistic and challenging targets for improvements	3.16	7.5	ME	3.12	8	ME
7. Organizes a clear shared understanding of the importance and role of the subject in the spiritual, moral, mental and physical development of students	3.20	4.5	ME	3.17	4	ME
8. Projects alternative plans for possible future problems and needs	3.11	10	ME	3.10	9.5	ME
9. Plans extra-curricular activities and programs for development	3.16	7.5	ME	3.14	7	ME
10. Evaluates and reviews the plans that are workable in the light of the present condition	3.19	6	ME	3.15	6	ME
<b>Composite Mean</b>	<b>3.19</b>		<b>ME</b>	<b>3.16</b>		<b>ME</b>

Legend: ME – Moderately Evident, VE – Very Evident

Table shows that planning and development potentials were all moderately evident based on the assessment of area coordinators and faculty. It was indicated with a weighted means ranging from 3.10 to 3.27. It can also be noted that their leadership potentials of in terms of planning and development were moderately evident, with composite means of 3.19 and 3.16 for area coordinators and faculty respectively.

Respondents assessed that area coordinators plan and make schedules of programs and activities related to the area such as contests and the like. Area coordinators assessments got a weighted mean of 3.27, and faculty-respondents assessment had a weighted mean of 3.24. Helping in planning and organizing in-service trainings and meetings cooperatively was also moderately evident, with a weighted mean of 3.24 for coordinators, and 3.22 for faculty. This supports the idea of Dubrin that planning and development strengthen operations, and ensure that employees and other stakeholders are working toward common goals.

Findings revealed that area coordinators do not only focus on classroom work. They also render other services for the institutions that they belong. In this case, they are possess, based on the assessment on their leadership competencies, use useful in making plans for the school that they are a part of. For instance, designing activities for the students require careful planning since they need to develop activities which would respond to the needs of their students and other faculty members. This is where the conceptual skills of the respondents will be mostly needed.

Another potential which was considered moderately evident was providing assistance in the evaluation of textbooks, learning materials, resources, audio-visual aids for the subject area. A weighted mean of 3.22 was from area coordinators, and 3.16 from faculty. Area coordinators with the help of subject teachers were entrusted by the school dean in evaluating text books and other learning materials. They know the learning competencies of the subject and can choose the best suited to the needs of the students. Developing plans for the subject areas by identifying clear targets, times-scales and success criteria for its development, in line with the school improvement was also moderately evident. Area coordinators assessment got a weighted mean of 3.20 and faculty's respondents had a weighted mean of 3.18. As mentioned by Gomez, an organization needs to plan to remain competitive and take advantage of the winds of environmental change. It can help leaders to cope with the changing times. Furthermore, with a weighted mean of 3.20 area coordinators organize a clear, shared understanding of the importance and role of the subject in the spiritual, moral, mental and physical development of students. This got a weighted mean of 3.17 from the assessment of faculty.

This coincides with the words of Mosura and Mendez that, planning and development involve defining organizational goals, choosing the organizational visions, missions and overall goals for both the short run and long run. It is planning that devises divisional, departmental and even individual goals based on organizational goals, choosing strategies and tactics to achieve those goals, and allocating resources such as people, money, equipment and facilities to achieve the various goals, strategies and tactics. Planning involves establishing an overall strategy for achieving those goals and developing plans for organizational activities. It is concerned with what needs to be done and the means or how is to be done.

Another potential which was considered moderately evident was evaluating and reviewing the plans that are workable in light of the present condition, which ranked sixth for both groups of respondents. Also, findings showed that area coordinators have skills in planning extra-curricular activities and programs for development with a weighted mean of 3.16 and 3.1 for the two groups of respondents.

Consistent among area coordinators is that, they are engaged in planning and development of their respective schools. They exhibit leadership potential in this aspect in terms of planning for the programs and activities intended for faculty and students. In addition, based on the interview and focused group discussion conducted, most of the functions that they perform had to do with planning and development.

Among the skills presented, projecting alternative plans for possible future problems and needs ranked the least with a weighted mean of 3.11 for area coordinators and 3.10 for faculty. This is so because the dean has duties for planning while area coordinators suggest possible targets.

In an interview with some administrators, they mentioned that area coordinators are appointed to lead the department in the programs and activities assigned to them by the higher officials. Area coordinators act as chairman in the programs and are in charged to do the narrative reports after the activities. They are also assigned to collate the reports and submit these to the dean’s office. They also provide the means to the proper and clear dissemination of information coming from the dean’s office to all personnel concerned.

*2.2. Instructional Leadership. Table VII Presents the Assessment of the Respondents on Leadership Potential Relative to Instructional Leadership.*

Table VII. Area Coordinators’ Leadership Potentials in Terms of Instructional Leadership.

Instructional Leadership	Area Coordinators			Faculty		
	WM	Rank	VI	WM	Rank	VI
1. Collaborates with peers on matters concerning meaningful and appropriate teaching methods and strategies for the different lessons	3.24	3	ME	3.24	3	ME
2. Leads in planning and implementing school remediation program to address the needs of the students	3.17	9	ME	3.17	6.5	ME
3. Encourages teachers to accept error/failure as an inherent facet of learning and growth through counseling and giving constructive criticism	3.12	10	ME	3.14	10	ME
4. Provides guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of students	3.18	8	ME	3.16	9	ME
5. Ensures effective development of skills and knowledge of the students in the subject area necessary for them to become increasingly independent when out of school	3.21	5.5	ME	3.17	6.5	ME
6. Coordinates the provision of high-quality professional development through example, support, coaching and drawing on other sources of expertise as necessary	3.21	5.5	ME	3.17	6.5	ME
7. Ensures that in service activities attended by the teacher are consistent with the school’s vision and mission or the subject area development plan	3.22	4	ME	3.17	6.5	ME
8. Actively supports the use of skills acquired during in-service training in the classroom	3.27	2	ME	3.25	2	ME
9. Sets aside time at departmental meetings for teachers to share ideas or information from in-service activities	3.19	7	ME	3.19	4	ME
10. Trains every contestant who will compete in any contest or quiz bee in the subject areas	3.39	1	ME	3.34	1	ME
Composite Mean	3.22		ME	3.20		ME

Legend: ME – Moderately Evident, VE – Very Evident

The table shows that instructional leadership was moderately evident among area coordinators, with composite means of 3.22 and 3.20, for area coordinators and faculty respectively. All potentials were also found to be moderately evident, with weighted means ranging from 3.12 to 3.39. Training contestants who will

compete in any contest or quiz bee got the highest rank and was moderately evident as assessed by the two groups of respondents, with a weighted mean of 3.39 and 3.34. Area coordinators and some faculty join force in training and reviewing their contestants. It is a big achievement on their part if their contestants win the competition. During the interview process, one of the faculty revealed that, for others, it was the contest of the coaches and not of the students. The effort exerted, the reviews given and the manner of training support this view. As stated by Baldwin, leadership skills help teachers to hurdle academic challenges. They need the expertise to discern quality instruction.

Area coordinators also actively support the use of skills acquired during in-service training in the classroom. This was indicated with weighted means of 3.27 and 3.25, for area coordinators and faculty respectively. After attending seminars, area coordinators and the subject teachers were obliged to re-echo the content of the said seminars to other faculty in the college. They acted as facilitators or speakers on that re-echoed seminar showing the newly acquired skills which can also be used by other subject faculty.

Collaboration with peers on matters concerning meaningful and appropriate teaching methods and strategies for the different lessons was also moderately evident. The assessment of both subject coordinators and faculty generated a weighted mean of 3.24. This only showed that group efforts are better than an individual effort. As one of the faculty said, two heads are better than one. Another potential which was found to be moderately evident was in ensuring that in-service activities by the faculty are consistent with the schools' vision and mission. This got a weighted mean of 3.17 and 3.20 respectively. This confirms Gomez statement that area coordinators play a key role in supporting, guiding and motivating other teachers.

On the other hand, with the weighted mean of 3.21 for area coordinators and 3.17 for teachers, ensuring effective development of skills and knowledge of the students in the subject area necessary for them to become increasingly independent when out of school was also moderately evident. This revealed that being faculty and area coordinator are big responsibilities. Close supervision and guidance among students are needed to ensure quality learning.

Coordinating the provision of high-quality professional development through example, support, coaching and drawing in other sources of expertise are necessary. It got weighted means of 3.21 for subject coordinators and 3.17 for teachers. These findings showed that area coordinators can act as mentors for those new in the teaching profession. However, it is interesting to note the words of one of the area coordinators. According to her, one cannot give what he/she does not have; meaning area coordinators should have something to share. They should seek professional growth to enhance their skills in order to share something better.

Data showed that area coordinators demonstrate leadership potentials in terms of instructional leadership. They are able to merge instructional supervision, curriculum development and staff development. Furthermore, since they exhibit this potential, they are able to facilitate direction and support for the school's instructional programs. For instance, they are able to provide coaching to students who join various competitions. They are also capable of imparting the knowledge that they gain from attending trainings in the classroom and in their other functions. This could be through the development and enhancement of teaching strategies. Their capacity to collaborate with peers about how to improve the teaching-learning process indicates that they have the ability to promote growth in student learning. They can be resource providers, instructional resources and communicators.

In the words of Baldwin, the skill of subject coordinators is manifested in their ability to help people deal with their problems, to lend direction and personal growth. The area coordinators as instructional leaders should work with teachers, parents and students to achieve annual goals and expected annual earnings gains, school improvement practices, and other targets, on achieving educational excellence. They must also be competent in setting high expectations and standards for the academic and social development of all students, assessing the curriculum needs as basis for curriculum revisions, creating a positive school culture for learning and providing instructional leadership with consideration for the community values, goals, social needs and changing conditions.

*2.3. Communication Skills. Table VIII Summarizes the Assessment of the Respondents on the area Coordinators' Communication Skills.*

Table VIII. Area coordinators' leadership potentials in terms of communication skills.

Communications Skills	Area Coordinators			Faculty		
	WM	Rank	VI	WM	Rank	VI
1. Uses community networks to disseminate information regarding school events and achievements	3.28	2	ME	3.29	2	ME
2. Explains clearly and specifically the school development plan to the members of the school community	3.26	3	ME	3.25	3	ME
3. Participates in discussions and seminar related to the subject area	3.38	1	ME	3.37	1	ME
4. Prepares concise and logically written materials	3.23	4	ME	3.22	4	ME
5. Shares convincingly to teachers new ideas, best teaching methods and practices related to their subject areas	3.20	5	ME	3.20	5	ME
6. Acknowledges faculty exceptional performance by writing memos or writing their names on the board	3.08	9	ME	3.08	9	ME
7. Develops effective links with local community in order to extend the subject enhance teaching and develops the pupils wider understanding	3.14	7.5	ME	3.13	8	ME
8. Debates issues concerning subject area if necessary, without being perceived as abrasive to others	3.02	10	ME	2.99	10	ME
9. Makes effective use of media resources for public relations	3.14	7.5	ME	3.14	7	ME
10. Informs immediate superior about the improvement in teaching performance offacultys and accomplishments and their needs for further training and development	3.14	6	ME	3.17	6	ME
Composite Mean	3.19		ME	3.18		ME

Legend: ME – Moderately Evident, VE – Very Evident.

As shown in the table the communication skills of area coordinators are moderately evident. This was shown with a composite mean of 3.19 for subject coordinators and 3.18 for teachers. The weighted means ranging from 2.99 to 3.38 indicated that all potentials were moderately evident among area coordinators.

The weighted mean of 3.38 and .3.37 showed that area coordinators participate in discussion and seminars related to the subject area. They also use community networks to disseminate information regarding school events and achievements, with weighted means of 3.28 and 3.29 for area coordinators and faculty, respectively.

It was also moderately evident that they explain clearly and specifically the school development plan to the members of the school community. This is in consonance with Lussier's statement that effective communication is vital to all organizations. An organization comes into being when there are persons able to communicate with each other. This potential generated weighted means of 3.26 area coordinators and 3.25 for faculty. These findings suggest that area coordinators are willing to attend seminars and workshops. They are open to new ideas and innovations in teaching the subjects.

With a weighted mean of 3.23 for area coordinators and 3.22 for faculty, it was moderately evident that they prepare concise and logically written materials. They also convincingly share to the teachers' new ideas, as well as the best teaching methods and practices related to their subject areas with a weighted mean of 3.20 for both respondents. Informing immediate superior about the improvement in teaching performance of faculty and accomplishments, and their needs for further training and development got a with a weighted mean of 3.17.

Meanwhile, making effective use of media resources for public relations were also moderately evident with a weighted mean of 3.14 Developing effective links with a weighted mean of 3.14 and 3.13 area coordinators and faculty respectively. Acknowledging faculty' exceptional performance by writing memos got a weighted mean of 3.08 for both groups of respondents. This implies that area coordinators demonstrate communication skills. It is not only in the classroom that they need to communicate since this skill is needed both to deliver quality instruction in the community and in school. As evidenced by the results of the study, the area coordinators possess this leadership potential. They are able to convey information both to their students and the community. Debating issues concerning subject area if necessary, without being perceived as abrasive to others got lowest in ranked and with a weighted mean of 3.02 and 2.99 for area coordinators and faculty respectively. According to Zarate, area coordinators are expected to be good in communication whether it be in writing or in oral communication. This will help them carry out plans for internal and external purposes.

This echoes to the words of Lussier, that effective communication is vital to all organizations, and no company could exist without it. Although organizations rely on a variety of coordinating mechanisms, communication remains the primary means through which employees and work units effectively synchronize their work. Leaders have to communicate with the rest of the organization regarding their objectives, activities and goals. Communicating with stakeholders also involves a manner in which it is understood by them.

Findings also reflect that communication affects almost every aspect of managerial and leadership behavior. Motivating, giving feedback, working in teams, negotiating and leading change all require effective communication skills. Research also shows a strong positive link between a leader's communication ability and worker innovativeness. The better subject coordinators communicate with their members, the more likely those people are to come up with new and creative ideas to help the school achieve its goal. To be an effective coordinator, one must be an effective communicator.

Moreover, data also revealed that the importance of communication skills for area coordinators effectiveness cannot be over emphasized. Possibly the most vital and fundamental element in the teaching process is based on working with people, especially to students which is done through some forms of communication. The success of teaching and learning process depends to a large extent on the effective use of communication process.

During the focused group discussion, some subject coordinators mentioned their difficulty in communication

due to overcrowded classrooms. As remedy, they brought lapel for effective teaching. Furthermore, some coordinators also cited during the discussion that they also perform demonstration lessons if necessary, especially during seminars and trainings. Subject teachers often asked them some questions about the subject areas and the new trends of making lesson exemplar because they are the ones informed by the dean and sometimes act as the information technology officer of the school.

*2.4. Work Values. Table IV shows the Assessment on the Leadership Potentials According to Work Values*

Table IV. Area Coordinator Potentials In Terms of Work Values

Work Values	Area Coordinators		Faculty	
	WM	VI	WM	VI
1. Shows respect even under stressful situation	3.45	ME	3.48	ME
2. Reports to work / appointment on time	3.48	ME	3.40	ME
3. Observes honesty as regard financial and professional matters	3.51	VE	3.50	VE
4. Develops and maintains harmonious relationship between school and community	3.48	ME	3.50	ME
5. Motivates team members to work toward common goals	3.38	ME	3.40	ME
6. Initiates projects design to bring about improvement/change in the school and in the community	3.27	ME	3.27	ME
7. Creates a climate, which enables others to develop and maintain positive attitude towards the subject and confidence in teaching it	3.30	ME	3.31	ME
8. Seeks and receives information that will support school and community based projects	3.34	ME	3.33	ME
9. Updates own self with recent developments in education and further studies	3.30	ME	3.29	ME
10. Abides by the code of ethics for professional teachers at all times	3.45	ME	3.45	ME
Composite Mean	3.40	ME	3.40	ME

Legend: ME – Moderately Evident, VE – Very Evident

It can be noted from the table that work values of area coordinators were moderately evident, with a composite mean of 3.40 for both area coordinators and teachers. The respondents revealed that area coordinators observe honesty as regards financial and professional matters as indicated in the weighted means of 3.51 for area coordinators and 3.50 for faculty. During the interview, one area coordinator mentioned, “walk the talk”. This means that one must live what he preaches. Another one added that, the reason why among all the professions, only teachers are the ones trusted to act as second parents of students. Another value which was moderately evident, with weighted means of 3.48 and 3.50 for area coordinators and faculty, respectively, was in developing and maintaining harmonious relationship between school and community. A very emphasized that leaders must be good in assembling and developing high quality and value laden teaching staff. Area coordinators have direct contact with parents and community members. They can motivate parents to participate in school activities on which parent’s involvement in school activities is the key to educational success.

In addition, the weighted mean of 3.45 from area coordinators also indicated that they show respect even under stressful situations and abide by the code of ethics for professional teachers at all times. This got a weighted mean of 3.45 for both respondents. However, second potential had a weighted means of 3.48 from faculty 3.45 for area coordinators. This is true because area coordinators deal with different personalities everyday and they should bear in mind the proper ethics all the time. Both groups of respondents also provided as assessment that reporting to work/ appointment on time was moderately evident. This was indicted with weighted means of 3.48 and 3.49, for area coordinators and faculty, respectively.

Area coordinators are expected to have positive work values since it is where the students learn from. They need to have work values since they should be the ones promoting them among students and their colleagues. These are the foundations of attitudes, motivations and expectations and define behavior. As revealed by the findings, area coordinators exhibit work values. It is important for them to show honesty and respect in order to develop harmonious relationship not only with their colleagues, but also to code of ethics profession. Work values also tend to have an effect to subordinates and students.

In the words of Liu, work values refer to a person’s attitude rather than this feeling about specific work. The quality of performance may completely affect the working values and conditions of area coordinators, which in turn, have substantial effect on the academic achievement and performance of the students. If they were happy and contented for what they are doing, quality of work is the result, in contrast to those who are discontented or stressed in their work.

As leader of the department, area coordinators should start working earlier, stay later and work harder than the rest of the team. This is because as leaders, they are completely responsible for the achievements and failures of the overall goal. Good leaders are able to put themselves together towards consistent goals and objectives in identical manners through choice when influenced by an effective leader.

However, for some area coordinators, it was found out that their work values were affected by the numerous tasks assigned to them, which caused conflict in their position. In this case, it is recommended that their roles and functions must be clear for a more effective performance. It was also discussed that division of labor must be done to avoid conflicts among members of the academe and ensure that harmonious relationship will take place.

### 3. *Difference in the Assessments of Area Coordinators and Faculty on Leadership Potentials*

This study delved into the significant differences in the assessment of the two groups of respondents on leadership potentials of area coordinators. Table X presents a summary of the statistical analysis performed for this purpose.

Table X. Difference in the Assessments of Area Coordinators and Faculty on Leadership Potentials.

Variables	p-values	Computed t-values	Decision on Ho	Verbal Interpretation
Leadership potentials				
Planning and development	.48	-.71	Accept	Not significant
Instructional leadership	.59	-.537	Accept	Not significant
Communication Skills	.86	-.178	Accept	Not significant

Work Values	.87	.162	Accept	Not significant
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$\alpha = 0.05$

Findings revealed that area coordinators and faculty had similar assessments on leadership potentials of area coordinators. Results presented in the previous tables indicated that these skills were moderately evident. These imply that they exhibit the skills that are required of them as members of academic institutions. Hence, these skills must be enhanced through enrichment activities. These findings are in consonance with the findings of Asanas, which state that the role of area coordinators takes in many aspects in relations with academics and other professionals. Their skills to develop modules and programs lead to their leadership potentials. Area coordinators should ideally possess key personal characteristics, including credibility and enthusiasm along with leadership ability.

Result of the interview and focused group discussion revealed that although the roles and functions of area coordinators are not clear, they still perform leadership and roles together with academic duties. Most of the functions they perform are related to the technical skills evident among them. For instance, they accomplish reports, monitor programs and provide information to subject teachers. Nevertheless, the respondents assessed that they demonstrate the skills necessary for area coordinators. The data implies that the faculty confirms with the assessments of area coordinators that the latter are doing their job well. This could be the reason for the non-significant difference in the assessment of the two groups of respondents.

#### 4. *Specific Roles and Functions which may be Assigned to Area Coordinators*

The study showed that the area coordinators of the Higher Education Institutions possessed leadership potentials in performing their roles and functions as leader of the academics. It was evident that they possess potentials in terms of planning and development, instructional leadership, communications, and work values. This was proven by the result of the independent t-test that tends to point out that both the faculty and area coordinators themselves agreed that the latter have such skills and potentials.

However, even if the skills already exist, it is very necessary that they must be empowered, and their skills be reinforced and enhanced for effective and efficient performance. It appeared that no documented specific roles and functions of area coordinators exist in the some institutions. They are appointed by the presidents or other higher officials for the purpose of proper dissemination of information, and submitting and consolidating reports, among others.

Likewise, it also revealed from the focused group discussion that their functions are vague and unpredictable. The tasks assigned to them cause conflicts with their academic duties. It also causes problems on their part, which affects the teaching - learning process, resulting to low achievement level on the part of the pupils. Therefore, the focus of the output of this study is to formalize the specific roles and function of area coordinators.

#### *Proposed Roles and Functions of Subject Coordinators*

Every student should be given the opportunity to be successful and adoptive to the changing world through the combined effort of educators, parents and the community. Administrators and faculty should motivate, encourage, and value every student and they must ensure that classrooms continuously be conducive to learning and require high expectations of student's performance. Educators should put students first, acknowledge their

individual learning skills, and help them achieve success. It can be said that educators are successful when they have prepared every student to be a productive and successful contribute to society. All of these will only be possible if educators know their specific roles and functions inside and outside the classroom.

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### AUTHOR'S PROFILE



**Dr. Rowena Rivera Abrea** finished Bachelor of Arts major in Political Science in University of Batangas on April 1990 and earned 30 units of Professional Subjects under College of Teacher Education in Pablo Borbon Memorial Institute of Technology on April 2000. She finished Master of Arts major in Educational Management in Batangas State University on March 2004 and finished Doctor of Philosophy major in Educational Management in the same University on December 2009. She is the present Dean of College of Teacher Education in Batangas State University, Main I. Her publications are Status of Co-Curricular and Extra-Curricular of Student Organizations from Selected Tertiary Institutions in the Philippines (2015) Impact of BatState U - College of Teacher Education Socio Economic Extension Services to Badjao Community in Libjo, Batangas City (2017). Need Based Management Plan for Pre- Service Teachers (2019) and Quality Work life of Middle Managers (2019).