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Maritime Leadership and Management in Selected Maritime Institutions in The Region III: Basis for An Operational Framework

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ABSTRACT

This mixed-methods explanatory sequential design aimed to evaluate the leadership and management competencies of selected administrators in maritime schools in Region 3. One hundred forty-one (141) faculty members and thirty-nine (39) middle management personnel supplied data for the study's quantitative phase. The MySkillsProfile/Assessments—Management and Leadership questionnaire serves as the primary instrument for data collection in this study. The study revealed that most maritime school administrators are male, aged 25–35, holding instructor positions, with 1–5 years of administrative experience and a bachelor's degree. Faculty and middle managers rated the administrators highly in strategic thinking, creativity, decision-making, innovation, policy implementation, problem solving, communication, and relationship building. There were no significant differences in these ratings based on age, designation, or educational attainment, but differences were observed based on gender and years of administrative experience. Administrative challenges included leadership style inconsistencies, conflict resolution difficulties, resistance to technology adaptation, and a lack of crisis management preparedness. To address these issues, an operational framework was proposed, aiming to enhance administrative effectiveness in maritime institutions. The study concludes with recommendations for targeted recruitment, professional development programs, gender sensitivity training, comprehensive professional development in leadership and conflict resolution, and the creation of a dedicated task force to oversee the implementation of the proposed framework.

Keywords*: leadership and management competencies of selected administrators.*

INTRODUCTION

Leadership and management competencies in maritime schools are essential to successfully preparing their students for the difficulties they will encounter in the maritime sector. Leadership is essential in designing and delivering effective training programs. Leaders in maritime schools must have the ability to identify industry trends, technological advancements, and changing needs to develop relevant and up-to-date curricula. Leadership in the maritime industry is different from other industries. The maritime industry is a high-risk industry, and hence the suitable leadership styles are different for different scenarios (Vakil, 2019).

A study by Clarke and Taylor (2018) pointed out the importance of leaders and their right decision-making skills in improving the safety culture at a workplace. The study by DeArmond et. al. (2018) highlighted the positive relationship between leadership and security performance, as well as the commitment of subordinates to achieve objectives.

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The maritime industry is subject to numerous international regulations and standards; hence, leaders and managers in maritime schools must have a strong understanding of these regulations and ensure that curricula are updated regularly to reflect changes in regulations, contributing to the production of well-prepared and compliant maritime professionals. Management competencies are crucial for organizing resources, scheduling classes, and ensuring that faculty and staff are adequately trained and equipped to deliver high-quality education.

Continual and periodic monitoring is the key tool to improve higher education institutions. The Philippine government monitors all maritime schools to ensure they have the facilities, resources, and competent instructors and leaders to meet European Maritime Safety Agency (EMSA) standards. The European Maritime Safety Agency (EMSA) ensures maritime safety, environmental protection, and shipping security. It assists EU Member States and the Commission.

To date, nine (9) schools in Region III, Philippines, offer maritime programs: three of these are purely maritime academies, the Philippine Merchant Marine Academy in Zambales, a state-owned academy, and two private institutions, the Maritime Academy of Asia and the Pacific in Bataan and the Baliuag Maritime Academy in Bulacan. The remaining five are private colleges that offer other programs besides BS in Marine Transportation (BSMT) and BS in Marine Engineering (BSMarE): Central Luzon College in Pampanga, Central Luzon College of Science and Technology in Zambales, Dr. Yanga's College Inc. in Bocaue, Bulacan, Baliwag Maritime Academy in Baliuag, Bulacan, Jose C. Feliciano College in Mabalacat, Pampanga, and Bataan Maritime Institute in Bataan. The latter two institutions only offer BSMT.

Many studies in maritime schools and training institutions concentrate on maritime education and training (MET) of students and seafarers or their problems and challenges on board a vessel. However, research on the leadership and management skills of maritime school administrators is scarce. The maritime field expects its administrators to prioritize student success, engagement, and well-being, just like other educational institutions. However, leaders and managers in maritime education institutions may not have received adequate educational leadership training, which can lead to suboptimal management and decision-making. Another problem that could arise is poor communication between leadership, faculty, staff, and students, which can lead to misunderstandings, low morale, and a lack of transparency in decision-making. Many of the maritime educators are retirees; hence, some may be resistant to adopting new teaching methods or technologies, hindering the institution's ability to stay current and effective. Some may not have up-to-date knowledge and skills, especially in using equipment, facilities, and technology for practical training.

Along this line of argument, this study is conceived to evaluate the leadership and management competencies of administrators in the educational institutions mentioned above offering maritime-related degree programs in Region III, Philippines.

Statement of the Problem

The main objective of the study is to evaluate the leadership and management competencies of selected administrators in maritime schools in Region III. Specifically, it seeks to answer the following questions:

1. What is the demographic profile of the administrators?
    1. Age,

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2. Sex
3. Designation/appointed position,
4. Number of years of administrative experience, and
5. Highest educational attainment?

2. How do the faculty and middle managers rate the leadership and management competencies of the administrators of the maritime institution in terms of:
    1. Strategic and Creative
    2. Leading and Deciding
    3. Developing and Changing
    4. Management
    5. Communicating and presenting, and
    6. Relating and Supporting
3. Is there a significant difference between the rating given by the faculty members and middle managers on the leadership and management competencies of the administrator when they are grouped according to profile?
4. What administrative-related challenges are encountered by the instructors and middle managers?
5. What operational framework for a maritime institution can be crafted based on the findings?

Scope and Delimitations

The focus of this study was to assess the leadership and management competencies of the administrators' views of the middle managers and instructors of their administrators in selected maritime institutions in Region III as inputs for better quality service. The research profile and the participant's demographic data are covered, which includes their age, sex, academic rank, designation/appointed position, number of years of teaching experience, and highest educational attainment. The research revealed how the faculty and middle managers rate the leadership and management competencies of the administrators in terms of: strategy and creativity, leading and decision-making, development and innovations, policy implementation and problem-solving, communication and presentation, relationship building, and supporting.

The study involved ninety-six (96) middle managers and one hundred forty-one (141) instructors with a total population of one hundred eighty (180) maritime officers and educators from nine (9) colleges and institutions in Region III.

Review of Related Literatures

The researcher has focused on leadership and management style in maritime institutions. According to the Associate Editor of Maritime Fairtrade (2022), one of the most significant issues facing the maritime industry in the Philippines is a shortage of qualified personnel. There is a growing demand for Filipino seafarers worldwide, but there are not enough people with the necessary skills and qualifications to fill these positions. This has led to an increase in the number of accidents and incidents involving Filipino ships and crew. The dearth of competent individuals in the maritime sector in the Philippines presents a multifaceted obstacle that necessitates collaborative endeavors to enhance training, education, and recruitment processes, thereby ensuring the safety and efficacy of maritime operations.

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Given the importance of middle managers in carrying out the vision and purpose of HEIs, the workforce is likely to be very concerned about their skill set and capabilities. Reiger (2021) highlighted the inadequacy of current research in examining the discrepancies between top management expectations and the actual dynamics between the top and bottom levels of the organization. Similar to this, Pham et al. (2019) stated and demonstrated their own awareness of the discrepancy between institutional expectations and the actual competencies of middle managers.

In maritime administrators, the use of transformational leadership concepts in their administration of institutions can stimulate the intellects of their staff members by encouraging innovation and abstaining from openly criticizing their employees. Instead, these leaders encourage and assist their subordinates to perform experiments with unique and varied ideas to address long-standing problems using creative methodologies (Laranang, 2022). All maritime institutions expect that their administrators will make certain that their subordinates can engage in critical thinking and successfully solve challenges. These individuals inside institutions help to build an atmosphere that encourages creativity and originality, makes it easier to investigate new concepts, encourages creative ways to problem-solve, and cultivates employee empowerment in critical thinking. They abstain from participating in public criticism because doing so limits the continual supply of constructive feedback, which is beneficial to everyone involved in intellectual growth and development.

A practical method for enhancing teamwork and leadership training in maritime education and training institutions involves implementing technological and environmental changes. The primary goal is to improve the quality of teamwork and leadership training. A study conducted by Kim et al. (2023) delved into the examination of technological advancements, such as the incorporation of digital education and the implementation of "XR (extended reality) within the metaverse," among other teaching strategies. The research strongly supports the use of online education platforms built on the metaverse, which prioritize knowledge expansion and fostering connections with fellow learners.

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The study involved ninety-six (96) middle managers, and one hundred forty-one (141) instructors with the total population of one hundred eighty (180) maritime officers and educators from nine (9) colleges and institutions in Region III.

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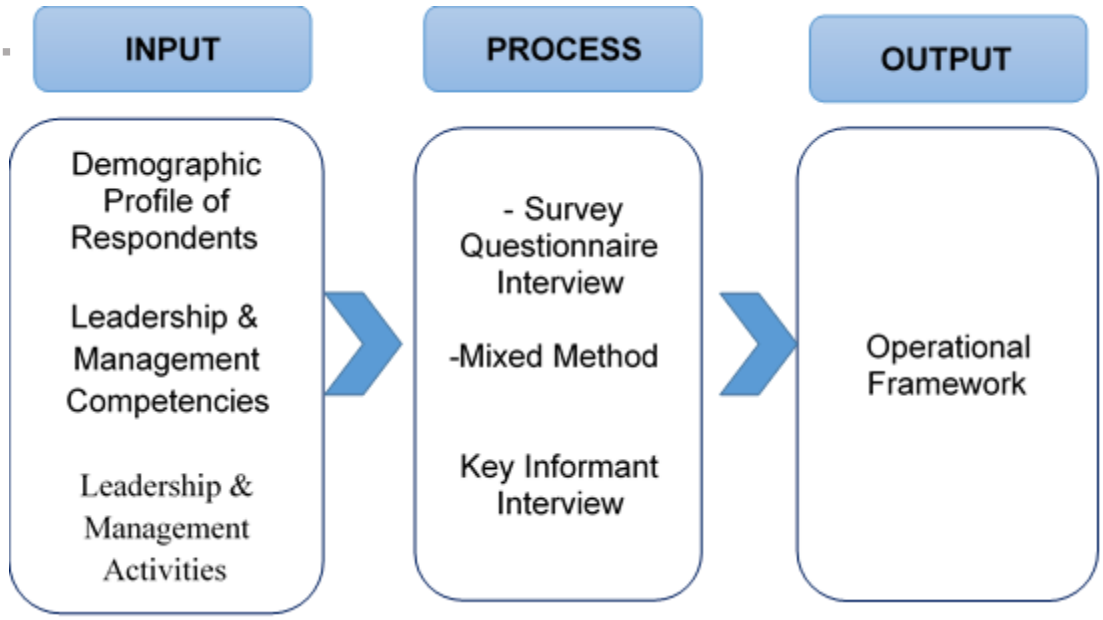
Theoretical Framework



The ***input phase*** is the component created to gather essential demographic information about the administrators, providing valuable insights into their backgrounds. Included in the study are various factors such as age, gender, academic standing, assigned role, length of administrative experience, and highest level of education achieved are all included in the study. We use frequency counts and percentages of observations to illustrate the percentage frequency distribution for categorical data.

During the ***process phase,*** **the data gathering procedure**

The method used to collect the data was questionnaires. The researcher follows a specific protocol when collecting the data. First is the quantitative part; the researcher made all the necessary revisions of the questionnaire, integrating all the comments by the five (5) evaluators. Next, the researcher visited the nine (9) school heads of maritime institutions in Region 3. The second part of the questionnaire is the qualitative part of the study, in which they discuss and enumerate the administrative-related challenges encountered by instructors and middle managers. For qualitative data, the collected data is kept and treated with confidentiality.

The ***output phase*** is to offer a practical operational framework tailored for maritime training institutions in Region III. We will create the operational framework to offer practical insights and suggestions for improving the service quality of the administrators at the institutions. We anticipate that the resulting operational framework will serve as a valuable tool for implementing positive improvements, enhancing leadership practices, and ultimately elevating the overall quality of service at maritime education and training institutions.

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METHODOLOGY

This study employed a mixed-methods multiple-case design. In a mixed methods case study design, researchers use quantitative and qualitative data collection, results, and integration to provide in-depth evidence for a case or develop cases for comparative analysis. A mixed-methods research design entails a systematic approach to gather, assess, and blend both quantitative and qualitative research techniques.

Research Design

Quantitative data is used to get the survey results and various numerical measures. Qualitative data, on the other hand, was collected through interviews and focus groups only for maritime institutions, involving program participants, supportive agencies, and individuals.

A researcher gathered data from focus groups and quantitative instruments to compare if the two types of data present comparable findings but from different angles. This study explicitly employed the explanatory sequential design, which occurs in the two separate interaction phases. The first step in this research methodology is to gather and examine quantitative data. After this initial step, qualitative data is gathered and examined to supplement or clarify the quantitative outcome of the first phase. The design of the study's subsequent qualitative phase is based on the findings of the quantitative phase.

Research Questions

1. What is the demographic profile of the administrators in terms of:
    1. Age,
    2. Sex
    3. Designation/appointed position,
    4. Number of years of administrative experience, and
    5. Highest educational attainment?
2. How do the faculty and middle managers rate the leadership and management competencies of the administrators of the maritime institution in terms of:
    1. Strategic and Creative
    2. Leading and Deciding
    3. Developing and Changing
    4. Management
    5. Communicating and presenting, and
    6. Relating and Supporting
3. Is there a significant difference between the rating given by the faculty members and middle managers on the leadership and management competencies of the administrator when they are grouped according to profile?
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RESEARCH STEP

Data collection and sample selection

Quantitative data is used to get the survey results and various numerical measures. Qualitative data, on the other hand, was collected through interviews and focus groups only for maritime institutions, involving program participants, supportive agencies, and individuals. A researcher gathered data from focus groups and quantitative instruments to compare if the two types of data present comparable findings but from different angles. The explanatory sequential design, which takes place in the two separate interaction phases, was employed explicitly in this study. The first step in this research methodology is the gathering and examination of quantitative data. After this initial step, qualitative data is gathered and examined to supplement or clarify the quantitative outcome of the first phase. The design of the study's subsequent qualitative phase is based on the findings of the quantitative phase.

Data Analysis Methods

Thematic analysis was used to examine the qualitative information gathered from the interviews conducted with nine (9) maritime institutions. The verbatim transcriptions of the video recordings were examined closely to guarantee a thorough comprehension of the material. Then, using this data, codes that recognized pertinent phrases and management and leadership-related concepts were created. Following that, these codes were arranged into more general themes that illustrated the recurrent trends and noteworthy findings found in the data.

Research hypotheses and validation

In this study, a mixed-methods multiple-case design was used. "A mixed methods case study design is a type of mixed methods study in which the quantitative and qualitative data collection, results, and integration are used to provide in-depth evidence for a case(s) or develop cases for comparative analysis" (Creswell & Clarke, 2018). A mixed-methods research design entails a systematic approach to gather, assess, and blend both quantitative and qualitative research techniques, as stated (Johnson & Onwuegbuzie, 2022).
A researcher gathered data from focus groups and quantitative instruments to compare if the two types of data present comparable findings but from different angles. The explanatory sequential design, which takes place in the two separate interaction phases, was employed explicitly in this study. The first step in this research methodology is the gathering and examination of quantitative data. After this initial step, qualitative data is gathered and examined to supplement or clarify the quantitative outcome of the first phase.

Study Limitations and ethical considerations

The study adheres to ethical standards concerning content and the value of respondents, particularly regarding confidentiality and privacy. The researcher is aware when showing, assessing, or writing research documents. This study declares no conflict of interest and recognizes liability for any conflicts discovered.

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Additionally, the study prioritizes confidentiality in handling respondents' data. The identity and responses of respondents are securely protected by the researcher in compliance with the "Data Privacy Act of 2012." All respondents were informed about whether their personal information is being, has been, or will be processed.

Furthermore, since all study participants are educators in the maritime industry, they were asked to provide their preferred means of communication. The researcher obtained informed consent, stating that participation is voluntary. All selected participants agreed to participate in the study without forfeiting any rights they are otherwise entitled to. The study strictly followed the research ethics committee procedures.

RESULTS AND DISCUSSION.

Question 1 What is the demographic profile of the administrators in term of age, sex, Designation/appointed position, Number of years of administrative experience, and Highest educational attainment?

Frequency and Percentage distribution of the Respondents according to Profile

Age	**Frequency**	**Percentage**
25 - 35	87	48.33%
36 - 45	45	25.00%
46 - 55	20	11.11%
55 - 60	10	5.56%
Over 60	18	10.00%
Total Sex	**180**	**100.00%**
Male	100	55.56%
Female	80	44.44%
Total Designation/appointed position	**180**	**100.00%**
Instructor	141	78.33%
Middle Manager/ Supervisor	39	21.67%
Total	**180**	**100.00%**
Number of years of administrative experience		
1 - 5	122	67.78%
6 - 10	34	18.89%
11 - 15	9	5.00%
16 - 20	8	4.44%
21 - 25	3	1.67%
Over 25	4	2.22%
Total	**180**	**100.00%**
Highest educational attainment		
Bachelor's Degree	109	60.56%
Master's Units	28	15.56%
Master's Degree	23	12.78%
Doctoral Units	7	3.89%
Doctoral Degree	13	7.22%
Total	**180**	**100.00%**

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1. **Age**. As observed in Table 5, most maritime school administrators fall within the age range of 25 to 35 years old, making up 48.33% (87 individuals) of the total sample. The age group of 36 to 45 years accounts for 25.00% (45 individuals). Respondents between the ages of 46 and 55 comprise 11.11% (20 individuals), while those between 55 and 60 comprise 5.56% (10 individuals). Finally, 18 individuals make up the total population, and 10.00% of them are over 60. The finding suggests that distribution indicates a potential trend towards younger leadership within these institutions, as it suggests a comparatively young demographic among maritime school administrators, with a substantial proportion in their late twenties to mid-thirties. The findings confirmed the notion of Bartusevičienė (2023) that the presence of a younger generation of maritime school administrators suggests a major shift towards younger leadership in maritime institutions. This is brought about by the increasing presence of Generation Z students in maritime education who have specific learning preferences and needs. The researcher also found out that most middle managers and administrators in the maritime institutions are alumni of the institutions at a young age.
2. **Sex**. The male respondents constitute a slight majority, at 55.56% (100 individuals) of the total sample. On the other hand, women make up 44.44% of the total population, which is equivalent to 80 individuals. As a result, most maritime school administrators are male. The prevalence of **male administrators** in marine schools is indicative of broader gender dynamics in society, which are also seen in other educational settings. Mawlana (2023) highlights the significance of patriarchal mechanisms in decision-making and the choice of leaders, as male academics are given preferential treatment. Cousins (2020) posits that gender-based power dynamics and societal norms may be the cause of the disproportionate number of male administrators in maritime institutions. Males predominantly held administrative roles in maritime institutions in Region 3.
3. **Designation Appointment Position**. After analyzing the job positions of the respondents, we found that a significant majority, including 78.33% (141 individuals), hold the position of instructor. Thirty-nine individuals, or 21.67% of the population, work as middle managers or supervisors. In maritime institutions, there are only a few key functions similar to middle managers in an organization, while faculty **instructors** make up the majority of the overall population in a given maritime institution.
4. **Number of Years of Administrative Experience**. The majority of the respondents have very recent administrative experience. Specifically, 67.78% (122 individuals) have a diverse range of experience that covers a period of 1 to 5 years. The proportion of individuals with 6 to 10 years of experience is 18.89%, equating to 34 people. The higher experience groups have lower percentages: 5.00% (9 people) have 11 to 15 years of experience, 4.44% (8 individuals) have 16 to 20 years, 1.67% (3 individuals) have 21 to 25 years, and 2.22% (4 individuals) have more than 25 years of administrative experience. It has a diverse range of experience that covers a period of 1 to 5 years. These results are consistent with the current body of research, which emphasizes the significance of both experience and continued professional growth in administrative positions or positions of authority. For instance, Sohn and Woo (2023) emphasized the impact of experience on knowledge sharing and the need for professional development and support.
5. **Highest Educational Attainment**. Regarding educational background, sixty-five percent (109 persons) of the respondents have a bachelor's degree. The percentage of persons who have finished a Master's Degree comprises 12.78% (23 individuals), while those with

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Master's Units make up 15.56% (28 individuals). 3.89% of the population, or seven people, have doctoral units, while 7.22%, or thirteen people, have earned a doctoral degree. The finding underscores the need to continuously improve the professional qualifications of maritime instructors and managers. to achieve quality education and leadership. Quality criteria in maritime education, including professional and personal development, are essential.

Question 2 How do the faculty and middle managers rate the leadership and management competencies of the administrators of the maritime institution in terms of: Strategic and Creative, Leading and Deciding, Developing and Changing, Management, Communicating and Presenting, and Relating and Supporting

Table 6
Faculty and middle managers' ratings on the leadership and management competencies of the administrators of the maritime institution in terms of strategic and creativeness

Indicator	Faculty Members			Middle Managers		
	Mean	SD	Interpretation	Mean	SD	Interpretation
1. Keep up to date with global trends	4.19	0.78	Well-Developed	4.18	0.72	Well-Developed
2. Review the institution's position	4.17	0.81	Well-Developed	4.21	0.80	Very Well- Developed
3. Develop business relationships with other schools	4.13	0.84	Well-Developed	3.82	0.82	Well-Developed
4. Adopt innovative changes in education	4.27	0.79	Very Well-Developed	4.44	0.82	Very Well- Developed
5. Review and analyze educational strategies	4.21	0.82	Very Well-Developed	4.28	0.92	Very Well- Developed
6. Benchmark performance against academic leaders	4.16	0.90	Well-Developed	3.95	0.79	Well-Developed
7. Seek advice from expert	4.18	0.86	Well-Developed	4.13	0.86	Well-Developed
8. Help people to think differently about a problem	4.17	0.84	Well-Developed	4.23	0.84	Very Well- Developed
9. Set clear educational goals and targets	4.24	0.86	Very Well-Developed	4.28	0.86	Very Well- Developed
10. Review and improve leadership performance	4.19	0.84	Well-Developed	4.13	0.83	Very Well- Developed
Overall Mean	**4.19**	**0.83**	**Well-Developed**	**4.16**	**0.83**	**Well-Developed**

1. **Strategic and Creative**. The overall mean score for faculty members is 4.19 with a standard deviation of 0.83, while for middle managers, the overall mean is 4.16 with an SD of 0.83. Both groups have an interpretation of "Well-Developed" for their overall performance across the various. The findings imply the crucial role that the leadership and management competencies of maritime institution administrators in terms of strategic and creativeness play in running the institution. The strategic and creativeness competence of the administrators maybe partly attributed to their diverse professional experiences, which

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equip them to navigate the complex global maritime environment effectively (Shvetsova, 2023).

Table 7

Faculty and middle managers ratings on the leadership and management competencies of the administrators of the maritime institution in terms of leading and deciding

Indicator	Faculty Members			Middle Managers		
	Mean	**SD**	**Interpretation**	**Mean**	**SD**	**Interpretation**
1. Help new employees adjust to their work quickly	4.16	0.91	Well-Developed	3.95	0.92	Well-Developed
2. Give subordinates challenging job assignments	4.21	0.82	Very Well- Developed	4.23	0.63	Very Well- Developed
3. Monitor subordinate's performance	4.16	0.91	Well-Developed	4.15	0.84	Well-Developed
4. Communicate high expectations of subordinates	4.18	0.82	Well-Developed	4.03	0.84	Well-Developed
5. Trust capable subordinates to do their work	4.27	0.86	Very Well- Developed	4.38	0.85	Very Well- Developed
6. Celebrate team achievement	4.08	0.95	Well-Developed	3.92	0.99	Well-Developed
7. Seek advice from expert	4.10	0.94	Well-Developed	4.03	0.96	Well-Developed
8. Act as a role model for development	4.16	0.91	Well-Developed	4.21	0.95	Very Well- Developed
9. Capable of making a tough decision	4.16	0.89	Well-Developed	4.28	1.02	Very Well- Developed
10. Consult people and take their views and ideas into account	4.17	0.89	Well-Developed	4.09	1.11	Well-Developed
Overall Mean	**4.16**	**0.89**	**Well-Developed**	**4.13**	**0.91**	**Well-Developed**

Legend: 4.21 - 5.0 - Very Well-Developed; 3.41 - 4.20 - Well-Developed

Legend: 4.21 - 5.0 - Very Well-Developed; 3.41 - 4.20 - Well-Developed

2. **Leading and Deciding**. Legend: 4.21 - 5.0 - Very Well-Developed; 3.41 - 4.20 - Well-Developed; 2.61 - 3.40 - Moderately-Developed; 1.81 -2.60 - Less-Developed; 1.00 - 1.80 - Least-Developed. As can be seen in the table, the overall mean score for faculty members is 4.16, with a standard deviation of 0.89, indicating a "well-developed" level of competency across the various indicators. Middle managers have a slightly lower overall mean score of 4.13 with an SD of 0.91, also indicating a "well-developed" competency level. The close mean scores suggest a general alignment in the self-assessment of competencies between faculty members and middle managers. The SD values, which are relatively similar, indicate a comparable level of variability in responses within both groups, showing that while individual perceptions may vary, the overall trend of

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competency levels is consistent. The overall score indicates a positive perception of administrators in their leadership and decision-making roles. The findings highlight the crucial role of administrators in maritime schools and institutions in leading and making decisions, shaped by their leadership style and psychological traits (Bayramova, 2019). The leader's ability to identify problems, allocate resources, and seek alternative solutions should guide important aspects of leadership such as leading and deciding (Amalia et al., 2020).

Table 8
Faculty and middle managers ratings on the leadership and management competencies of the administrators of the maritime institution in terms of developing and changing

Indicator	**Faculty Members**			**Middle Managers**		
	Mean	**SD**	**Interpretation**	**Mean**	**SD**	**Interpretation**
1. Start tasks right away	4.23	0.81	Very Well-Developed	4.31	0.86	Very Well- Developed
2. Get things done quickly and efficiently	4.21	0.80	Very Well-Developed	4.18	0.96	Well-Developed
3. Ready to go the extra mile	4.28	0.84	Very Well-Developed	4.28	1.00	Very Well- Developed
4. Do what is right despite personal risks	4.17	0.91	Well-Developed	4.38	0.85	Very Well- Developed
5. Set personal development goals	4.27	0.87	Very Well-Developed	4.33	0.87	Very Well- Developed
6. Able to sell the benefits of change	4.19	0.88	Well-Developed	4.26	0.82	Very Well- Developed
7. Model the change expected of others	4.12	0.91	Well-Developed	4.15	0.82	Well-Developed
8. Establish roles and structures to support change	4.13	0.90	Well-Developed	4.28	0.86	Very Well- Developed
9. Adapt quicklyto new situations	4.18	0.93	Well-Developed	4.39	0.75	Very Well- Developed
10. Keep composure and humor under challenging circumstances	4.17	0.92	Well-Developed	4.37	0.75	Very Well- Developed
Overall Mean	**4.20**	**0.88**	**Well-Developed**	**4.29**	**0.85**	**Very Well- Developed**

3. **Developing and Changing.** As shown in the table, the overall mean score for middle managers is 4.29 with a standard deviation of 0.85, while that of faculty members is 4.20 with a standard deviation of 0.88. Both indicated a general interpretation of "well-developed." Furthermore, the standard deviations suggest moderate consistency in the ratings. The findings mean that the administrators are perceived to be very effective in fostering development in maritime institutions and managing change in the educational realm. The findings underscore the

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important role of the school administrators in implementing changes and development in the workplace as part of their multifaceted roles (Panchuk, 2021). In general, the findings suggest that the respondents have very strong confidence. These competencies of school administrators of maritime institutions are enhanced through leadership training, seminars, and work experience (AsisGalvez, 2019).

Table 9
Faculty and middle managers' ratings on the leadership and management competencies of the administrators of the maritime institution in terms of management

Indicator	Faculty Members			Middle Managers		
	Mean	SD	Interpretation	Mean	SD	Interpretation
1. Provide direction and support for subordinates	4.18	0.92	Well-Developed	4.21	0.92	Very Well-Developed
2. Delegate responsibility to the appropriate people	4.13	0.87	Well-Developed	4.23	0.87	Very Well-Developed
3. Hold people accountable for their deliveries	4.16	0.86	Well-Developed	4.18	0.68	Well-Developed
4. Learn lessons from process breakdowns	4.18	0.86	Well-Developed	4.13	0.95	Well-Developed
5. Improve institutional processes	4.21	0.87	Very Well-Developed	4.38	0.91	Very Well-Developed
6. Set high standards of service	4.26	0.88	Very Well-Developed	4.46	0.76	Very Well-Developed
7. Resolve stakeholder issues quickly	4.19	0.87	Well-Developed	4.15	1.01	Well-Developed
8. Gather information and feedback from a wide variety of sources	4.20	0.88	Well-Developed	4.21	1.03	Very Well-Developed
9. Approach problems from different angles	4.15	0.93	Well-Developed	4.36	0.93	Very Well-Developed
10. Obtain resources to carry out projects	4.23	0.91	Very Well-Developed	4.33	0.77	Very Well-Developed
Overall Mean	**4.19**	**0.89**	**Well-Developed**	**4.26**	**0.88**	**Very Well-Developed**

4. Management. The findings suggest that both respondents believe that the school administrators are highly competent when it comes to managing the school and ensuring that the operations are running smoothly. This competence is actually a very crucial factor to ensure that the quality of education is upheld and professional development of the human resource is provided (Siregar, 2022).

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Table 10
Faculty and middle managers' ratings on the leadership and management competencies of the administrators of the maritime institution in terms of communicating and presenting.

Indicator	Faculty Members			Middle Managers		
	Mean	**SD**	**Interpretation**	**Mean**	**SD**	**Interpretation**
1. Encourage open communication with subordinates and colleagues	4.21	0.91	Very Well-Developed	4.28	0.86	Very Well- Developed
2. Create a climate where the team, heads, and stakeholders can share and exchange views and ideas	4.20	0.88	Well-Developed	4.16	0.87	Well-Developed
3. Address colleagues and subordinates' needs and priorities	4.17	0.93	Well-Developed	4.23	0.84	Very Well- Developed
4. Negotiate matters of concern effectively	4.18	0.85	Well-Developed	4.26	0.82	Very Well- Developed
5. Handle other people's feelings and emotions sensitively	4.14	0.97	Well-Developed	4.15	0.87	Well-Developed
6. Give clear and concise presentations and discussions during meetings	4.25	0.94	Well-Developed	4.18	0.97	Well-Developed
7. Encourage feedback and accept constructive criticisms	4.19	0.94	Well-Developed	4.26	0.94	Very Well- Developed
8. Listen attentively to raised concerns and issues	4.16	0.98	Well-Developed	4.28	0.89	Very Well- Developed
9. Promote views and ideas effectively	4.19	0.91	Well-Developed	4.28	0.83	Very Well- Developed
10. Know the appropriate time and use the appropriate method to communicate with colleagues	4.23	0.91	Very Well-Developed	4.33	0.84	Very Well- Developed
Overall Mean	**4.19**	**0.92**	**Well-Developed**	**4.24**	**0.87**	**Very Well- Developed**

5. **Communicating and Presenting**. The findings suggest that both respondents have strong confidence in the ability of the school administrators to communicate policies and present them to the school personnel. Effective leadership and student performance need marine school administrators to communicate and deliver policies well (Abad and Manalo, 2020). This highlights the strength of effective communication skills of the school administrators, which they use to communicate and present school policies to the school community. It also highlights the significance of efficient communication between school administrators and staff. Individuals may use this communication to foster confidence and provide feedback (Çaybaş & Ordu, 2022).

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Administrators categorize this practical communication ability between aggressive and personal (Quiroz & De Jesus, 2022). These styles influence leadership effectiveness and communication competence, including understanding communication theories and principles. Moreover, these styles influence the ability to communicate effectively.

Table 11
Faculty and middle managers' ratings on the leadership and management competencies of the administrators of the maritime institution in terms of relating and supporting

Indicator	Faculty Members			Middle Managers		
	Mean	**SD**	**Interpretation**	**Mean**	**SD**	**Interpretation**
1. Build rapport and keep others in the loop	4.23	0.94	Very Well- Developed	4.21	0.86	Very Well-Developed
2. Use networks to get things done	4.19	0.87	Well-Developed	4.15	0.86	Well-Developed
3. Demonstrates empathy and respect towards colleague's and subordinates' challenges and issues	4.28	0.94	Very Well- Developed	4.31	0.89	Very Well-Developed
4. Actions and decisions guided by the right values and principles	4.24	0.93	Very Well-Developed	4.33	0.74	Very Well-Developed
5Promotes honesty and transparency	4.28	0.95	Very Well- Developed	4.39	0.94	Very Well-Developed
6.Bring disagreements into the open	4.11	0.94	Well-Developed	4.13	0.78	Well-Developed
7.Address and resolve conflicts early	4.18	0.95	Well-Developed	4.18	0.85	Well-Developed
8.Set the team's direction and priorities	4.25	0.90	Very Well- Developed	4.26	0.94	Very Well-Developed
9.Review the team's successes and failures	4.20	0.94	Well-Developed	4.23	0.93	Very Well-Developed
10. Help team members work well together	4.22	1.01	Very Well- Developed	4.37	0.88	Very Well-Developed
Overall Mean	**4.22**	**0.94**	**Very Well-Developed**	**4.26**	**0.87**	**Very Well-Developed**

6. Relating and Supporting. As can be gleaned from the table, the faculty members rated the administrators with an overall mean of 4.22 and an SD of 0.94, indicating that they view these competencies as "very well developed." The relatively higher SD reflects a moderate level of variability in their responses, suggesting a diverse range of opinions among faculty members. On the other hand, the middle managers provided a slightly higher overall mean rating of 4.26 with a lower SD of 0.87. This higher mean represents a marginally more favorable assessment of the administrators' competencies, which are still classified as "Very Well-Developed." The lower SD among middle managers points to a more consistent agreement in their evaluations, indicating a narrower range of opinions compared to the faculty members. While both groups positively

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assessed the administrators' abilities in these areas,
middle managers showed slightly higher ratings and greater consensus. On the other hand, faculty members exhibited a wider variability in their perceptions. The ratings mentioned above reflect a positive evaluation of the administrators' ability to effectively relate to and support others, and they suggest strong confidence in the administrators' ability to relate to and support others. Hence, Abad and Manalo (2020) stress the need for school administrators to have theoretical-practical training and management competence so they can easily relate with the staff and support them. The results suggest that administrators must possess certain essential abilities to effectively assist and relate to their staff, thereby fostering an effective and productive school atmosphere. While Villa and Tulod (2021) highlight the relevance of self-efficacy and the need for administrators to plan and alter teaching, Nomnian and Arphattananon (2018) emphasize the significance of strategic thinking, innovation, and instructional leadership.

Question 3. Is there a significant difference between the rating given by the faculty members and middle managers on the leadership and management competencies of the administrator when they are grouped according to profile?

Age	**N**	**Mean**	**95%CI**	**SD**	**F**	**Sig**	**Interpretation**
25-35	87	4.26	4.42] [3.76	0.74	1.01	4.02	Not Significant
36-45	45	4.02	4.27] [3.90	0.85			
46.55	20	4.25	4.59] [4.00	0.73			
55-60	10	4.40	4.79] [3.89	0.55			
Over 60	18	4.20	4.51]	0.62			

3.1 **Age**. The table shows that the p-value (sig) is greater than.05 (p>.05), indicating that the calculated F is not significant. Hence, the null hypothesis cannot be rejected. Therefore, there is no significant difference between the ratings given by the faculty members and middle managers on the leadership and management competencies of the administrators of the maritime institutions when the respondents are grouped according to age.

Sex	N	Mean	95%CI	SD	F	Sig	Interpretation
Male	100	4.08	[3.93 4.23]	0.78	5.84	.02	Significant
Female	80	4.35	[4.19 4.50]	0.69			

3.2. **Sex**. The table shows that the p-value (sig) is less than.05 (p<.05), indicating that the calculated F is significant. Hence, the null hypothesis is rejected. Consequently, grouping the respondents according to sex reveals a significant difference in the ratings given by faculty

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members and middle managers on the leadership and management competencies of the administrators.

Designated/appointed	N	Mean	95%CI	SD	F	Sig	Interpretation
Instructor	141	4.19	[4.06 4.32]	0.76	0.06	0.81	Not Significant
Middle Manager / Supervisor	39	4.22	[3.71 4.47]	0.73			

3.3. **Designation Appointment Position**. The table shows that the p-value (sig) is greater than.05 (p>.05), indicating that the calculated F is not significant. Hence, the null hypothesis cannot be rejected. Therefore, there is no significant difference between the ratings given by the faculty members and middle managers on the leadership and management competencies of the administrators of the maritime institutions when the respondents are grouped according to designation/appointed position.

Number of years of administrative experience	**N**	**Mean**	**95%CI**	**SD**	**F**	**Sig**	**Interpretation**
1 - 5	122	4.29	[4.17	-0.65			
			4.40]				
6 - 10	34	3.85	[3.49	-1.02			
			4.20]				
11 - 15	9	4.34	[3.88	-0.61	2.51	0.03	Significant
			4.81]				
16 - 20	8	4.32	[3.74	-0.69			
			4.90]				
21 - 25	3	3.58	[1.36	–0.89			
			4.79]				
Over 25	4	4.41	[3.52	-0.56			

3.4. **Administrative Experience**. The table shows that the p-value (sig) is less than.05 (p<.05), indicating that the calculated F is significant. Hence, the null hypothesis is rejected. Thus, there is a significant difference between the ratings given by the faculty members and middle managers on the leadership and management competencies of the administrators when the respondents are grouped according to the number of years of administrative experience.

Highest Educational Attainment	**N**	**Mean**	**95% CI**		**SD**	**F**	**Sig**	**Interpretation**
Bachelor's Degree	109	4.28	[4.15	-	0.68			
			4.41]					

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Master's Units	28	4.08	[3.79	-	0.77			Not
			4.38]					
Master's Degree	23	4.06	[3.65	-	0.95	0.95	0.44	Significant
			4.47]					
Doctoral Units	7	3.94	[3.22	-	0.77			
			4.66]					
Doctoral Degree	13	4.12	[3.58 4.66]	-	0.89			

3.5. **Highest Educational Attainment**. The table shows that the p-value (sig) is greater than.05 (p>.05), indicating that the calculated F is not significant. Hence, the null hypothesis cannot be rejected. Therefore, when we group the respondents according to highest educational attainment, we find no significant difference between the ratings given by faculty members and middle managers on the leadership and management competencies of the administrators of the maritime institutions.

Question 4. What administrative-related challenges are encountered by the instructors and middle managers?
Based on the interviews, four primary problems encountered by instructors and middle managers regarding the administration of maritime institutions were drawn from the interviews conducted by the researcher.

1. **Inconsistencies in the Use of Leadership Styles.** One of the major administrative-related challenges that the present study uncovered related to the management of the maritime schools and training institutions is the leadership style inconsistencies by the school administrators who led in the operation.

2. **Difficulties in the Use of Conflict Resolution Strategies.** The successful resolution of various significant challenges within the institution necessitates the implementation of effective conflict resolution strategies. For instance, Middle Manager 2 describes resolving a curriculum disagreement by "facilitating open communication, listening to concerns, and finding a compromise.

3. **Resistance to Technology Adoption.** Adopting new technologies posed another administrative challenge for the participants, as the evolving educational landscape necessitated their adoption.

4. **Lack of Crisis Management Preparedness.** Crisis management is a critical yet challenging area for maritime institutions. To address these challenges, the administration used a flexible approach by empowering departments to propose and implement their own solutions, while also ensuring that these actions aligned with regulatory requirements and the institution's overall objective.

Question 5. What operational framework for a maritime institution can be crafted based on the findings?

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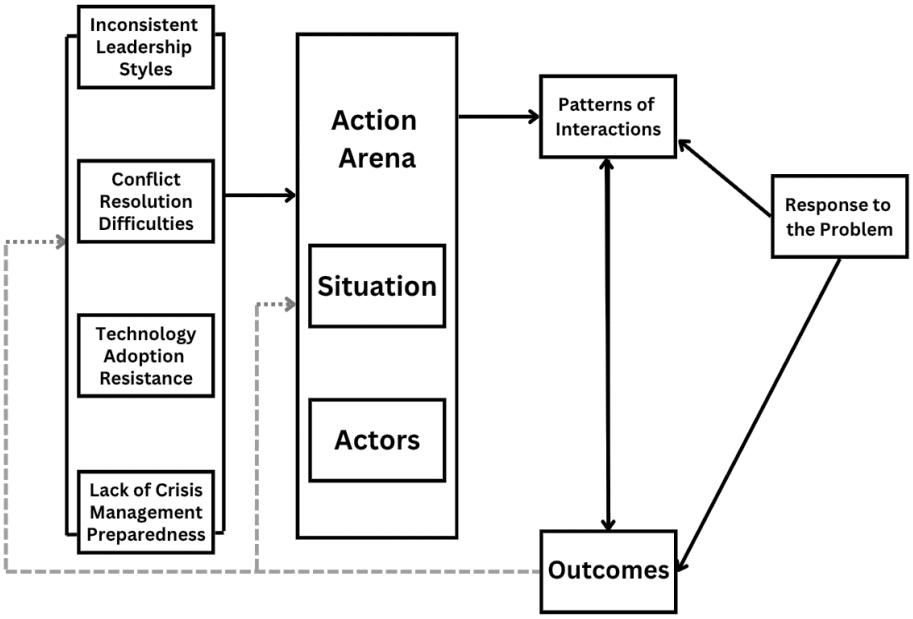
Based on the findings of the present study, the researcher proposes an operational framework to address administrative-related challenges in the school management of maritime institutions. This framework suggests a model for strengthening the leadership and management capacity of maritime schools and institutions addressing inconsistent leadership styles, conflict resolution difficulties, technology adoption resistance, and a lack of crisis management preparedness.



The Objective of Operational Framework

This is to provide a structured and practical approach to improve organizational processes and performance. It offers guidance and best practices for administrators and staff to enhance efficiency, ensure consistency, and achieve strategic goals. By establishing clear protocols and standards, the operational framework helps deliver high-quality services, foster effective leadership, and facilitate continuous improvement within the institution.

The Rationale Behind the Operational Framework

The rationale behind an operational framework lies in its ability to provide a structured approach for enhancing organizational effectiveness and efficiency. The following are the key reasons to include: First is Efficiency in improving operations by minimizing redundancies, optimizing resource utilization, and reducing waste. Second is Consistency, where standardized procedures and practices are implemented throughout the organization to maintain uniformity and reliability. Third is quality Improvement, which enhances the quality of services or products through continuous monitoring, evaluation, and refinement of processes. Next is strategic alignment, which ensures daily operations are in line with the organization's strategic goals and objectives to achieve cohesive progress. On the other hand, accountability clearly defines roles, responsibilities, and expectations to promote accountability and transparency among staff, faculty members, and supervisors. Adaptability Establishing a flexible structure that can evolve with changing circumstances allows the organization to respond effectively to new challenges and

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opportunities. The Leadership empowers Leadership
through the provision of tools and insights to effectively manage and lead teams. And the last is the. Continuous Improvement cultivates a culture of ongoing evaluation and enhancement to drive long-term success and innovation. This operational framework is a structured approach designed to operationalize the school's strategies in addressing administrative-related challenges. The structure of the framework involves identifying and defining components and understanding their relationships, which is essential for guiding and structuring operational activities in school operations.

The operational framework, also designed to address administrative-related challenges in maritime schools or institutions, is structured to tackle four main issues: inconsistent leadership styles, conflict resolution difficulties, technology adoption resistance, and lack of crisis management preparedness. These challenges are contained within a single rectangle that represents the administrative-related problems and challenges that were revealed in the study.

The Roles of Individuals within the conceptual framework:

The instructor's role is to play a pivotal role in operational framework implementation by delivering education and training in adherence to standardized procedures. They uphold the quality and Consistency of teaching methods, ensuring alignment with framework objectives to achieve effective learning outcomes.

The supervisors are responsible for overseeing the implementation of the operational framework within their departments. They offer guidance to instructors and staff, monitor performance against framework objectives, and promote continuous improvement initiatives.
Administrators at different levels, such as faculty members, department heads, and deans, play a crucial role in designing and implementing the operational framework across the institution. They set strategic direction, allocate resources, and ensure that departmental goals align with institutional objectives. Administrators also oversee regulatory compliance and promote a culture of accountability and innovation within their respective areas of responsibility.

In summary, an operational framework acts as a strategic guide for organizations to attain efficiency, effectiveness, enduring growth, long-term success, and innovation. This operational framework is a structured approach to operationalize the strategies of the school in addressing administrative-related challenges. The structure of the framework involves identifying and defining components and understanding their relationships, which is essential for guiding and structuring operational activities in school operations.

The operational framework, also designed to address administrative-related challenges in maritime schools or institutions, is structured to tackle four main issues: inconsistent leadership styles, conflict resolution difficulties, technology adoption resistance, and lack of crisis management preparedness. These challenges are contained within a single rectangle that represents the administrative-related problems and challenges that were revealed in the study.

Challenges:

The administrative-related challenges encountered by the instructors and middle managers include leadership style inconsistencies, conflict resolution difficulties, resistance to technology adoption, and a lack of crisis management preparedness.

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Specifically in the context of Region III—which is assumed to represent a particular area of interest, such as a geographic region or a sector within the maritime industry—maritime leadership and management within maritime institutions face a number of unique issues. It is imperative to acknowledge these obstacles in order to develop a functional framework for operations.

Opportunities:
To capitalize on the opportunities, the following elements should be included in the operational framework for maritime leadership and management in Region III:

1. Adopting technologies like automation, learning management systems (LMS), and the Internet of Things (IoT) can transform maritime operations.
2. Establish continuous training and development efforts to enhance leadership and technical competencies.
3. Implement specialized programs to nurture and enhance leadership skills among maritime professionals.
4. Establish mentorship and coaching initiatives to guide emerging leaders and managers.

SUMMARY

1.On the Profile of the Respondents.

The majority of maritime school administrators fall within the age range of 25 to 35 years old, are male, hold the position of instructor, have a diverse range of experience that covers a period of 1 to 5 years, and have a bachelor's degree.

2. **On the rating given by faculty and middle managers on leadership and management competencies of the administrators of the maritime institution**.

The faculty and middle managers rate the leadership and management competencies of the administrators with well-developed competency in terms of strategic and creativeness, leading and decision, development and innovations, policy implementation and policy problem-solving, communication and presentation, relationship building, and supporting.

3. **On the significant difference between the rating given by the faculty members and middle managers on the leadership and management competencies of the administrator when they are grouped according to profile.**

There is no significant difference in the ratings given by the faculty members and middle managers on the leadership and management competencies of the administrators of the maritime institutions when they are grouped according to age, designation/appointed position, and highest educational attainment. There is a significant difference in the ratings given by the faculty members and middle managers on the leadership and management competencies of the administrators of the maritime institutions when they are grouped according to sex and number of years of administrative experience.

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4. **On the administrative side, challenges are encountered by the instructors and middle managers**.

The administrative-related challenges encountered by the instructors and middle managers include leadership style inconsistencies, conflict resolution difficulties, resistance to technology adoption, and a lack of crisis management preparedness.

5. **On the proposed operational framework for maritime institutions.**

The researcher proposed an operational framework that will help address the administrative-related challenges being experienced by instructors and middle managers.

CONCLUSION

1. The majority of maritime school administrators are male, aged 25-35, holding instructor positions with 1-5 years of diverse experience and a bachelor's degree.
2. Faculty and middle managers rate administrators' leadership and management competencies positively, highlighting strengths in strategic thinking, creativity, decision-making, innovation, policy implementation, problem-solving, communication, and relationship building.
3. No significant differences in ratings between faculty and middle managers based on age, designation, or educational attainment, but differences observed based on gender and years of administrative experience.
4. Instructors and middle managers face administrative challenges including inconsistent leadership styles, conflict resolution difficulties, technology adoption resistance, and a lack of crisis management preparedness.
5. A proposed operational framework aims to address these challenges, offering a structured approach to enhance administrative effectiveness in maritime institutions.

RECOMMENDATIONS

1. It is recommended to implement targeted recruitment and professional development programs aimed at increasing the representation of women in leadership roles. Additionally, mentorship programs can be established to support younger administrators in their career growth and development.
2. The school should encourage continuous professional development opportunities for administrators to further enhance their leadership and management competencies. This could include workshops, seminars, and training sessions focused on areas such as strategic planning, communication skills, and conflict resolution techniques. Additionally, fostering a culture of innovation and creativity within the institution can help sustain and build upon existing strengths.
3. There is a need to implement gender-sensitive training programs and initiatives aimed at addressing the observed differences in ratings based on gender. Additionally, opportunities

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for administrators should be provided to gain
mentorship and guidance from more experienced colleagues, helping to bridge any competency gaps.

4. It is recommended that a comprehensive professional development program be developed to focus on enhancing leadership skills, conflict resolution techniques, and crisis management strategies for school administrators. Additionally, create a supportive work environment where open communication and feedback mechanisms are encouraged to address and resolve administrative challenges effectively.
5. There should be a dedicated task force or committee responsible for overseeing the implementation of the proposed operational framework. This task force should consist of representatives from various levels of the institution, including faculty, middle managers, and senior administrators, to ensure buy-in and collaboration across the board. Regular monitoring and evaluation mechanisms should also be put in place to assess the effectiveness of the framework and make necessary adjustments as needed.

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