Administrative Leadership of Deans in Mindanao State University - Sulu During Pandemic COVID-19

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Abstract**: The aim of this article is to analytically trace the administrative leadership of the deans in Mindanao State University-Sulu and to determine the effect of administrative leadership on the students' promotion and the assessment of performance and practice of administrative leadership. It revealed the following conclusion that the absence of the face-to-face teaching-learning activities during the Pandemic COVID 19, the faculty members are guiding students to use different learning modalities. E-learning, Blended Learning, Synchronous Learning and Modular learning are the most common practiced learning modalities. Students are commonly using the internet to answer their modules. Self-pace learning and individual activities are commonly practiced during the Pandemic COVID 19. The deans performed and practiced the administrative leadership through appropriate planning. Assigning teachers to actively participate in the distribution and collection of module. The instruction is given individually through proper and legible written communication by way of sending memos, letters, group chatting in the Facebook and internet communication. The deans are responsible to engage individual consultation and dissemination of information adopting the health protocols such as the sanitation using 70% concentrated alcohol, washing hands frequently, using face mask, social distancing and other health protocols. Direct class room instruction are discouraged, but the students reached success and finished their degrees on time. Seventy-five students promoted with honors ranging from Suma Cum Laude, Magna Cum Laude and Cum Laude. Seven Hundred eighteen students able to satisfy the college requirements and finished their degrees in the different colleges. The performance and practice of the deans of the administrative leadership successfully carried out even during the Pandemic COPVID 19. More number of students (718) were promoted in spite of the threat of the Pandemic COVID 19, hence the deans are performing and doing their roles and functions to achieve the goals of the university to attain quality education.**

Keywords**: Administrative leadership, Deans, Mindanao State University-Sulu, Pandemic COVID-19.**

1. Introduction

Administrative leadership is the process through which the deans of the Mindanao State University-Sulu performs administrative functions such as manning, communicating, coordinating, supervising and evaluating. Performance and practices of these administrative functions almost impossible during the lockdown experiences of everyone after the memorable attack of the disease which was observed and started in Wu Han China. No one remained calm in those days, especially when the World Health Organization (WHO) gave warning of the dangerous effect of the sickness in the country. Worldwide indeed, strongly adhere to the command of the World Health Organization to be very careful and strongly recommending the wearing of face mask, sanitizing one's hands with concentrated alcohol, social distancing, frequent washing of hands, etc. The fear marked in the heart of everyone that causes the negligence of the duties and responsibilities of the deans of Mindanao State University-Sulu upholds their commands to perform and practice their administrative functions.

The data provided herein signifies the success of the learning modalities without the presence of the professors in the teaching-learning processes in the higher institution like Mindanao State University-Sulu. However, this success would never be attained without the performance of the administrative leadership which was strategized by the deans of the different colleges. This article is focus to answer the following questions. [1] How deans do perform and practice administrative leadership during the Pandemic COVID 19? [2] What is the effect of the performed and practiced administrative leadership during the Pandemic COVID 19? [3] What are the roles and functions of the deans in promoting quality education during the Pandemic COVID 19? The qualitative description is adopted to present the enhanced data in the Mindanao State University-Sulu. Basic information gathered and utilized as proof of the arguments to answer the questions.

The students are reprimanded to enter classrooms to receive instructions from their professors who are also lamented with the fear of being annihilated by the virus. The problem of teaching and learning in Mindanao State University-Sulu, just like other higher institutions in many countries has resulted to the adoption of learning modalities such as the modular learning, synchronous learning, blended learning and some other strategies. The students are learning in their homes, reading and answering their modules with the assistance of the available media for learning in the internet. Totally independent from the appearance of the professors that are supposedly

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responsible to guide, monitor and assist students in their learning process. In four year-time since the Pandemic COVID 19 started that broke up in February 2019. Behind success, the Mindanao State University-Sulu during its 46th Commencement Exercises in July 21, 2022 was able to promote one (1) Suma Cum Laude, Six (6) Magna Cum Laude, Sixty-Eight (68) Cum Laude and 718 graduates in the different colleges such as College of Agriculture (COA), College of Arts and Sciences (CAS), College of Education (COED), College of Bachelor of Science in Business Administration and Accountancy (BSBA), College of Public Affairs and Community Development (CPACD), College of Nursing (CON), College of Fisheries (COF), College of Computer Studies and Information Technology (COCSIT), and Graduate Studies (GS) [Commencement Exercises Handbook, 2022].

Mike Abel (2022) offered this description of administrative leadership in an earlier post: Administrative leadership is about orchestrating tasks (and often includes mobilizing people) to develop and sustain an early childhood organization. The purpose of this article is to connect administrative leadership to the work environment of the faculty members during the CIVID 19 Pandemic and to determine the effect of administrative leadership exercised by the deans of Mindanao State University-Sulu to orchestrate the students and faculty members.

2. Effect of Administrative Leadership on Graduates

Furthermore, administrative leadership of the deans in Mindanao State University-Sulu is manifested on the produced graduates confirmed in their different degrees during the 46th Commencement Exercises held in July 21, 2022. A glance at table 1 show the evidences of the efforts of the deans performing the task of administrative leadership. Although, the teaching-learning modalities accounts for self-pace activity of the students, still the deans are working hard to develop quality education in the different colleges in Mindanao State University-Sulu. The honors in table 1 are some evidences to show the effectiveness of the administrative leadership of the deans.

Table 1
Graduated honors of Mindanao State University-Sulu school year 2021-2022

Honors	Graduates	College
Suma Cum Laude	1	AB Islamic Studies
Magna Cum Laude	6	BSED-English (2) BSED-Math (1) BSED-Gen Sci (1) BS Nursing (2)
Cum Laude	68	BSED-English (12) BSED-Math (6) BS-Math (3) BS-Nursing (14) BS-Bio (4) BSED-Gen Sci (7) BS-IT (1) BS-Fisheries (1) BEED (17) BAELS (2) BS-Agriculture (1)
Total	75	

Deans are known to have influence over their constituents, the faculty members and the students in the different colleges of the university. The case of Mindanao State University-Sulu the deans of the different colleges are responsible to lead and exercise the administrative function to keep the faculty members working to attain the mission and vision as well as to achieve the goals and objectives of the university with assurance of quality education. Table 2 shows the number of graduates in each college. The highest number of graduate is the COED followed by CAS and the COCS. Mentoring, assisting, supervising, and monitoring such large number of students to attain quality is a serious case in the university provided however the dean possessed the effective administrative leadership. Principals/Deans are supposed to show those behaviors all the time. It is considered that they are aware of their skills, defining the relationships among organizations, groups and its parties (Strang, 2007), understanding organizational needs, and knowing general management structures (Johnston, 2003). While they are leading the people for certain goals, they have important roles to develop school and adopt reform initiatives into organizational structure.

Table 2
Faculty members of Mindanao State University-Sulu school year 2021-2022

Colleges	Graduates	Percent
College of Agriculture (COA)	25	3.48
College of Arts Sciences (CAS)	169	23.54
College of Business Administration and Accountancy (COBAA)	22	3.06
College of Computer Studies (COCS)	158	22.01
College of Education (COED)	191	26.60
College of Fisheries (COF)	15	2.09
College of Nursing (CON)	44	6.13
College of Public Affairs (COPA)	32	4.46
Graduate School (GS)	62	8.63
Total	718	100.00

3. Faculty Members by Colleges

The deans of Mindanao State University-Sulu equipped with excellent initiative to develop proper strategies to maintain the working relationship even amidst Pandemic COVID 19. Table 3 shows the number of faculty members in Mindanao State University-Sulu. The highest number of faculty members is CAS followed by COED then GS. The deans in these colleges are marked with good administrative leadership. The deans carefully initiate giving instruction to the faculty, putting right person to distribute the module with extra careful avoiding students to gather in group. Proper wearing of face mask were observed beyond expectation. The administrative leadership of the deans practiced and carried out in the entire years without even one students violate the protocols and advised of the Provincial Health Workers to maintain safety from disease contamination. The faculty members are following instruction through proper communication with large gathering and safely distribute and collect the module on time.

Strategically the students are also looking at the learning process without coming up to a group gathering in the classroom. They are using e-learning to develop progressive

learning. e-Learning is defined as learning that is provided electronically through the internet, an internal network (intranet, or multimedia, such as CDs or DVDs) [Bosman, 2002]. It is considered among the most modern learning methods and has been associated with many advantages. Among these advantages are its ability to resolve the problem of knowledge explosion and growing demand for education [Abadi, 2002]; address the problem of overcrowded lecture halls, if used as a means for distance learning; and provide opportunities for acceptance of diversity in education. For example, e-learning allows workers to be trained, educated, and rehabilitated without leaving their businesses while also teaching their housewives, thus contributing to increasing the literacy rate [Almberek, 2002]. e-Learning enables job interviews to be conducted and live debates to be available online and provides quickly updated information, simulation and animation programs, interactive exercises, and practical applications, which are consistent with a learner's needs [Al-Karam and Al-Ali, 2001] and follow his/her pace while reducing training costs (accommodation, travel, and books). Moreover, it improves the retention of and access to information in a timely manner and unifies content and information for all users. Finally, it improves collaboration and interactivity between students and reduces their feelings of embarrassment in front of colleagues when making errors [Codone, 2001].

Table 3
Faculty members of Mindanao State University-Sulu in the different colleges

Colleges	Faculty	Percent
College of Agriculture (COA)	17	7.69
College of Arts Sciences (CAS)	53	23.98
College of Business Administration and Accountancy (COBAA)	14	6.33
College of Computer Studies (COCS)	23	10.42
College of Education (COED)	32	14.48
College of Fisheries (COF)	13	5.88
College of Nursing (CON)	28	12.67
College of Public Affairs (COPA)	12	5.43
Graduate School (GS)	29	13.12
Total	221	100.00

4. Practiced Learning Modalities

Although, e-learning can have negative aspects where students can have technology dependence, lack of motivation, and lack of human touch. Finally, e-learning assessments and evaluation are confined to questions that are mostly objective in nature not to mention the issue of the degree of security with regards to online learning programs.

Another modality usable to be practiced by the university students is the Blended Learning (BL). It is a modern educational strategy that has replaced e-learning gradually in most educational institutions. According to Salama [2005], BL is a logical and scientifically acceptable alternative to e-learning, has higher yields, is less expensive, and incorporates more sophisticated types of learning. Similarly, Garrison and Kanuka [2004] argued that BL is a term that explains the various attempts made by teachers to incorporate the element of technology into the traditional classroom setting, because of the

efficiency this arrangement brings. BL aims at interactive learning, resulting in the blending or mixing of a teacher's role in a traditional classroom with that in the virtual one. The technology applied in BL is often intended to generate optimal performances by students. According to Graham [2006], BL systems are intended to promote learning by facilitating the integration of visual cues and educational concepts. The use of virtual environments acts to capture the attention of the audience involved while augmenting interactions between subject parties.

BL combines forms of direct and indirect online learning and usually involves the internet and intranet, while indirect learning occurs simultaneously within traditional classes. Valiathan [2002] suggested that other components applied in BL are, among others, email, simulations, web-based tests, and FAQ. Three main models, namely, skill-driven, attitude-driven, and competency-driven models, can be applied in BL. All models entail the overview of the topics to be covered. They also involve the announcement of the initiatives that will be engaged in the delivery of learning concepts during class sessions. An example of this type of blending would be an education program that provides study materials and research resources directly on the internet, whereas teacher and classroom training sessions provide intermediate basic education [Khan, 2005].

BL also aims at using modern technology in teaching without abandoning the usual educational situation and classroom attendance. It focuses on direct interaction in the classroom through the use of modern communication mechanisms, such as computers, networks, and internet portals. In the assessment of the influence of BL on interactions between students and teachers, So and Brush [2008] established that the social presence offered in the environment encourages questions and hence provides a medium through which clarifications can be made in a timely and efficient manner. Such learning can be described as a way to organize information, attitudes, and educational experiences that are provided for the learners through multimedia offered by modern or information technologies. This type of learning is characterized by its ability to reduce time, effort, and cost, through the delivery of information to learners as quickly as possible and in a way that enables management and control of the educational process, the measurement and evaluation of learners' performance, and the improvement of the overall level of educational attainment while providing an attractive learning environment [Shomali, 2007]. Blended learning is defined as learning using different means connected together to teach a particular substance. These methods may include a combination of direct lecturing in the auditorium, online communication, and self-learning [ETQM College, 2006]. Julie believes that blended learning is a newly used term, but it was prevalent before; it blends various educational patterns of computer and adds e-learning through the internet; it includes e-mail service, in addition to traditional education where the teacher has the biggest role [Hashim & Azzawi, 2007]. BL however has a number of disadvantages such as the inadequate technical accessibility which may result in wasting resources. Technical problems including poor

internet connectivity and high maintenance cost is yet another concern. BL can also be challenging for instructors as it demands time for both preparation and evaluation. Finally, plagiarism and credibility may also pose major problem especially for young.

BL has many benefits, including the following: making computers and local and global networks of information available for learners; developing teachers' roles as leaders and mentors to their students in terms of their expertise in computers and networks of local and international information, in addition to being producers rather than importers of knowledge; enabling learning groups to use multimedia, e-mail, virtual libraries, and all internet data collaborative software; having the ability to combine different possibilities for different schools and universities in productive ways; and overcoming the problem of lasting change in the content of educational materials [Khan, 2005].

5. The Roles and Function of Deans in the University

The deans are charged with the university leadership and administration which is a critical aspect as it is about the functioning of the entire institution. Effective and efficient administration of the university relies on the deans. The deans leading proponents encourage transformational leadership, moral stewardship, dean as an instructional leader, and dean as a communicator or community builder. Discovering effective leadership and administration mechanisms can help teach university decision and policy makers to implement leadership development which will lead to improved student achievement (Ngwane. 2017).

The role of the deans are evolved in the three themes such as Academic Quality Assurance and Standards; Student Discipline and related matters; Academic Appointments and Promotion; Promotion of citizenship and Representative/Ceremonial.

The Deans are expected to bring to bear their prior experience of, and insight to, the University's Academic Regulatory Framework. The Deans fulfil a central role in the assurance of academic quality and standards, bringing to bear their independent overview across the Schools and campuses, thus helping ensure clear and consistent application of the Regulations in each of the Schools. The Deans have a particularly integral role, which requires that the Progression Board and Awards Board for every programme of the University must have a Dean (or a nominee) as an "observer". The views of Deans are especially sought in any instances of perceived 'high risk attached to these Boards. To fulfil this requirement, given the volume of programmes offered by the University. The Deans approve the nominations of External Examiners and Chief External Examiners. The Deans are members of the Compulsory Withdrawal sub-group of the University Committee for Quality and Standards which is responsible for approving the compulsory withdrawal of Students. A Dean is a mandatory member of the Internal Audit team. Internal Audit is one to conduct periodic review processes for assuring and enhancing the quality and standards of programmes. The Deans are also often called upon between meetings to give advice on regulatory matters to academic and professional services colleagues.

6. Conclusion

The absence of the face-to-face teaching-learning activities during the Pandemic COVID 19, the faculty members are guiding students to use different learning modalities. E-learning, Blended Learning, Synchronous Learning and Modular learning are the most common practiced learning modalities. Students are commonly using the internet to answer their modules. Self-pace learning and individual activities are commonly practiced during the Pandemic COVID 19. The deans performed and practiced the administrative leadership through appropriate planning. Assigning teachers to actively participate in the distribution and collection of module. The instruction is given individually through proper and legible written communication by way of sending memos and letters. The deans are responsible to engage individual consultation and dissemination of information adopting the health protocols such as the sanitation of alcohol, washing hands frequently, using face mask, social distancing and other health protocols. Direct class room instruction are discouraged, but the students reached success and finished their degrees on time. Seventy-five students promoted with honors ranging from Suma Cum Laude, Magna Cum Laude and Cum Laude. Seven Hundred eighteen students able to satisfy the college requirements and finished their degrees in the different colleges. The performance and practice of the deans of the administrative leadership successfully carried out even during the Pandemic COPVID 19. More number of students were promoted in spite of the threat of the Pandemic COVID 19, hence the deans are performing and doing their roles and functions to achieve the goals of the university to attain quality education.

7. Recommendations

The deans maintained the quality of education in spite of the COVID 19 Pandemic, they may maintain the performance of the administrative skills developed in this time of crisis. The student may continue to develop skills, techniques and appropriate study styles to make the education prosperous in the absence of the professors in the classroom. The number of honors and graduates of the Mindanao State University-Sulu manifested the learning experiences of the students being a successful administrative leadership functions of the dean. More studies may be conducted to provide more research output in the time of health crisis.

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