International Journal of Academic Management Science Research (IJAMSR)
ISSN: 2643-900X
Vol. 9 Issue 5 May - 2025, Pages: 82-96

Supportive Coaching Roles Of Department Chairperson Towards Trifocal Functions Of Science Faculty In Higher Education Institution In Cavite Province: Input For Strategic Support Management Plans

1Resty Samosa, Ph.D., 2Analyn M. Gamit, Ph.D.

1Cavite State University Naic
2Nueva Ecija University of Science & Technology

Abstract: The supportive coaching role of department chairpersons is crucial for enhancing the three main responsibilities of science faculty at higher education institutions. Department chairpersons guide and assist teachers to achieve excellence in teaching, research, and service. This study examined at how department chairpersons support these roles and aimed to develop strategic support plans for higher education. Results indicated strong support from chairpersons for science teachers in their functions. However, faculty faced significant challenges such as lack of incentives and recognition, limited resources, insufficient training, and difficulties publishing research. The level of coaching role of department chairperson and the extent of the performance of the trifocal functions of science faculty members in terms of research, instruction and extension service in the higher education institutions was observed very strong correlation. The findings suggest that educational practitioners should adopt the strategic support plans to help science faculty fully embrace their responsibilities.

Keywords— ***supportive coaching roles, strategic support management plans, trifocal functions***

INTRODUCTION

Education plays a key role in the progress and development of countries and in shaping their future. Personal and professional development is very important for teachers to achieve job satisfaction and professional achievement (Samosa, Blanquisco & Mangansat, 2023). The department chairperson has important responsibilities in ensuring teachers' personal and professional development in education aligned digital education (Samosa, Blanquisco & De Leon, 2023). From this, rapid changes and developments in the 21st century require innovation and change in education as well. It is believed that support for teachers from department chairperson, which provides for innovation and change in the university, not only increases teachers' performance in education, but also has a positive impact on their function, job satisfaction and subjective well-being by enabling them to develop personally and professionally.

The mandated function of the faculty of the Higher Education Institutions (HEIs) has been trifocal, consisting of teaching, research and community service/extension. University faculty members are mandated to play an important role in the educational and integral formation of professional competent, service-oriented and principled and productive citizens. Through its tri-fold function of teaching, research, and extension services, it becomes the prime mover to the nation's socio-economic growth and sustainable development. Its missions are to educate and train Filipinos for enhanced labor productivity and responsible citizenship in an environment where educational access is equitable and to inculcate nationalism and patriotism in the heart and minds of the students and graduates.

There has been an increasing interest in the idea of department chairperson promoting teacher professional development in the higher education institution in the Philippines as well. Taking aside, the role of a department chairperson in higher education institutions, particularly within science faculties, is pivotal in fostering a supportive coaching environment that aligns with the trifocal functions of teaching, research, and community service (Salifu, 2023). Effective leadership from chairpersons not only enhances faculty performance but also promotes student success and institutional growth (Akuegwu, & Nwi-ue, 2017).

To explain, the supportive coaching from department chairpersons facilitates professional development among faculty members related to their function in the university by providing mentorship and resources tailored to individual needs, chairpersons can enhance teaching methodologies and encourage innovative research practices (Mercado, & Villenas, 2024). This nurturing approach empowers faculty to pursue ambitious projects that elevate the academic profile of their departments (Saplan, 2020).

Furthermore, an engaged chairperson fosters collaboration within the faculty by encouraging interdisciplinary initiatives and community outreach programs, they create a culture of teamwork that enriches both education and societal impact (Olila, 2020). Such collaborative efforts are essential for addressing complex scientific challenges faced by society today.

Meanwhile, school chairperson has been overwhelmingly expected to improve teaching and learning activities in their schools. They are now required to create and support a school environment in which teachers enhance their knowledge and practices in order to ensure the learning of all students (Tedla & Kilango, 2022).

Ordanel, & Dioso, (2023), determined that a department chairperson on student achievement results from interactions and communications with teachers. The interactions might include identifying clear objectives, spending time in classrooms, providing support and guidance (Sarwar, Tariq, & Yong, 2022). Department chairpersons begin the process of influencing student achievement by recruiting and selecting teachers, building collegiality and collaboration among, encouraging staff development, modeling behaviors, and celebrating and rewarding teachers for accomplishments (Phuc, Parveen, Tran, & Nguyen, 2021).

Previous research has highlighted significant deficiencies in the performance of department chairpersons, particularly regarding their responsibilities in research, instruction, and extension for science faculty (Aquino, Afalla, Fitzgerald & Fabelico, 2021). These shortcomings not only undermine the effectiveness of academic leadership but also adversely affect the overall productivity and morale of faculty members (Peñaredondo-Untong, 2020). The role of a department chairperson is crucial in fostering an environment conducive to scholarly activities; however, evidence suggests that many chairs fail to provide adequate support and resources necessary for faculty success.

In terms of research, department chairpersons are expected to facilitate grant applications, encourage collaboration among faculty members, and promote a culture of inquiry (Rambe, 2017). Unfortunately, many chairs do not prioritize these activities or lack the requisite skills to guide their departments effectively (Roxas-Soriano et al, 2020). This oversight can lead to decreased funding opportunities and diminished research output within the department (Guerrero et al, 2022).

Similarly, in instructional capacities, ineffective communication and insufficient professional development opportunities hinder faculty from delivering high-quality education (Apkarian & Rasmussen, 2021). Faculty members often report feeling unsupported by their chairs regarding curriculum development and pedagogical advancements (Mefi, & Asoba, 2020). Consequently, this lack of guidance can negatively impact student learning outcomes.

Lastly, extension services aimed at community engagement are often neglected due to inadequate departmental leadership (Mgaiwa, 2023). Department chairpersons who do not actively promote outreach initiatives limit the potential impact that science faculty could have on local communities (Etomes, 2024). As such, it is imperative for institutions to critically evaluate the effectiveness of their department chairs and implement strategies for improvement to enhance both faculty performance and student success.

Having limited research on the supportive coaching role of department chairperson towards trifocal functions of science faculty in higher education institution, the researcher will be establishing interest in determining the relationship of supportive coaching role of department chairperson, to trifocal functions of science faculty.

Hence, it is in this context that the researchers is motivated to conduct this study. The findings of this study will pave the way to enlighten the department chairperson and those aspiring to become department chairpersons on the importance of practicing supportive role as leaders of the school. The supportive coaching roles of department chairpersons are essential for optimizing the trifocal functions of science faculties in higher education. Their leadership not only strengthens academic output but also cultivates a vibrant learning environment that benefits students and communities alike.

Furthermore, the findings of this study will be the basis in designing a strategic support management plan for a more efficient and effective department chairperson and eventually improve the trifocal functions performance of science faculty.

Statement of the Problem

This study aims to evaluate the supportive coaching roles of department chairperson towards trifocal functions of science faculty as basis for strategic support management plans in Higher Education institution in Cavite province during SY 2024-2025.

Specifically, it seeks answers to the following questions:

1. How may the level of supportive coaching role of department chairperson as assessed by science faculty members be described in terms of:
    - 1.1 emotional support;
    - 1.2 appraisal support;
    - 1.3 instrumental support and;
    - 1.4 informational support?
2. To what extent does the trifocal functions of science faculty in higher education institution be described in terms of:
    - 2.1 Research
        - 2.1.1 research conceptualization;
        - 2.1.2 formulation of research design;
        - 2.1.3 data collection;
        - 2.1.4 data processing & analysis; and
        - 2.1.5 research application?
    - 2.2 Instruction; and
        - 2.2.1 communication and interpersonal;
        - 2.2.2 organization and planning;
        - 2.2.3 classroom management;
        - 2.2.4 facilitation and engagement;
        - 2.2.5 assessment and evaluation;

2.2.6 caring and inclusiveness; and
2.2.7 flexibility and adaptability?
2.3 Community Service (Extension)
2.3.1 creating partnerships;
2.3.2 collecting & interpreting data about issues, audiences, and educational settings;
2.3.3 designing extension programs;
2.3.4 communicating effectively;
2.3.5 facilitating group discussion and
decision-making;
2.3.6 managing and transforming conflict;
2.3.7 working with scientific and technical information;
2.3.8 creating an environment of professionalism?

3. What challenges and barriers are faced by science faculty members in performing their trifocal functions, and how do these affect their productivity and role effectiveness?
4. Is there a significant relationship between the level of coaching role of department chairperson and the extent of the performance of the trifocal functions of science faculty members in higher education institutions?
5. Based on the findings, what strategic support management plans may be developed to enhance the coaching role of department chairpersons and the performance of the trifocal functions of science faculty members?

LITERATURE REVIEWS

Instruction

The success of an educational institution is largely dependent on the quality of its faculty and their ability to provide effective instruction to students. In higher education, the role of school chairpersons is crucial in supporting faculty members to achieve high-level performance in teaching. A supportive school chairperson can create an environment that fosters academic excellence, promotes faculty development, and enhances student learning outcomes (Morris et al, 2020).

Literature suggests that school chairpersons play a vital role in shaping the academic culture of an institution. They are responsible for creating a conducive environment that encourages faculty members to excel in their teaching practices (Kruse, 2022). A supportive chairperson can provide autonomy to faculty members, allowing them to take ownership of their teaching practices and encouraging them to innovate and experiment with new pedagogical approaches. This autonomy can lead to increased job satisfaction and motivation among faculty members, ultimately resulting in high-level performance in instruction (Liljenberg, M.2021).

Moreover, school chairpersons can provide opportunities for faculty development, which is essential for improving teaching practices. They can facilitate workshops, training programs, and mentoring opportunities that enable faculty members to enhance their teaching skills and stay updated with the latest developments in their fields (Saleem & Farooqi, 2021). Studies have shown that faculty members who participate in professional development programs are more likely to adopt innovative teaching practices, leading to improved student learning outcomes (Larsson, & Löwstedt,2023).

Additionally, school chairpersons can foster a culture of collaboration and teamwork among faculty members. They can encourage faculty members to share their teaching experiences, best practices, and resources, promoting a sense of community and cooperation (Catanzano et al, 2021). This collaborative culture can lead to the development of new teaching approaches and strategies, ultimately resulting in high-level performance in instruction.

Furthermore, school chairpersons can provide feedback and coaching to faculty members, helping them to identify areas for improvement and develop strategies for enhancing their teaching practices (Apkarian, & Rasmussen, 2021). Regular feedback and coaching can lead to increased self-reflection and self-assessment among faculty members, enabling them to refine their teaching practices and achieve high-level performance.

Studies have also shown that school chairpersons can play a crucial role in promoting diversity, equity, and inclusion in teaching practices. They can encourage faculty members to adopt culturally responsive teaching practices, promoting diversity and inclusivity in the classroom (Bond, 2021). This can lead to improved student engagement, motivation, and learning outcomes, particularly among underrepresented student groups.

Research

The role of a school chairperson in higher education institutions is multifaceted, encompassing various responsibilities that extend beyond administrative duties. One of the critical aspects of a chairperson's role is to provide support to faculty members in their research endeavors, thereby contributing to high-level performance in research.

The school chairperson plays a pivotal role in creating a research-conducive environment that encourages faculty members to engage in research activities. According to a study by Tabe, et al (2022) a supportive academic environment is essential for faculty members to achieve high-level performance in research. A chairperson can create such an environment by promoting a culture of research excellence, providing opportunities for faculty members to interact with each other, and encouraging interdisciplinary research collaborations. For instance, a chairperson can organize research seminars, workshops, and conferences that bring together

faculty members from diverse disciplines to share their research experiences and ideas. This can lead to the development of new research projects and collaborations, ultimately contributing to high-level performance in research (Frey, 2021).

Secondly, a school chairperson can facilitate collaboration among faculty members by providing opportunities for them to work together on research projects. Collaboration is a critical aspect of research, as it enables faculty members to share their expertise, resources, and ideas, leading to more innovative and impactful research outcomes (Catanzano et al, 2021). A chairperson can facilitate collaboration by providing resources such as research grants, equipment, and infrastructure, as well as by encouraging faculty members to participate in research teams. For example, a chairperson can establish research centers or institutes that bring together faculty members from different departments to work on specific research projects. This can lead to the development of new research areas, the publication of research papers, and the receipt of research awards (Dzara et al, 2021).

Thirdly, a school chairperson can provide resources to faculty members to support their research activities. Resources such as research grants, equipment, and infrastructure are essential for faculty members to conduct high-quality research (Cimailing et al, 2021). A chairperson can provide these resources by allocating budget funds, applying for external research grants, and developing partnerships with industry and government organizations. For instance, a chairperson can establish a research funding scheme that provides grants to faculty members to support their research projects. This can lead to an increase in research productivity, the publication of research papers, and the receipt of research awards (Heath, 2021).

Fourthly, a school chairperson can promote faculty development by providing opportunities for faculty members to enhance their research skills and knowledge. Faculty development is critical for high-level performance in research, as it enables faculty members to keep up-to-date with the latest research trends and methodologies (Serunjogi, (2022). A chairperson can promote faculty development by providing opportunities for faculty members to attend research workshops, conferences, and training programs. For example, a chairperson can establish a faculty development program that provides training in research methodologies, statistical analysis, and research writing. This can lead to an improvement in research quality, the publication of research papers, and the receipt of research awards (Harari, 2023).

Finally, a school chairperson can promote high-level performance in research by recognizing and rewarding faculty members for their research achievements. Recognition and reward are essential for motivating faculty members to engage in research activities and to strive for excellence (Salmon, 2022). A chairperson can recognize and reward faculty members by providing research awards, promotions, and tenure. For example, a chairperson can establish a research award scheme that recognizes faculty members for their outstanding research achievements. This can lead to an increase in research productivity, the publication of research papers, and the receipt of research awards.

Community Service (Extension)

The supportive role of school chairpersons towards high-level performance in community service (extension) of faculty in higher education cannot be overstated. The chairperson, as the leader of the department, plays a crucial role in fostering an environment that encourages and supports faculty members to engage in community service activities.

Firstly, a chairperson's supportive role involves creating a conducive environment that values and recognizes community service as an essential aspect of faculty work. Studies have shown that when faculty members perceive community service as an integral part of their job requirements, they are more likely to engage in such activities (Wargo et al, 2021). The chairperson can achieve this by incorporating community service into the faculty's performance evaluation criteria, providing resources and incentives for community service projects, and acknowledging faculty members' community service achievements through awards or recognition programs.

Secondly, a supportive chairperson can facilitate collaboration and partnerships between faculty members and community organizations. This can be achieved by identifying potential community partners, providing opportunities for faculty members to engage in community-based research and projects, and encouraging interdisciplinary collaboration (Neza, et al, 2021). For instance, a chairperson can establish a community service committee that brings together faculty members from different departments to develop and implement community service projects. This not only fosters collaboration but also promotes a sense of community and shared responsibility among faculty members.

Thirdly, a chairperson's supportive role involves providing professional development opportunities for faculty members to enhance their community service skills. This can include workshops, training sessions, and conferences that focus on community-based research, community engagement, and service-learning pedagogy (Rivera, & Schram, 2022). By investing in faculty development, the chairperson can enhance faculty members' capacity to design and implement effective community service projects that meet the needs of the community.

More so, the supportive chairperson can provide administrative support to facilitate faculty members' community service activities. This includes providing access to resources such as funding, equipment, and personnel, as well as streamlining administrative procedures to minimize bureaucratic barriers (Lauwo, & Mkulu, 2021). By reducing the administrative burden, the chairperson can enable faculty members to focus on designing and implementing community service projects that make a meaningful impact.

Furthermore, the chairperson's supportive role involves promoting a culture of community service within the institution. This can be achieved by celebrating faculty members' community service achievements, recognizing community partners, and showcasing community service projects through institutional media and communication channels (Mushemeza,, 2023). By

promoting a culture of community service, the chairperson can inspire and motivate faculty members to engage in community service activities that benefit the institution, the community, and society at large.

The supportive chairperson can foster a sense of accountability and responsibility among faculty members to engage in community service activities. This can be achieved by setting clear expectations, establishing community service goals and objectives, and monitoring faculty members' community service performance (Anlimachie et al, 2023). By holding faculty members accountable, the chairperson can ensure that community service activities are aligned with the institution's mission and goals.

Finally, a chairperson's supportive role involves recognizing and rewarding faculty members' community service achievements. This can include providing monetary rewards, release time, or other forms of recognition that acknowledge faculty members' community service contributions (Olusa, 2021). By recognizing and rewarding faculty members' community service achievements, the chairperson can motivate and inspire others to engage in similar activities, thereby promoting a culture of community service within the institution.

Theoretical Framework

The present study is anchored in the theory of organizational leadership that the organizational leader is a change agent. It shows someone who understands the large picture and the processes or activities in bringing change (Tirastittam et al, 2020). Furthermore, supporting role of school chairperson to faculty members are the involvement of procedure and proximal. It results in worker commitment that develops and achieves the corporate goals (Cañabano, Babia, & Detoya, 2022).

Meanwhile, the expectancy theory of motivation postulates that every individual has behavioral patterns based on their perception of the leader that are significant contributions to the goals and objectives of every institution. The theory depends on the efforts and motivations of every individual to expect internal and external outcomes provided by the institutions (Lekhetho, 2021). These theories suggest that individuals decide on their inspiration and reaction in specific situations when given choices. It revolves around the idea that behavior is a conscious choice between options.

METHODOLOGY

This study employs descriptive –research design–to assess the supportive coaching roles of department chairperson towards trifocal functions of science faculty.

Samosa and Dantay (2022) pointed out that descriptive research is typically designed to describe the process, impact of the development and implementation of policies, practices, or programs. It aims to provide information for decision makers (policy makers) related to the power or strength of policies, practices, or programs. This investigation approach includes the collection of data to address questions related to the status of the supportive coaching roles of department chairperson in the HEI towards trifocal functions of science faculty. It seeks to identify the essence of the situation as it occurs at the time of the analysis and to examine the causes of the situation.

Furthermore, this study also utilizes descriptive – correlational research aims to provide static pictures of situations how one phenomenon is related to another in situation where the researcher has no control over the independent variables, the variables that believed to cause or influence the dependent or outcome variable through gathering data of surveys to establish the relationships between variables rather than to infer cause and effect relationship (Samosa, 2020). This design is used to examine the relationship between the supportive coaching roles of department chairperson towards trifocal functions of science faculty

Population, Samples and Sampling Technique

The researchers utilized the purposive sampling technique. The respondents of the study were purposively selected one hundred (100) science- related permanent faculty from Cavite State University and Technological University of the Philippines – Cavite. The researcher used the purposive sampling in the study to secure a controlled data collection as well as interpretation pertaining to the commonalities or differences of answers by said sample population. Relatively, it will be very convenient on the part of the researcher to make sure that the data to be collected are all coming from the same nature or groups. The respondents are carefully chosen in accordance with the criteria who are science- related permanent faculty from higher education institution in Cavite province which will be purposively selected. This was affirmed on the writings of Samosa (2022), wherein it was pointed out that purposive sampling is a form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken by the researcher, based upon a variety of criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research. The sampling method used is highly accurate and relevant in the context of descriptive – evaluative and correlational research design.

Instrumentation

The questionnaires was the main tool used in this study in gathering data needed. This questionnaire is a research instrument consisting of series of items for the purpose of gathering information from the respondents. The researchers used the structured questionnaire which were researchers made instrument with 4 Likert scale survey which are formulated based on literature and studies. The indicators used in this study were carefully chosen and improved after several consultations and discussions with the adviser. Important points will be chosen that could necessarily represent the essence, substance, and intention of the study. The researcher- made- checklist-survey questionnaire to gather data on the the supportive role of department Chairperson towards trifocal functions of science faculty.

To determine the validity of the research instrument. The researchers present the survey questionnaires to three (3) experts in the field of educational management and three (3) professors in state university in Cavite for the necessary correction, modification

and to establish its content validity. Samosa et al (2021) said that content validity chiefly targeting on the usefulness, originality, and representativeness of the items of the test to assess the characteristics to look for. This is usually done when a group of experts in the field of interest has inspected rigorously the test items. Meanwhile, the final instrument used was the result of the modifications or corrections made according to the suggestions or corrections done by the evaluators.

Upon consideration of suggestions and recommendations given on face validity of the instrument, misleading questions will be modified as well. After which, the researchers conduct a dry run or trial among thirty (30) nonrespondents with same characteristics of the subjects of the study for the test of reliability using Cronbach Alpha Test of Validity and Reliability.

All noted discrepancies or vague statements on the instrument were integrated and incorporated in the finalization of the instrument. Cronbach's alpha is a measure of internal consistency that is calculated using sample variance, total scores, and number of items. Cronbach's alpha is used to assess how consistently multiple items in a survey or test assess the same skill or characteristic. Higher values of Cronbach's alpha suggest higher internal consistency (Samosa, Samosa, & Dela Pena, 2024).

This questionnaire has five (5) portions.

Part I focuses on the level of supportive coaching role of department chairperson as in terms of emotional support, appraisal support, instrumental support and informational support. Each variable consists of five (5) indicators. The Cronbach alpha coefficient tests were 0.87, which indicate high reliability.

Part II refers to the research functions of science faculty in terms of research conceptualization, formulation of research design, data collection, data processing & analysis; and research application. Each variable consists of five (5) indicators. The Cronbach alpha coefficient tests were 0.92, which indicate high reliability.

Part III emphasis on the instructional functions of science faculty in terms of communication and interpersonal, organization and planning, classroom management, facilitation and engagement, assessment and evaluation, caring and inclusiveness; and flexibility and adaptability. Each variable consists of five (5) indicators. The Cronbach alpha coefficient tests were 0.95, which indicate high reliability.

Part IV concerns on the community service functions of science faculty in terms of creating partnerships, collecting & interpreting data about issues, audiences, and educational settings, designing extension programs, communicating effectively, facilitating group discussion and decision-making, managing and transforming conflict, working with scientific and technical information, creating an environment of professionalism. The Cronbach alpha coefficient tests were 0.87, which indicate high reliability.

Part V center on the challenges and barriers faced by science faculty members in performing their trifocal functions. It consists of fifteen (15) indicators. The Cronbach alpha coefficient tests were 0.92, which indicate high reliability.

Gathering Procedures

The data from the study will be gathered using documentation procedure. This could be made possible by considering the details from the checklist questionnaire employed in the study. Upon the approval of the final draft of the questionnaire by the research adviser and expert validators, the researcher writes a letter to the Campus Administrators/Deans for approval to conduct a research study among Department Chairperson.

Upon approval by the Campus Administrator of the subject department with the attached research questionnaire for endorsement on the concerned schools, the researcher will report to the Department Chairperson of the subject school for the actual conduct of the study. The researcher will be personally administering floating of questionnaires and its retrieval. The researcher ensures observance of proper coordination with the campus administrator shall be arranged prior to the conduct of the said activity.

The data gathering procedure must conformed with the policy guidelines on the adherence to ethical research principles and responsibilities in studies involving teaching, teaching-related, non-teaching personnel and learners to safeguard data at the site of data collection, measures to protect the privacy and confidentially of participants, duration/period data will be stored online, measures on how the data transferred and destroy after the study has been completed. The accomplished questionnaires were sorted, and the responses gathered will be tabulated and tallied using excel. The summary of data was submitted to the statistician for statistical computation. The analyzed data were treats for interpretation and analysis by the researcher in relation to the study conducted.

Data Analysis

The weighted mean was used to assess the supportive coaching roles of department chairperson, trifocal functions of science faculty and challenges and barriers faced. The following are Likert scale used.

Scale	Supportive Coaching Roles of Department Chairperson	Trifocal Functions of Science Faculty	Barriers Faced
1.00– 1.49	Fairly Supportive	Apprentice	Fairly Encountered
1.50 – 2.49	Moderately Supportive	Practitioner	Moderately Encountered
2.50 – 3.49	Supportive	Master	Encountered
3.50 – 4.00	Highly Supportive	Expert	Highly Encountered

Pearson Product Moment of Correlation Coefficient was used to test the significant relationship between supportive coaching roles of department chairperson and trifocal functions of science faculty.

RESULTS AND DISCUSSIONS

To ensure transparency and accuracy, the data obtained in this analysis was thoroughly analyzed and interpreted.

Table 1

Summary of the Level of Supportive Coaching Role of Department Chairperson

Shown on table 1 was the summary of the evaluation of science faculty on level of supportive coaching role of department chairperson in terms of emotional support, appraisal support, instrumental support and informational support.

	Variables	WM	SD	Verbal Interpretation
1	Emotional Support	3.54	0.46	Highly Supportive
2	Appraisal Support	3.24	0.52	Highly Supportive
3	Instrumental Support	3.63	0.40	Highly Supportive
4	Informational Support	3.60	0.36	Highly Supportive
	Overall	**3.50**	**0.44**	**Highly Supportive**

Table 1 shows the assessment of science faculty based on level of supportive coaching role of department chairperson was found to be significantly supportive in emotional support (3.54 $\pm$ 0.46), appraisal support (3.24 $\pm$ 0.52), instrumental support (3.63 $\pm$ 0.40), and informational support (3.60 $\pm$ 0.36), as per yields computed mean scores and standard deviation. The overall evaluations of science teachers were 3.50 $\pm$ 0.44 will be seen as highly supportive.

This would imply that supportive department chairperson coaching can enhance the morale of the faculty, productivity, and promote a collaborative environment. Consistent with the research of Morris et al, (2020) that supportive chairperson can foster an academic excellence environment, encourage faculty growth, and support student learning achievement.

Table 2

Summary Extent of the trifocal functions of Science Faculty in Higher Education Institution in Research

Shown on table 11 was the summary of the evaluation of science faculty on extent of the trifocal functions of science faculty in higher education institution in terms of research as described as research conceptualization, formulation of research design, data collection, data processing & analysis and research application.

No	Variables	WM	SD	Verbal Interpretation
1	Research Conceptualization	3.31	0.59	Master
2	Formulation of Research Design	3.11	0.50	Master
3	Data Collection	2.73	0.87	Master
4	Data Processing & Analysis	3.40	0.53	Master
5	Research Application	2.61	0.92	Master
	Overall	**3.03**	**0.68**	**Master**

Table 2 indicates the evaluation of science faculty on extent of the trifocal functions of science faculty in higher education institution in terms of research as described as research conceptualization, formulation of research design, data collection, data processing & analysis and research application. The gathered data revealed that science teachers observed as master the essential skills function in doing research as gleaned in the computed weighted means of 3.31, 3.11, 2.73, 3.40, and 2.61 respectively. The overall computed weighted mean was 3.03 likewise interpreted as master.

This study shows that science teachers act as researchers in their own right, indicating they have some research skills. When they identify problems, create solutions, and track improvements in their teaching, they become teacher-researchers. Mercado, and Villenas, (2024) supports this by noting that investigating their own practices makes teachers more analytical and reflective about their work

Table 3

Summary Extent of the trifocal functions of Science Faculty in Higher Education Institution in Instruction

Shown on table 3 was the summary of the evaluation of science faculty on extent of the trifocal functions of science faculty in higher education institution in terms of instruction as describes as communication and interpersonal, organization and planning,

classroom management, facilitation and engagement, assessment and evaluation, caring and inclusiveness and flexibility and adaptability.

No	Variables	WM	SD	Verbal Interpretation
1	Communication and Interpersonal	3.09	0.74	Master
2	Organization and Planning	3.50	0.50	Expert
3	Classroom Management	3.20	0.68	Master
4	Facilitation and Engagement	3.03	0.81	Master
5	Assessment and Evaluation	2.95	0.87	Master
6	Caring and Inclusiveness	2.86	0.93	Master
7	Flexibility and Adaptability	3.60	0.40	Expert
	Overall	**3.18**	**0.70**	**Master**

Table 7 revealed the assessments of science faculty on extent of the trifocal functions of science faculty in higher education institution in terms of instruction was observed as masters as describes as communication and interpersonal, classroom management, facilitation and engagement, assessment and evaluation, caring and inclusiveness and flexibility and adaptability yields in the computed weighted means of 3.09, 3.20, 3.03, 3.03, 2.95, and 2.86 respectively. While, organization and planning and flexibility and adaptability were exhibited as expert enumerated a weighted mean of 3.50 and 3.60 respectively. The overall computed weighted mean yield 3.18 likewise interpreted as Master.

It can be interpreted that science faculty members who have undertaken different teaching methods set by their work organizations are able to inspire their students or create an environment where they achieve success. In addition, science teachers who are academically prepared to teach in institutions of higher learning, possess teaching expertise, command in their subject, good classroom management and exhibit caring and inclusiveness in the teaching and learning process can efficiently accomplish education that fulfill the student's learning needs, interests, and expectations and are well in sync with higher education standards.

This finding conformed with the stands of Apkarian, and Rasmussen, (2021), when a teachers adequate teaching proficiency in higher education can influence students' motivation to learn and perform better in the class.

Table 4.

Summary Extent of the trifocal functions of Science Faculty in Higher Education Institution in Extension Services

Shown on table 4 was the summary of the evaluation of science faculty on extent of the trifocal functions of science faculty in higher education in extension services in terms of creating partnerships, collecting and interpreting data about issues, audiences, and educational settings, designing extension programs, communicating effectively, facilitating group discussion and decision-making, managing and transforming conflict, working with scientific and technical information and creating an environment of professionalism.

	Variables	WM	SD	Verbal Interpretation
1	Creating Partnerships	2.84	0.80	Master
2	Collecting & Interpreting Data About Issues, Audiences, and Educational Settings	2.84	0.64	Master
3	Designing Extension Programs	2.94	0.87	Master
4	Communicating Effectively	2.99	0.87	Master
5	Facilitating Group Discussion and Decision-Making	2.96	0.88	Master
6	Managing and Transforming Conflict	3.53	0.50	Expert
7	Working with Scientific and Technical Information	3.06	0.67	Master
8	Creating an Environment of Professionalism	3.05	0.63	Master
	Overall	**3.03**	**0.73**	**Master**

Presented in Table 4 was the assessment of science faculty on extent of the trifocal functions of science faculty in higher education in extension services. The science teachers observed as highly masters in terms of creating partnerships, collecting and interpreting data about issues, audiences, and educational settings, designing extension programs, communicating effectively, facilitating group discussion and decision-making, working with scientific and technical information and creating an environment of professionalism as gleaned in the computed weighted means of 2.84, 2.84, 2.94, 2.99, 2.96, 3.06, and 3.05 respectively.

On the other end, science teachers in term of managing and transforming conflict were indicated as expert evidently from computed mean of 3.53. The overall computed weighted mean was 3.03 just like interpreted as master.

These results showed that science teachers in universities are very much involved in extension services roles, serving an important mandate of the university for the community. These premise for the involvement is the need to enhance the socioeconomic status of the community, while at the same time building the social responsibility of university staff.

It was consistent with the research of Sierto and Navarro (2023) that professors have high appreciation in extending services and taking into consideration the efforts of the partner community since they believe that they are their potential collaborators in community development. They further stated that professors extend services not only for accreditation, but also to facilitate sustainable development, particularly in marginalized communities.

Table 6
Challenges and Barriers are Faced by Science Faculty Members in Performing their Trifocal Functions

	Challenges and Barriers	WM	SD	Verbal Interpretation
1	Government funding for education may be insufficient to meet growing demands and support quality education, research, and community service.	3.54	0.50	Highly Encountered
2	Balancing the need to expand access and improve quality within limited resources is a persistent challenge	2.00	0.82	Moderately Encountered
3	Insufficient infrastructure, equipment, and materials can hinder research and teaching activities.	2.56	0.50	Encountered
4	Excessive workload and administrative duties can make research and extension activities feel like an additional burden.	3.01	0.82	Encountered
5	Insufficient time for research can limit the development and publication of scholarly work.	1.99	0.82	Moderately Encountered
6	Time constraints can also hinder faculty members' ability to engage in meaningful community service activities.	3.00	0.82	Encountered
7	Limited recognition or rewards for research and community service can discourage faculty members from engaging in these activities.	3.67	0.47	Highly Encountered
8	Insufficient collaboration between faculty members can hinder the development of innovative teaching practices and research projects.	3.00	0.82	Encountered
9	Faculty members may resist new teaching methods, research approaches, or community service initiatives.	1.99	0.82	Moderately Encountered
10	Insufficient training and professional development opportunities can hinder faculty members' ability to improve their teaching and research skills.	3.56	0.50	Highly Encountered
11	Lack of administrative support can create barriers to faculty development and implementation of new initiatives.	1.99	0.82	Moderately Encountered
12	Inadequate access to technology or lack of training in using educational technology can limit teaching and research capabilities.	2.99	0.82	Encountered
13	Unmet learning competencies can lead to low student participation and affect the overall quality of education.	3.00	0.82	Encountered
14	Insufficient evidence to support the effectiveness of certain teaching or research methods can make it difficult to implement changes.	2.88	0.88	Encountered
15	Concerns about the potential for rejection of research publications or grant applications can deter faculty members from pursuing research.	3.55	0.50	Highly Encountered
	Overall	**2.85**	**072**	**Encountered**

The table 6 demonstrates that science faculty in the higher education institution face highly encountered challenges in fulfilling their trifocal functions of teaching, research, and community service, primarily due to resource limitations (3.54 $\pm$ 0.50), Limited recognition or rewards for research and community service (3.67 $\pm$ 0.47), inadequate professional training development (3.56 $\pm$ 0.50), and potential rejection manuscript for publication and dissemination (3.55 $\pm$ 0.50).

This meant that problems and obstacles confronted by science faculty members highly influence whether or not they can do their trifocal roles: teaching, research, and service. All of these roles are vital to the formation of the educational experience and knowledge development in a university community. Yet several stumbling blocks may prevent faculty members from fully reaching their potential in these roles.

It has been backed by the following authors like Rivera, and Schram, (2022); Apkarian, and Rasmussen, (2021) and Cañabano, et al (2022) by investing in faculty development, resources and reward it can support faculty members to increase their capability to develop and execute effective community service projects based on the demands of the community.

Table 5

Test of significant relationship between the level of coaching role of department chairperson and the extent of the performance of the trifocal functions of science faculty members in higher education institutions

Presented on the table is the significant relationship between the level of coaching role of department chairperson and the extent of the performance of the trifocal functions of science faculty members in higher education institutions. As shown on table 5, the two measures summarize the strength of a linear relationship in samples only. However, the researchers want to draw conclusions about populations, not just samples, thus the need to conduct a hypothesis test or calculate a p-value will be utilized to test hypothesis for the population correlation to understand the linear association between the level of coaching role of department chairperson and the extent of the performance of the trifocal functions of science faculty members in higher education institutions. Thus, presented are the Pearson relation in terms of the strength of correlation of the two variables and the p – value statistics and t-value to address the hypothesis.

Variables		Pearson r_{xy}	Relationship	p-value	df	t-value	Decision	Interpretation
Supportive Coaching Role of Department Chairperson	Research	0.85	Very strong	.00	98	15.97	Ho is rejected	Significant
	Instruction	0.89	Very strong	.00	98	19.32	Ho is rejected	Significant
	Extension	0.87	Very strong	.00	98	17.47	Ho is rejected	Significant

Considerably, based on the data gathered the computed rxy value of 0.85 reflects a very strong correlation. Meanwhile, the t- value 15.97, revealed the null hypothesis is rejected, thus there is significant relationship between the level of coaching role of department chairperson and research performance of science teachers. Hence, that very strong correlation indicates that, although supportive coaching role of department chairperson and research performance of science teachers tend to go up in response to one another, the relationship is high.

On the other hands, in the story of level of coaching role of department chairperson and instruction performance of science teachers, gleaned a computed rxy value of 0.89 reflects a very strong correlation. Meanwhile, the t- value of 19.32, revealed the null hypothesis is rejected, thus there is a significant relationship between the level of coaching role of department chairperson and instruction performance of science teachers. Hence, that very strong correlation indicates that, although level of coaching role of department chairperson and instruction performance of science teachers tend to go up in response to one another, the relationship is strong.

Looking forward on the level of coaching role of department chairperson and extension performance of science teachers obtained a computed rxy value of 0.87 reflects a very strong correlation. Meanwhile, the t- value of 17.47, revealed the null hypothesis is rejected, thus there is a significant relationship between the level of coaching role of department chairperson and extension performance of science teachers. Therefore, there is very strong correlation indicates on the level of coaching role of department chairperson and extension performance of science teachers as tend to go up in response to one another, the relationship is strong.

This finding shows that intensity of coaching role of department chairperson and the extent of carrying out the trifocal functions of research, instruction and extension of the science faculty members of higher education institutions was observable very high. A good coaching by department chairpersons can highly improve the performance of the trifocal functions of the faculty members: teaching, research, and extension.

Apkarian, and Rasmussen, (2021) evidence in favor of shows supportive leadership creates a climate for academic excellence when department chairperson does mentoring and offer resources directly correlates with better faculty outcomes, hence overall institutional effectiveness. Additionally, the coaching function of department chairpersons impacts motivation and participation among faculty as it got sufficient support tend to work more effectively on their research and extension activities, which enhances teaching effectiveness and outreach activities (Cimailing et al, 2021).

Proposed Strategic Management Plans for Trifocal Functions of Science Faculty

A strategic plan of management for a science faculty's trifocal functions of teaching, research, and community service in a state university should describe how such functions are prioritized, resources are designated, and performance is evaluated. This

plan should encompass objectives, strategies, action plans, and measures for each function, aligned with the overall goals of the university.

Vision:		A future state of excellence in science education, research, and community engagement, contributing to societal needs and national development.		
Mission:		To provide high-quality science education, conduct impactful research, and engage in meaningful community service, fostering innovation and knowledge transfer.		
	Areas	**Trifocal Function**		
		Teaching	**Research**	**Extension**
I	**Objective Setting:**	- Increase student engagement and learning outcomes. - Develop and implement innovative teaching methodologies. - Improve faculty expertise in instructional design and technology integration	- Increase student engagement and learning outcomes. - Develop and implement innovative teaching methodologies. - Improve faculty expertise in instructional design and technology integration.	- Expand outreach programs and partnerships with local communities. - Address community needs through science-based solutions. - Increase community awareness and engagement in science.
II	**Strategic Initiatives:**	- Develop and implement a curriculum that integrates research and real-world applications. - Provide faculty with training and resources for effective teaching and technology integration. - Establish a mentorship program for new faculty.	- Create a research funding and infrastructure to support faculty research. - Establish a research ethics review board. - Encourage faculty to collaborate with industry and other institutions.	- Establish a community engagement center to facilitate outreach programs. - Develop collaborative projects with community organizations. - Provide opportunities for students to participate in community service.
III.	**Programs, Projects and Activities**	1. **Staff Development Program** **Professional and Personal Competency Enhancement** - Sponsor seminar/workshop series with faculty earning graduate units; - Sponsor familiarization tour/campus tour and on-site exposure to different colleges/universities; - Carry out regular training course for faculty members along specific areas of concern; - Conduct in-service - training for both faculty and staff - Interact with personalities in various fields for professional/personal growth through well-managed faculty meetings 2. **Academic Scholarship** - Provide scholarship grants to assist faculty to pursue graduate course; - Network with local and foreign institutions for possible consortia in training faculty members		

		3. **Establishment of a robust partnership between University and Community** - Expand linkages with parents and other community agencies - Involve faculty in Community Outreach Programs 4. **Students Development** - Interact with personalities in various fields for professional/personal growth through well-managed faculty meetings - Academic Performance Level Improvement - Emphasize creative thinking - Adopt modern teaching methodologies - Administer departmental examinations - Provide students with completed updated syllabi **Democratization of Access to Education** a. Provide more scholarship programs b. Initiate the Work for Tuition Scheme **Maximization of Students' Participation in Leadership Training, Co-curricular Activities and Moral Values Development** a. Revitalize co-curricular leadership programs b. Conduct small group meetings to thresh out issues c. Affiliate with professional organizations d. Sponsor symposia, lectures, conventions e. Hold/Participate in annual leadership training seminars • Provision of more opportunities for talented students to express their creativity and innovativeness a. Active participation in art and literary contests, speech competitions, sports competitions, and inter-college quiz b. Conduct special awareness programs through outreach activities **5. Curriculum Development Program** • Curriculum Review and Revision - Review and revise curricular content in line with the present thrusts of the society/government - Regularize proper consultation with subject experts and stakeholders on sequencing of curriculum content • Acquisition, Organization and Production of Curricular Materials - Prioritize purchase of textbooks and other support/instructional materials - Pursue Item Banking Project in all learning areas • Prepare Curricula Offerings for Accreditation - Prepare necessary documents - Coordinate with all units of the campus • Study the feasibility of offering additional courses such as a. BS Biology major in Marine Biology b. BS Biology major in Zoology c. BS Biology major in Botany d. BS Agriculture **6. Physical Facilities Development Program** • Educational Facilities Improvement a. Expand/Improve the following: 1. Administration Building 2. Library 3. Campus canteen 4. Beverage management center/vending machines 5. Function room for catering services 6. Study areas for students equipped with technological facilities 7. Chemistry laboratory facilities

		8. Fish Processing Laboratory Room • Repair and maintenance of educational facilities and equipment • Maximum utilization of extant facilities • Procurement of necessary equipment for office use • Educational Facilities Development a. Development of the Mabolo Campus into a Marine Biological Research Center b. Resource Generation c. Networking with other institutional organizations 7. **Research, Development and Extension Programs** • Research Development a. Establishment of a Research Center b. Conducting research along the area of aquaculture, post-harvest technology in line with RDE Agenda of the Campus c. Generate income from research activities • Extension Program a. Technology verification – initiate and conduct technology verification activities in fisheries by field testing to determine their economic and commercial validity b. Technology Dissemination – package and prepare extension materials for dissemination c. Networking – link with other local and international research institutions
III	**Action Plans:**	- Develop specific action plans for each strategic initiative, outlining timelines, responsibilities, and resources required. - Establish key performance indicators (KPIs) to track progress and assess effectiveness. - Regularly monitor and evaluate the plan, making adjustments as needed.
IV	**Resource Allocation:**	- Allocate resources (financial, human, and technological) to support the strategic initiatives. - Ensure equitable distribution of resources among teaching, research, and community service.
V	**Evaluation and Review:**	- Regularly evaluate the effectiveness of the strategic plan, using KPIs and feedback from stakeholders. - Make necessary adjustments to the plan based on evaluation results. - Periodically review the plan to ensure it remains aligned with the university's goals and the evolving needs of society

CONCLUSIONS AND RECOMMENDATIONS

From the foregoing analysis and interpretations, the following findings are drawn and presented. The results indicated strong support from chairpersons for science teachers in their trifocal functions. However, faculty faced significant challenges such as lack of incentives and recognition, limited resources, insufficient training, and difficulties publishing research. The level of coaching role of department chairperson and the extent of the performance of the trifocal functions of science faculty members in terms of research, instruction and extension service in the higher education institutions was observed very strong correlation. The findings suggest that educational practitioners should adopt the strategic support plans can effectively support the trifocal functions of science faculty, fostering a culture of excellence and continuous improvement.

REFERENCES

Akuegwu, B. A., & Nwi-ue, F. D. (2017). Providing Academic Leadership in Universities in Cross River State, Nigeria: Assessment of Departmental Heads' Effectiveness. *Asian Journal of Education and Training*, *3*(1), 18-24.

Anlimachie, M. A., Abreh, M. K., Acheampong, D. Y., Samuel, B., Alluake, S., & Newman, D. (2023). Enacting culturally responsive pedagogy for rural schooling in Ghana: A school-community-based enquiry. *Pedagogy, Culture & Society*, 1-19.

Apkarian, N., & Rasmussen, C. (2021). Instructional leadership structures across five university departments. *Higher Education*, *81*, 865-88

Aquino, C. J., Afalla, B., & Fabelico, F. (2021). Managing educational institutions: School heads' leadership practices and teachers' performance. International Journal of Evaluation and Research in Education, 10 (4), pp. 1325-1333.

Bond, N. (2021). Teacher leadership in an elementary school: A case study of instructional support specialists. *Education*, *141*(4), 201-213.

Cañabano, J. T., Babia, J. P., & Detoya, E. (2022). Organizational Leadership and Motivational Strategies of Selected Private Schools and Administrators in Northwest Cebu. *Journal of Positive School Psychology*, *6*(3), 9117-9125.

Catanzano, T. M., Slanetz, P., Schaefer, P. W., Chetlen, A. L., Naeger, D. M., Mohammed, T. L., ... & Mullins, M. E. (2021). Vice chair for education: twelve roles to provide a framework for success. *Academic Radiology*, *28*(7), 1010-1017.

Cimailing, N., Fitria, H., & Missriani, M. (2021). The Important Role of the School Committees in Implementing School Based Management. *Jurnal Pendidikan Tambusai*, *5*(2), 5187-5194.

Dzara, K., Hampton, B. S., Hammoud, M., & Berkowitz, L. R. (2021). Recommendations to guide Vice Chairs for Education in serving as effective leaders. *Research and Development in Medical Education*, *10*(1), 26-26.

Etomes, S. (2024). Strategies for sustaining teachers' engagement by heads of departments in higher education institutions in Cameroon: Insights from Ubuntu. *Perspectives in Education*, *42*(4), 54-69.

Frey, S. M. (2021). *Organizational Role Conflict: The Lived Experience of the Long-Term Department Chairperson in Higher Education* (Doctoral dissertation, Indiana State University).

Guerrero, J. G., Mapa-Azul, C. G., & Carmona, J. O. (2022). Creating a Research Culture in a Dominican University: Perspectives and Productivity of the University of Santo Tomas Legazpi Faculty. *Journal of Institutional Research South East Asia*, *20*(2).

Harari, R. R. (2023). *The Silent Leaders of Schools: An Exploratory Case Study of High School Department Chairs in Modern Orthodox Yeshivas*. Columbia University.

Heath, M. D. (2021). Discerning and Developing Department Chairs as Instructional Leaders: A Case Study of a Large Suburban High School.

Kruse, S. D. (2022). Department chair leadership: Exploring the role's demands and tensions. *Educational Management Administration & Leadership*, *50*(5), 739-757.

Larsson, P., & Löwstedt, J. (2023). Distributed school leadership: Making sense of the educational infrastructure. *Educational Management Administration & Leadership*, *51*(1), 138-156.

Lauwo, H., & Mkulu, D. G. (2021). challenges facing community involvement in ensuring quality education in public secondary schools in Meru District, Arusha Region-Tanzania. *International Journal of English literature and social sciences*, *6*(1), 74-84.

Liljenberg, M. (2021). A professional development practice to enhance principals' instructional leadership–enabling and constraining arrangements. *Journal of professional capital and community*, *6*(4), 354-366.

Lekhetho, M. (2021). Exploring factors influencing the performance of high-achieving secondary schools in Lesotho. *Issues in Educational research*, *31*(3), 871-890.

Mefi, N., & Asoba, S. N. (2020). Leadership styles for job satisfaction in knowledge-based institutions: the case of heads of departments at an institution of higher education in the Eastern Cape province of South Africa. Academy of entrepreneurship journal, 26(4), 1-12.

Mercado, F. M., & Villenas, B. N. (2024). Grounded Theory on Creating and Maintaining Adult Education Programs in Selected Higher Education Institutions in the Philippines. *European Journal of Educational Research*, *13*(4).

Morris, J. E., Lummis, G. W., Lock, G., Ferguson, C., Hill, S., & Nykiel, A. (2020). The role of leadership in establishing a positive staff culture in a secondary school. *Educational Management Administration & Leadership*, *48*(5), 802-820.

Mushemeza, E. D. (2023). The functionality of Uganda's single spine agricultural extension system. *ACODE Policy Paper Series No*, *110*, 2023.

Neza, B. N., Higiro, J., Mwangi, L. W., & Ochatum, N. (2021). *Institutionalizing farmer field schools: Twigire Muhinzi National Extension System in Rwanda* Food & Agriculture Org, 8 (2).

Olila, R. (2020). Personal Characteristics and Personality-Temperament Traits and Its Implications to Effective Leadership in Organizations. *JPAIR Multidisciplinary Research*, *40*(1), 96-112.

Olusa, A. O. (2021). Impact of community social development projects on community improvement: Case of Ibule-Soro Community, Ondo State, Nigeria. *Journal of Infrastructure Development*, *13*(1), 7-20.

Ordanel, A. R. N., & Dioso, E. D. (2023). effects of supervisory practices of school principals to work performance of teachers. *EPRA International Journal of Environmental Economics, Commerce and Educational Management (ECEM)*, *10*(8), 18-30.

Peñaredondo-Untong, L. (2020). Ethical Climate and Faculty's Trifocal Functions of State Universities and Colleges (SUCS) in Region XII, Philippines. *International Journal of Education and Literacy Studies*, *8*(1), 135-141.

Phuc, T. Q. B., Parveen, K., Tran, D. T. T., & Nguyen, D. T. A. (2021). The linkage between ethical leadership and lecturer job satisfaction at a private higher education institution in Vietnam. *Journal of Social Sciences Advancement*, *2*(2), 39-50.

Rambe, P. (2017). Developing a Research Culture at the Central University of Technology, Free State: Implications for Knowledge Management. *Unit for Enterprise Studies, Faculty of Management Sciences, Central University of Technology, Free State Hosted at the Hotel School 5-7 April 2017*, 83.

Rivera, W. M., & Schram, S. G. (Eds.). (2022). *Agricultural extension worldwide: Issues, practices and emerging priorities*. Routledge.

Roxas-Soriano, P., Morales, M. P. E., & Reyes, W. S. (2020). Profiling the research culture of Philippine higher education institutions. *Educare*, *13*(1), 1-16.

Saleem, T., & Farooqi, M. T. K. (2021). Role of School Councils in School Administration: Exploring Performance, Opportunities, and Challenges. *Ilkogretim Online*, *20*(3).

Salifu, I. (2023). Leading, but are there followers? Exploring the influence of heads of departments on staff and students in Ghanaian higher education institutions. *Educational Research for Policy and Practice*, *22*(2), 349-366.

Salmon, N. (2022). *The Perception of Department Chairs on the Value of Training in Preparation for Their Role in Leadership* (Doctoral dissertation, Florida Gulf Coast University).

Samosa, R C. (2020). Understanding the End- to – End Praxis of Quantitative Research: From Scratch to Paper Presentation Book of Life Publication.

Samosa, R. C., & Dantay, R. M. (2022). Demystifying Action Research Manual for Basic Education Teachers: From Proposal to Presentation. Poetry Planet Book Publishing House.

Samosa, R. C. , Magulod Jr, G. C. ; Capulso, L. B. ; Reyes, R. J. V. Delos ; Pentang, Jupeth ; Luna, A. R. F. ; Orte, C. J. S. ; Maglente, S. S. ; Olitres, B. J. D. ; & E. Vidal, C. J. (2021). How to Write and Publish your Thesis. Macabebe, Pampanga, Philippines: Beyond Books Publication

Samosa, R., Blanquisco, M. J. P., and Mangansat, N. J. (2023). Professional Well-Being of Public School Teachers and Their School Organizational Health: Input for Mindfulness-Based Interventions Program. International Journal of Academic Pedagogical Research, 7(5), pp. 1-15.

Samosa, R., Blanquisco, M. J. P., & De Leon, S. O. N. N. Y. (2023). Towards A Digital School Leadership Framework for Schoolhead and The Teacher Digital Competence: Input for School Leader Digital Learning Guide. *American Journal of Science on Integration and Human Development.*

Samosa, R.C., Samosa, E M., Dela Pena, L. (2024). Research in Teaching. Poetry Planet Book Publishing House.

Saplan, D. M. M. (2020). An innovation to heighten research culture in selected colleges of nursing in Region IX, Philippines. *Int. J. Innov. Creat Change*, *12*(6), 307-322.

Sarwar, U., Tariq, R., & Yong, Q. Z. (2022). Principals' leadership styles and its impact on teachers' performance at college level. *Frontiers in Psychology*, *13*, 919693.

Serunjogi, C. D. (2022). The Role of School Management Committees and Head teacher's Effectiveness in Government-Aided Primary Schools in Luweero District-Uganda. *American Journal of Leadership and Governance*, *7*(1), 62-69.

Sierto, M. E., & Navarro, R. J. (2023). Status of engagement and commitment of faculty members in extension services in BulSU external campuses: Basis for an action plan. *International Journal of Multidisciplinary: Applied Business and Education Research*, *4*(10), 3559-3571.

Tabe, H. T., Van Wyk, C., & Ndebele, C. (2022). School Governing Body Chairpersons 'perception on their Accountability in the Running of Schools. *Education. Innovation. Diversity.*, *1*(4), 44-56.

Tedla, B. A., & Kilango, N. C. (2022). The Role of School Leadership toward Improving Student's Achievement: A Case Study of Secondary Schools in Changchun, China. *Journal of Positive School Psychology*, 6744-6755.

Tirastittam, P., Jermsittiparsert, K., Waiyawuththanapoom, P., & Aunyawong, W. (2020). Strategic leadership, organizational innovativeness and the firm supply performance: The mediating role of information technology capability. *International Journal of Supply Chain Management*, *9*(2), 291-299.

Wargo, E., Budge, K., Carr-Chellman, D., & Canfield-Davis, K. (2021). Leadership for Rural School District Improvement: The Case of One Statewide Research Practice Partnership. *Journal of Research in Rural Education*, *37*(1).