Interpersonal Leadership and Supervisory Skills of Philippine National Police

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ABSTRACT

A good organization needs to provide disciplinary working conditions to have acceptable instruction. This study sought to identify the Interpersonal Skills, Leadership Skills, and Supervisory Skills among the selected Police Regional office in the Caraga
Region. The researchers used a descriptive method. The findings of the study supported the theory Achievement-Power-Affiliation Theory of David McClelland which holds that all people have three needs: a need for achievement, a need for power and a need for affiliation. The Leadership Skills was rated lowest wherein according to the theory, the need for power is the need to influence people. Influencing others is leadership. Interpersonal Skills was rated highest among the three skills of the Philippine National Police of Buenavista, Nasipit, and Carmen. The need for achievement according to the theory is a need to do something better than it has been done before so for this need to be attained, a constant improvement on the system of leadership and supervisory as well as interpersonal skills of the Chief of Police. And to recognize the different skills needed in to become effective and efficient as well as for them to be aware of the strengths and weaknesses they had for the development of their interpersonal, leadership, and supervisory skills.

KEYWORDS

Interpersonal skill, Leadership skills, Supervisory skills, police, Philippine National Police, Philippines

INTRODUCTION

Interpersonal, leadership and supervisory skills of the Philippine National Police must be determined for the researchers to find, understand and improve their skills. A good organization needs to provide disciplinary working conditions to have acceptable instruction. Efficient ranked officers must possess sets of techniques of leadership. His role is to motivate his subordinates to achieve the aims and goals of the organization and establish ethical principles to maintain the unity of his staff. Their leadership plays a vital role in guiding subordinates to produce quality and relevant discipline.

Interpersonal skills are the predictor of management success as well as an indicator of a decrease in organizational success. Experts have identified a shortage of interpersonal skills in the working environment and the need for leaders to be knowledgeable and skillful both technical and interpersonal skills to achieve performance goals (Mitchell, Skinner & White. 2010). In the organization, there must be a leader that supervise to maintain the excellent performance of his/her subordinates. The supervisor must have high communication skills for him/her to have pleasant deliberations of his dialogue and to orient the group/subordinates. In the organization, there are numerous difficulties that confront the supervisor/leader must have critical thinking to have a great decision making and have the ability to process to make a solution. In a strategic form of planning the future problem can be concluded and have an answer for it.

The experiences which will be encountered by the analyst in the various stage of the research process are an enrichment of his academic life. The study provides the
researcher to distinguish the different skills of his associates. And lastly, the study will serve as a guide in conducting future studies related to interpersonal, leadership, and supervisory skills among the Philippine National Police.

**FRAMEWORK**

Interpersonal, Leadership and Supervisory skills refer to qualities of administrators in performing their duties and responsibilities. This study was anchored to the Achievement-Power-Affiliation Theory of McClelland (1987) which includes the three needs: a need for achievement, a need for power and a need for affiliation which the researcher believes that conceptual, human relations and technical competencies will lead to the realization of the demands. This theory emphasizes that the need for achievement is a need to do something better than it has held prepared before, so continues improvement comes in and maintained.

According to path-goal theory, a leader’s behavior is acceptable to group members to the degree that they view it as an immediate source of satisfaction or as a means of future satisfaction.

The need for power is the need to influence people and the need for affiliation are need to be part or belong and to maintain friendly relations with others. According to this theory, an administrator has the responsibility to recognize the different skills required to become effective and efficient. It explains that an employee with a high need for affiliation has the opportunity to respond positively to increase responsibility and through self-analysis. In which administrators can gain insights on how they react to employees. They may alter their response to fit employees’ needs after evaluating performance (Williams. 2001).

With the Achievement-Power-Affiliation of Mclelland (1987) as the foundation, this study utilizes “The Oakland County Supervisory Skills Model” which originated through research at Oakland County. Working toward skill development enhances the organization heads knowledge and ability.

Excellent supervisory skills encourage good leadership which promotes values that can have an incredible impact in creating good interpersonal relation on the work-field where everyone, regardless of who they are, where they were born or their educational background, feels welcome and supported. It’s an important key not only to managing diversity but to retaining all employees. Nixon, Harrington & Parker (2012) stated that leadership is the process of influencing and supporting others to work enthusiastically towards accomplishing objectives. It is the critical factors that help an individual or a group identify its goals and then motivates and assist in achieving stated goals. Few factors such as age, educational attainment, gender, training attended and length of services are to be correlated.

On the other hand, the leader follows a set of regulations that form his or her unique leadership style that reflects leader’s personality and character (Gasper, Rahman,
& George, 2004). As to the age factor, it is a well-known perception that old people fail to do specific tasks at the performance of younger people. For example, an older person can’t run at the rate of a teenager. But at some assignments, the older people can do better than youths (Belal & Roberts). For example, old people can give better advice against the young ones in general.

Three studies conducted by Kazan (2000) showed differences in self-perceptions of leadership based on age and showed that younger years in leaders predicted higher evaluations by both superiors and inferiors.

They found that employees with higher levels of education and higher job tenure expressed less preference for leader structuring (task-oriented behaviors); they also found that women (relative to men) revealed a higher liking for leader considerateness (relationship-oriented behaviors).

**OBJECTIVES OF THE STUDY**

This study, therefore, sought to identify the Interpersonal Skills, Leadership Skills, and Supervisory Skills among the selected Police Regional office in Caraga Region namely; Buenavista, Nasipit, and Carmen.

**METHODOLOGY**

**Research design**

The researchers used a descriptive method which aims to identify the Interpersonal Skills, Leadership Skills, and Supervisory Skills among the selected Police Regional office in Caraga Region namely; Buenavista, Nasipit, and Carmen.

**Procedure for Data Collection**

Preliminary preparation started with a letter of request that was given to the Chief of Police on the Police Stations of Buenavista, Nasipit, and Carmen. After the approval, the questionnaires were distributed to the selected respondents. During the data gathering, the researchers encountered problems such as the Superintendent of the station of Camagong, did not accept the request letter given by the researchers. The chief of police of Buenavista, Nasipit, Carmen, and Tagcatong was only approved our request letter for our survey questionnaire. Then after the gathering of the answered questionnaire, the computation and tabulation follow. Analysis of data made after the arrangement.

**Research Instrument**

The questionnaire was derived from Dr. Ian S. Tampan research entitled “INTERPERSONAL, LEADERSHIP, AND SUPERVISORY SKILLS OF THE ADMINISTRATORS OF THE CLUSTER A SCHOOLS OF THE DIOCESE
OF BUTUAN” published January 2016 and was enhanced by the researcher besides the assistance of the instructor to fits to the research. The questionnaire has two (2) parts: Part I Respondents’ Profile which formulated by the researcher that deals the profile of the respondents such as Age, Educational Attainment, Gender, Line Position or Administrative Line, Year of Experience and Training attended while Part II Interpersonal, Leadership and Supervisory Skills Likert-Scale.

Part II of the questionnaire partitioned into three (3) areas namely, Interpersonal Skills, Leadership Skills, and Supervisory Skills indicating scale-based values:

Scale Verbal Description

4 Always = At all times practicing the skills
3 Often = Many times practicing the skills
2 Seldom = Sometimes practicing the skills
1 Never = Not practicing the skills

Ethical Considerations

The task of the researcher before proposing the subject, first, they must follow an ethical standard or rules to protect privacy of the respondents, the name of the respondent even the face or the personal information must not be revealed to the public and it must keep even the answer sheet the name must not be necessary to write. Second, before giving the questionnaire to the subject or respondents, they must read the consent letter and wait for them to accept the survey and for their approval. Third, the researchers must inform the respondents that the conducted inquiry is for the persistence of improving the interpersonal, leadership and supervisory skills of Philippine National Police. Fourth, the researcher must ask permission to the subject or respondents in answering the survey and direct a discussion for them to be aware of all the ethical responsibilities which will dispense with the entire study.

RESULTS & DISCUSSIONS

Table 1. The significant difference in interpersonal skills, leadership skills, and supervisory skills among Philippine National Police in Buenavista N=27

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Degrees of Freedom</th>
<th>The p-value</th>
<th>Critical Value</th>
<th>Decision</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal skills</td>
<td>66</td>
<td>1</td>
<td>90.53</td>
<td>Reject Ho</td>
<td>There is significant difference</td>
</tr>
<tr>
<td>Leadership skills</td>
<td>93</td>
<td>1.00</td>
<td>118.75</td>
<td>Reject Ho</td>
<td>There is significant difference</td>
</tr>
<tr>
<td>Supervisory skills</td>
<td>78</td>
<td>1</td>
<td>101.88</td>
<td>Reject Ho</td>
<td>There is significant difference</td>
</tr>
</tbody>
</table>
It shows that it is evident that the Interpersonal skills have a degree of freedom of 66 with a computed critical value of 90.53 and P-value of 0.00 which means that the null hypothesis is accepted. Leadership skills have a degree of freedom 93 with a computed critical value of 118.75 and P-value of 1.00 which means that the null hypothesis is rejected. And Supervisory skills have degree freedom of 78 with a computed critical value of 101.88 and P-value of 1.00 which means that the null hypothesis is rejected.

Table 2. The significant difference in interpersonal skills, leadership skills, and supervisory skills among Philippine National Police in Nasipit.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Degrees of Freedom</th>
<th>The p-value</th>
<th>Critical Value</th>
<th>Decision</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal skills</td>
<td>66</td>
<td>0.00</td>
<td>90.53</td>
<td>Accepted</td>
<td>There is no significant difference</td>
</tr>
<tr>
<td>Leadership skills</td>
<td>93</td>
<td>1.00</td>
<td>118.75</td>
<td>Reject Ho</td>
<td>There is significant difference</td>
</tr>
<tr>
<td>Supervisory skills</td>
<td>78</td>
<td>1.00</td>
<td>101.88</td>
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<td>There is significant difference</td>
</tr>
</tbody>
</table>

The data shows that it is evident that the Interpersonal skills have a degree of freedom of 66 with a computed critical value of 90.53 and P-value of 0.00 which means that the null hypothesis is accepted. Leadership skills have a degree of freedom 93 with a computed critical value of 118.75 and P-value of 1.00 which means that the null hypothesis is rejected. And Supervisory skills have degree freedom of 78 with a computed critical value of 101.88 and P-value of 1.00 which means that the null hypothesis is rejected.

Table 3. The significant difference in interpersonal skills, leadership skills, and supervisory skills among Philippine National Police in Carmen.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Degrees of Freedom</th>
<th>The p-value</th>
<th>Critical Value</th>
<th>Decision</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal skills</td>
<td>66</td>
<td>1</td>
<td>90.53</td>
<td>Reject Ho</td>
<td>There is significant difference</td>
</tr>
<tr>
<td>Leadership skills</td>
<td>93</td>
<td>1.00</td>
<td>118.75</td>
<td>Reject Ho</td>
<td>There is significant difference</td>
</tr>
<tr>
<td>Supervisory skills</td>
<td>78</td>
<td>1</td>
<td>101.88</td>
<td>Reject Ho</td>
<td>There is significant difference</td>
</tr>
</tbody>
</table>

It reveals that it is evident that the Interpersonal skills have a degree of freedom of 66 with a computed critical value of 90.53 and P-value of 1 which means that the null
hypothesis is rejected. Leadership skills have a degree of freedom 93 with a computed critical value of 118.75 and P-value of 1.00 which means that the null hypothesis is rejected. And Supervisory skills have degree freedom of 78 with a computed critical value of 101.88 and P-value of 1 which means that the null hypothesis is rejected.

Table 15. The significant difference in interpersonal skills, leadership skills, and supervisory skills among Philippine National Police in Tagcatong.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Degrees of Freedom</th>
<th>The p-value</th>
<th>Critical Value</th>
<th>Decision</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal skills</td>
<td>66</td>
<td>0.05</td>
<td>90.53</td>
<td>Reject Ho</td>
<td>There is significant difference</td>
</tr>
<tr>
<td>Leadership skills</td>
<td>93</td>
<td>1.00</td>
<td>118.75</td>
<td>Reject Ho</td>
<td>There is significant difference</td>
</tr>
<tr>
<td>Supervisory skills</td>
<td>78</td>
<td>1.00</td>
<td>101.88</td>
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CONCLUSIONS

The findings of the study supported the theory Achievement-Power-Affiliation Theory of David McClelland which holds that all people have three needs: a need for achievement, a need for power and a need for affiliation. The Leadership Skills was rated lowest wherein according to the theory, the need for power is the need to influence people. Influencing others is leadership. Interpersonal Skills was rated highest among the three skills of the Philippine National Police of Buenavista, Nasipit, and Carmen. This skill is related to the need for affiliation wherein it is a need to be liked and to maintain friendly relations with others. According to this theory, the head/leaders have a responsibility to recognize the different skills needed to become effective and efficient. The result of the findings supported the theory since the Chief of Police were formerly personnel of the stations, thus, through a period of times they were able to established good relations with the personnel.
RECOMMENDATIONS

The need for achievement according to the theory is a need to do something better than it has been done before so for this need to be attained, a constant improvement on the system of leadership and supervisory as well as interpersonal skills of the Chief of Police be made. Furthermore, an annual evaluation of the skills be conducted so that the head of the stations would be able to recognize the different skills needed to become effective and efficient as well as for them to be aware of the strengths and weaknesses they had for the development of their interpersonal, leadership, and supervisory skills.

LITERATURE CITED


