

MANAGERIAL ATTRIBUTES OF SUC's PRESIDENTS IN EASTERN
VISAYAS: A BACKGROUND STUDY

A Dissertation

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for the Degree Doctor of Philosophy

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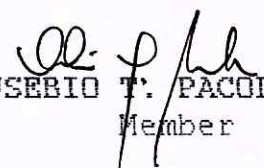
APPROVAL SHEET


In partial fulfillment of the requirements for the degree, Doctor of Philosophy, this dissertation entitled "MANAGERIAL ATTRIBUTES OF SUC's PRESIDENTS IN EASTERN VISAYAS: A BACKGROUND STUDY" has been prepared and submitted by GENARO JAVIER OSIAS, who have passed the comprehensive examination is recommended for oral examination.

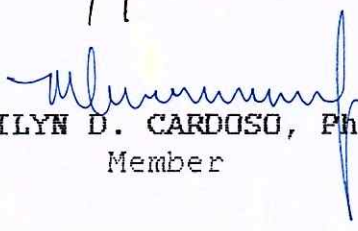

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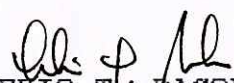

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GENAR

DEDICATION

To my dearest wife

DIT-DIT

And our children –

Vincent Ceasar,

Vina Clarisse

And

Vanessa Carla.

—for their prayers, love

and inspiration,

I dedicate this humble work.

GENAR

ABSTRACT

This study attempted to analyse the management capabilities of SUC's presidents in Eastern Visayas, investigating their strengths and weaknesses with managerial attributes in order to provide a tool for effective management of educational institutions. The descriptive-analytical research was used because it includes the process of gathering, analysing, classifying and tabulating data, thereby making adequate interpretation about them. Statistical results showed that the perceptions of the five groups of respondents on management capabilities of SUC's presidents with respect to the seven managerial attributes differ significantly. On the relationships between the seven managerial attributes and the personal profile of SUC's presidents, statistical results revealed that there is no significant relationship between the variables. The findings revealed that the SUC's presidents in Eastern Visayas exhibited high level management capabilities with respect to the seven managerial attributes. It means that the SUC's presidents are highly capable in governing efficiently and effectively their respective colleges and universities. Based on statistical computations, the first null hypothesis is valid. So, it could be concluded that the perceptions of the five groups of respondents are independent from one another. The personal characteristics of the SUC's presidents like sex, age, civil status, years of experience as manager and socio-economic status have no significant relationship with the seven managerial attributes with respect to the seven managerial attributes.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

The primary responsibility of educational managers is the creation of an effective school - a school where meaningful learning takes place. To undertake this task, educational managers need to understand the dimensions of effective schools and the factors that mold certain institutions into "schools worthy of emulation."¹ Its possibility is certain if the educational manager possesses managerial skills and is aware of his roles.

The job of the school manager is the most exciting, challenging, and rewarding career one can ever have. Individuals can, of course, make greater contributions to society on their own. But it is more likely that major achievements will occur in managed organization - not only state universities and colleges, but also businesses and other agencies. A manager working within an organization therefore has much greater chance to be involved in a

¹Robert T. Borrromeo, Strategies for Effective School Management (Quezon City: Pheonix Press, Inc. 1995), p. vii.

significant and far reaching activity than an individual working alone.

In addition to being fun and rewarding, a managerial career is critically important. The problems our society faces today and, most likely, the problems it will face in the foreseeable future, require both large and small scale solutions that colleges, universities and other agencies can provide. The skills and abilities of every manager to manage such problems as quality education, pollution, graft and corruption, overpopulation and poverty may help determine whether we can survive as a nation, cultures or even species. The skills of organization managers will be a vital factor in meeting society's needs and challenges.

According to Dr. Teddy Geronimo,² the "Philippine school system is a living organism, keenly sensitive to the needs and demands of time. It is constantly, as a result of changing conditions, teaching theories and techniques are revised and modified from time to time following scientific investigations, research and curriculum changes.

²Teddy Geronimo, "Improving Administration and Supervision" (Manila Bulletin, April 18, 1999), p. G-20.

The teaching personnel are constantly added with inexperienced and non-professionally trained teachers that it becomes imperative to have competent and efficient supervisory force to take over and set the pace of the educational thrusts."

He stressed further that; supervision is a major tasks of educational managers in all levels, and by all means. They should be taught to supervise. They should have knowledge and expertise to do their jobs efficiently and effectively. Many come to the classroom merely to check the attendance, fill in the blanks on the inside cover of the school register, pen a line or two of suggestions, see if the buildings and grounds are clean and sanitary, tarrying a little to see how students respond to their teacher's questions. This is the common scenario in the field of supervision. There is no real effort on the part of the supervisor to see the actual conditions in the school in all aspects.

Former Undersecretary Vitaliano Bernardino, as cited by Geronimo, pointed out that in all levels of school system, the standards of education are affected by both the

low quality of teaching, and of administration and supervision.

There is a marked and noticeable deterioration in quality in terms of students' performance. While there are many factors related to quality inside and outside school other than teachers, certainly no one can deny the critical role played by teachers in maintaining quality instruction. In addition, upgrading the managerial skills of educational managers is needed because they set the academic atmosphere.

Republic Act No. 8292, otherwise known as "Higher Education Modernization Act of 1997" was signed into law in order to achieve a more coordinated and integrated system of higher education; render it more effective in the formulation and implementation of policies on higher education; provide for more relevant direction in their governance; and ensure the enjoyment of academic freedom as guaranteed by the Constitution.

In spite of the existence of this law, it is apparent that the formulation and implementation of policies and relevant direction in governance are still a problem. These

issues in our educational system motivated the researcher to pursue this study.

Statement of the Problem

This study seeks to determine the management capabilities of SUC's presidents in Eastern Visayas. Specifically, it seeks answers to the following questions:

1. What is the profile of the SUC's presidents in Eastern Visayas as to:

- 1.1. sex;
- 1.2. age;
- 1.3. marital status;
- 1.4. educational attainment;
- 1.5. years of experience as manager;
- 1.6. socio-economic status?

2. What are the managerial capabilities of SUC's presidents in Eastern Visayas as perceived by them, key officials, teachers, non-teaching personnel, and students with respect to the following attributes as:

- 2.1. Administrator;
- 2.2. Analyzer;
- 2.3. Communicator;

2.4. Counselor;

2.5. Meeter;

2.6. Mentor;

2.7. Aspirer?

3. Are there significant differences in the perception among the groups of respondents on the following attributes as:

3.1. Administrator;

3.2. Analyzer;

3.3. Communicator;

3.4. Counselor;

3.5. Meeter;

3.6. Mentor;

3.7. Aspirer?

4. Is there any significant relationship between the seven aforementioned managerial attributes and the following profile of the SUC's presidents with regards to:

4.1. sex;

4.2. age;

4.3. marital status;

4.4. educational attainment;

4.5. years of experience as manager;

4.6. socio-economic status?

Hypotheses

Based on the aforestated specific questions, the following null hypotheses of this study were drawn:

1. There is no significant difference in the perception between the groups of respondents such as, the SUC's presidents, key officials, teachers, non-teaching personnel, and students on the following attributes as:

- 1.1. Administrator
- 1.2. Analyzer
- 1.3. Communicator
- 1.4. Counselor
- 1.5. Meter
- 1.6. Mentor
- 1.7. Aspirer

2. There is no significant relationship between the seven aforementioned managerial attributes and the following profile of the SUC's presidents:

- 2.1. Sex
- 2.2. Age
- 2.3. Marital status
- 2.4. Educational attainment

2.5. Years of experience as manager

2.6. Socio-economic status

Theoretical Framework

There are seven managerial attributes that are used as variables in this study. The seven basic attributes, as suggested by Jaffee et. al.³ are divided into two categories: one that comprises competency factors and that comprise attitudinal factors. Competency factors involve the exercising of skills and abilities. This category includes the Administrator, the Analyzer, the Communicator, the Counselor, and the Meeter. Attitudinal factors are associated with wants and desires, and needs. This category includes the two remaining attributes; the Mentor and the Aspirer. Jaffee believes that the presence of the aforementioned seven managerial attributes in a certain manager will make his/her management effective.

This study is anchored on Robert L. Katz's "Theory on the Three Basic Types of Skills" -technical, human and conceptual, which are all needed by managers. He suggests

³Cabot L. Jaffee, et. al., The Art of Managing, {Navotas, Metro Manila: Navotas Press, 1992}, P. 1.

that a "combination of these three skills is essential to active management." Katz, cited by Stoner and Wankel,⁴ explained that managers need enough technical skill "to accomplish the mechanics of the particular job" he or she is responsible for; they need enough human skills to work with other organization members and lead their own groups; they need enough conceptual skills to recognize how the various factors in a given situation are interrelated so that the actions he or she takes will be in the best interest of the whole organization. The absence of any one of the three basic types of skills will affect the effectiveness of management.

Conceptual Framework

The paradigm (Figure 1) on the succeeding page is the conceptual framework of the study. It serves as a guide of the researcher in conducting the investigation.

The base consists of the rectangle containing the State Colleges and Universities in Eastern Visayas as the research environment. Above it are the SUC's presidents,

⁴James A.F. Stoner and Charles Wankel, Management (New Jersey: Printice Hall Inc., 1987), p. 15.

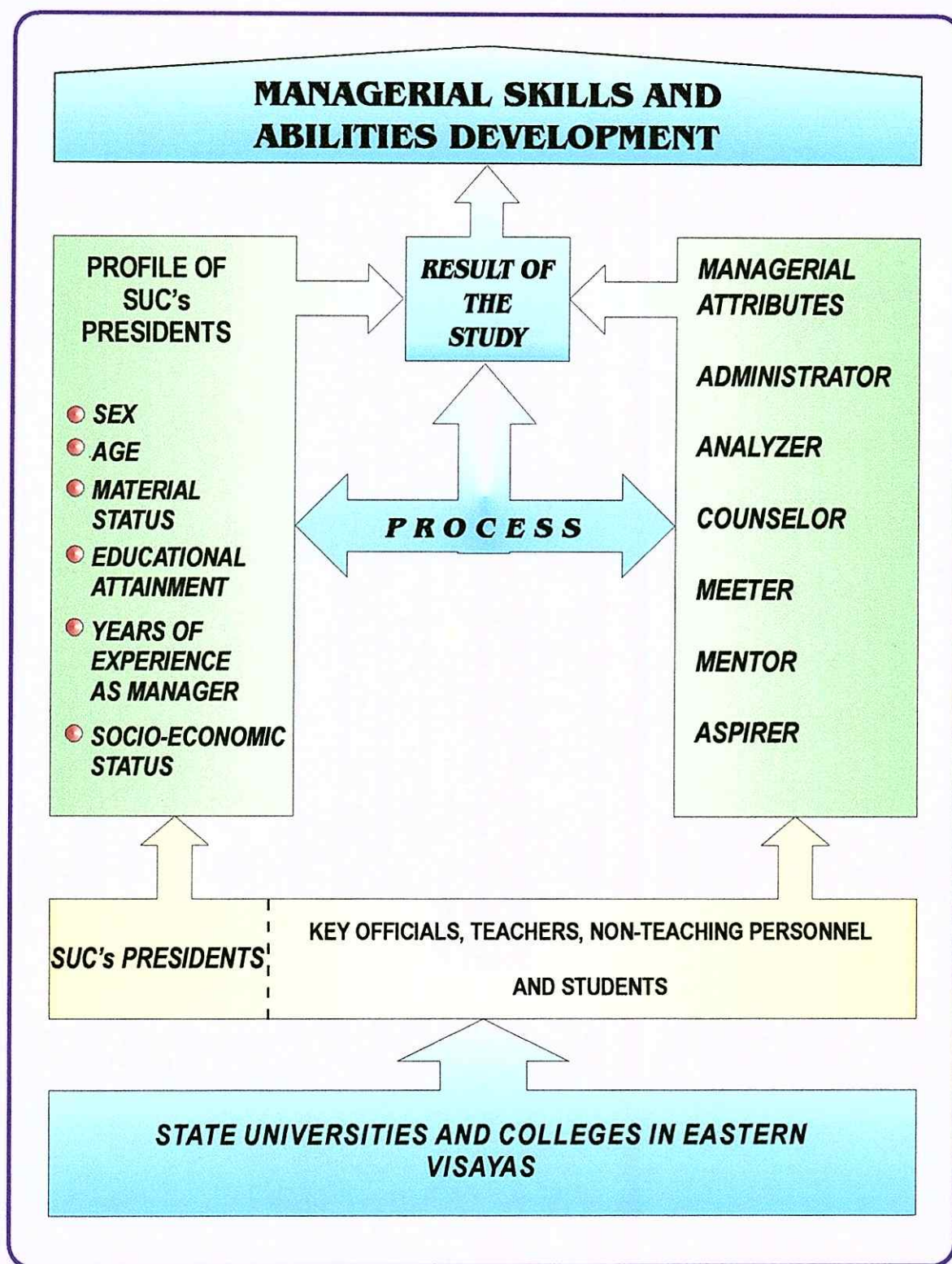


Figure 1. The conceptual model of the study.

key officials, teachers, non-teaching personnel, and students of the respective state colleges and universities used as respondents of this study.

The rectangle at the right side above the respondents contain the seven managerial attributes such as; Administrator, Analyzer, Communicator, Counselor, Meeter, Mentor and Aspirer. These are the variables used to find out the management capabilities of SUC's presidents in Eastern Visayas.

The rectangle at the left side contains the profile of SUC's presidents to include sex, age, marital status, educational attainment, years of experience as manager, and socio-economic status. These variables were treated if they have significant relation with the seven managerial attributes.

The relationship between the managerial attributes and the variates was determined using appropriate statistical tools. The results of the study may serve as inputs to managerial skills and abilities development.

Significance of the Study

This research was conducted because up to the present no statistical record has been established yet to show

management capabilities of SUC's president in Eastern Visayas with respect to the managerial attributes mentioned under the statement of the problem. The researcher deemed it to be timely and relevant because at present time, we need highly trained, qualified and competent managers who would be instrumental in achieving our goals and aspirations for a highly developed as well as progressive country.

With the aim of benefiting managers at different levels not only in state colleges and universities, but also in other educational institutions, government offices, businesses and other organizations - not only in the region, but also in the entire country - this particular endeavor was undertaken.

Specifically, this study will help SUC's presidents to find their management quotient. The results of this study will serve as a motivating force towards personal and management transformation for them to reach the highest levels of their careers and their lives as managers.

To the Search Committee for SUC's presidents. This study could be a guide in evaluating the management capabilities of those who will aspire for the position.

To the Board of Trustees. This undertaking may be used as one of the tools in an objective selection process of SUC's presidents.

To SUC's faculty and employees. Those who wish to become manager; this research endeavor will provide them with tools how to enhance various attributes very essential for effective management style.

To the students. This study will serve as a reference in management studies, serving as their own guiding post in making themselves efficient and effective managers in the future.

Finally, this will enhance and foster responsible management that is very essential to economic and social development of the country.

Scope and Delimitation

This study primarily focused on analyzing the management capabilities of SUC's presidents in Eastern Visayas. The analysis focused on their strengths and weaknesses with respect to the seven managerial attributes as the variables in finding out results, which will be the inputs to managerial skills and abilities development..

There were 10 SUC's involved in this study, to wit:

1. University of Eastern Philippines (UEP)
Cataraman, N. Samar
2. Eastern Samar State College (ESSC)
Borongan, E. Samar
3. Leyte Institute of Technology (LIT)
Tacloban City
4. Leyte Normal University (LNU)
Tacloban City
5. Naval Institute of Technology (NIT)
Naval, Biliran
6. Palompon Institute of Technology (PIT)
Palompon, Leyte
7. Tiburcio Tancinco Memorial Institute of Science
and Technology (TTMIST)
Calbayog City
8. Visayas State College of Agriculture (VISCA)
Baybay, Leyte
9. Southern Leyte College of Science and Technology
(SLCSC)
Sugod, Southern Leyte
10. Tomas Opus Normal College (TONC)
Tomas Opus, Southern Leyte

The location of SUC's respondents is shown on the map of Eastern Visayas {Figure 2}.

The researcher utilized five groups of respondents as sources of vital information to determine the management capabilities of SUC's presidents in Eastern Visayas. The

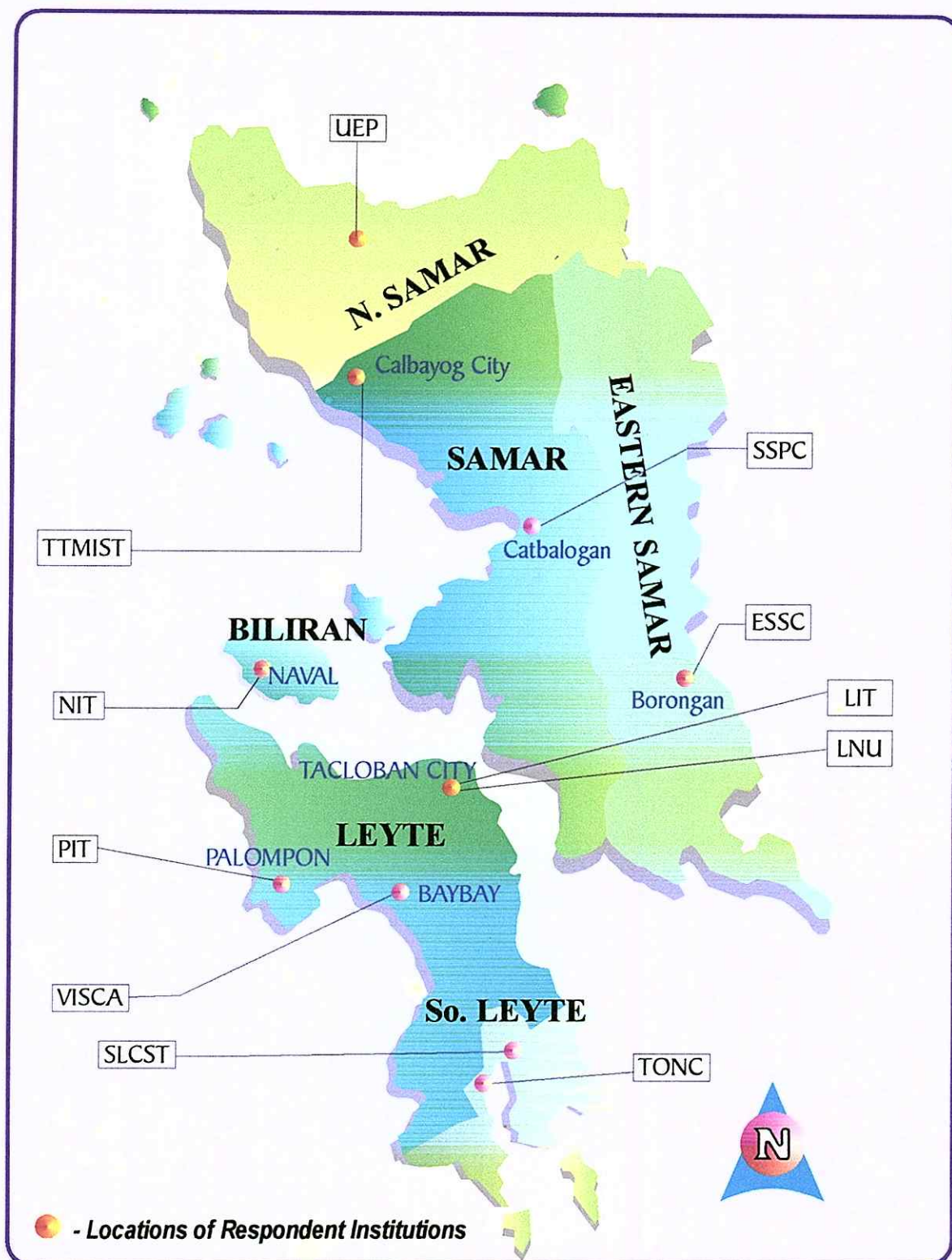


Figure 2. The above map (Eastern Visayas) shows the locations of the respondent State Universities and Colleges (SUC's).

first group was composed of 10 SUC's presidents. In the second group were the key officials - vice presidents, deans and head of departments, which totaled to 91. The third group consisted of 283 teachers. In the fourth group were the non-teaching personnel, which totaled to 196. Meanwhile, the fifth group consisted of 155 student leaders elected to their respective student body governments.

This study was conducted from 1999 to 2001.

Definition of Terms

In order to provide the readers a common frame of reference, the following terms are defined as used in this study.

Administrator. A generic term referring to the person responsible for the total administration of an educational system, institution, or division of either; may refer to state superintendent or commissioners, city, country, or district superintendents, principals, deans, chancellors, and presidents of state colleges and universities.⁵

The Administrator demonstrates behaviors associated

⁵Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Co., 1945), p. 15.

with structuring tasks for oneself as well as for others and establishing courses of action in order to achieve specific results.⁶

Analyzer.⁷ A person who analyzes or who is skilled in analysis; a columnist or commentator who specializes in interpreting social and political development.

The Analyzer demonstrates behaviors associated with the ability to perceive and interpret information including identifying critical elements or essential factors in a situation, seeing relationships, and reaching sound and logical conclusions based on available information.⁸

Aspirer. One who aspires; seeks to attain or accomplish something, especially something high or great.⁹

The Aspirer demonstrates behaviors associated with

⁶Jaffee, et. al., op. cit., p. 4.

⁷Philip Babcock Gove, Webster's Third New International Dictionary (Massachusetts, USA: Meriam-Webster Inc., 1986), p. 77.

⁸Jaffee, et. al., op. cit., p. 5.

⁹Gove, op. cit., p. 130.

striving for a goal. He constantly looks towards the future and works towards a greater level of perfection, higher position, or generally, a better position on the job or in life.¹⁰

Attribute. A trait, quality or characteristic that is regarded as either present or absent in the person or thing being measured.¹¹

Communicator. A person who works with or on methods or devices used in communication or facilitating communication.¹²

The Communicator demonstrates behaviors associated with the ability to be persuasive through either written or oral communication. Included are some basic presentation skills such as using the voice effectively, choosing a vocabulary appropriate for the audience, and using effective nonverbal accompaniments such as hand gestures or eye contact to emphasize issues or points of discussion.¹³

¹⁰Jaffee, et. al., op. cit., p. 7.

¹¹Good, op. cit., p.49.

¹²Gove, op. cit., p. 460.

¹³Jaffee, et al., op. cit. p. 6.

Counselor. An adviser or personal specialist.¹⁴

The Counselor demonstrates behaviors associated with the ability to develop effective interpersonal relationships. Included in this category are establishing rapport, listening attentively, and displaying sensitivity to others.¹⁵

Effective Management. Can be defined as meeting organizational objectives and prevailing over societal expectations in the near future, adopting and developing in the intermediate future, and surviving in the distant future.¹⁶

Key Officials. Are those instructors/professors who are locally designated by the head of office to a position in an office as staff personnel of the college or university but has no definite tenure of office.

Management Capability. The ultimate limit of an individual's possible development as determined at a given

¹⁴Good, op. cit., p.156.

¹⁵Jaffee, et. al., op. cit., p. 5.

¹⁶Robert Kreitner, Management (USA: Houghton Mifflin Company, 1986), p. 531.

time, assuming optimum environment and training from that time onwards.¹⁷

Meeter. One who meets or attends a meeting.¹⁸

The Meeter demonstrates behaviors associated with the ability to influence others and contribute to the attainment of group in face-to-face situations. Included in this category are the abilities to state objectives or tasks to all concerned, to inform others of what is expected of them, to direct and coordinate others in the group, and to let others know of their importance to the success of the task at hand.¹⁹

Mentor. A close, trusted, and experienced counselor or guide.²⁰

The Mentor demonstrates behaviors associated with developing and nurturing other individuals in order to allow them to grow to their maximum level of effectiveness in a given situation. Included in this attribute are the

¹⁷Good, op. cit., p. 78.

¹⁸Gove, op. cit., p.1420.

¹⁹Jaffee, et. al., op. cit., p. 6.

²⁰Gove, op. cit., p. 1420.

following abilities: evaluating other individual's strengths and weaknesses, a willingness to work with them and offer them opportunities to try things, and providing feedback on the quality of their attempts.²¹

Non-Teaching Personnel. Employees of a school system who have no duties pertaining to instruction.²²

Perception. This refers to the subject/respondents' ideas, beliefs, views and feelings about the quality of school governance obtaining in the state universities and colleges involved in the study which may be very high, high, moderate, low or very low.²³

Socio-Economic Status. The level indicative of both the social and the economic position of an individual or group.²⁴

Students. These refer to bonafide college students of state universities and colleges.

²¹Jaffee, et. al., loc. cit., p. 152.

²²Good, op. cit., p. 109.

²³Ibid., p. 245.

²⁴Ibid. p. 558.

Teacher. A person employed in an official capacity for the purpose of guiding and directing the learning experiences of students in state universities and colleges.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

The researcher patiently exhausted all means in reviewing vital documents, unpublished theses, dissertations, books, journals, magazines, newspapers and other reading materials available in the locality to give more meaning and substance to this particular study.

Related Literature

The succeeding related literature were reviewed and made part of this study to supplement its contents and give more substance in order to make this study worthy and meaningful.

Stoner¹ defined "Managers" as organizational planners, organizers, leaders and controllers. Actually, every manager - from the program director of a college club to the chief executive of a multinational corporation - takes on a much wider range of roles to move the organization towards its stated objectives. Based on the definition above, below are more detailed discussions of what managers do:

¹Stoner et. al., op. cit., p. 6.

1. Managers work with and through other people. The term "people" include not only subordinates and supervisors but also other people/managers in the organization. "People also include individuals outside the organization - customers, clients, suppliers, union representatives and so on. These people and others provide goods and services or use the product or services of the organization. Managers work with anyone at any level within or outside their organizations who can help achieve unit or organizational goals.

2. Managers are responsible and accountable. Managers are in-charge of seeing that specific tasks are done successfully. They are usually evaluated on how well they arrange for these tasks to be accomplished. Managers are responsible also for the actions of their subordinates. The success or failure of subordinates is a direct reflection of a manager's success or failure.

All members of an organization including those who are not managers are responsible for their particular tasks. The difference is that managers are held

or accountable, not only for their own work but also for the work of others.

Because managers have subordinates and other resources to use in getting a job done, they are able to accomplish more than non-managers, who have only their own efforts to rely on. This, of course, means that managers are also expected to accomplish more than other members of the organization; that is, they are held accountable for greater achievement.

3. Managers balance competing goals and set priorities. At any given time, every manager faces a number of organizational goals, problems and needs - all of which compete for the manager's time and resources (both human and material). Because such resources are always limited, each manager must strike a balance between the various goals and needs. Many managers, for example, arrange each day's tasks in order of priority - the most important things are done right away, while the less important tasks are looked at later. In this way managerial time is used more effectively.

4. Managers must think analytically and conceptually. To an analytical thinker, a manager must be able to break

a problem down into its components, and then come up with a feasible solution. But even more important, a manager should be a conceptual thinker, able to view the entire task in the abstract and relate it to other tasks. Thinking about the particular task in relation to its larger implications is no simple matter. But it is essential if the manager is to work towards the goals of the organization as a whole, as well as towards the goals of an individual unit.

5. Managers are mediators. Organizations are made up of people, and people disagree or quarrel. Disputes within a unit or organization can lower morale and productivity, and they may become so unpleasant or disruptive that competent employees decide to leave the organization. Such occurrence hinder work towards the goals of a unit or organization; therefore, managers must at all times, take on the role of manager as mediator and iron out disputes before they get out of hand. Settling quarrels requires skills and tact; managers who are careless in their handling of disputes may be chagrined to find out that they have only made matters worse.

6. Managers are politicians. This does not mean that the organization expects in managers to run for office (unless that is the purpose of the organization). It means, rather, that managers must build relationships, and use persuasion and compromise to promote organizational goals, just as politicians do to move their programs forward.

7. Managers are diplomats. They may serve as official representatives of their work units in organizational meetings. They represent the entire organization as well as a particular unit in dealing with clients, customers, government officials, and personnel of other organizations.

8. Managers are symbols. They personify, both for organizational members and for outside observers, an organization's success and failure. Here, too, managers may be held responsible for things over which they have little control, and may be useful for the organization to hold them so responsible. The frequent dismissal of managers of professional sports teams, to take just one type of manager, often has symbolic importance.

9. Managers make difficult decisions. No organization runs smoothly all the time. There is at the utmost, no limit to the number and types of problems that may occur: financial difficulties, problems with employees, or differences of opinion concerning organization policy, to name just a few. Managers are the people who are expected to come up with solutions to difficult problems and to follow through with their decisions even when doing so may be unpopular.

Katz, as cited by Sotoner et. al.,² an educator and business executive, has identified these basic types of skills - technical, human and conceptual - which, according to Katz, are needed by all managers:

1. Technical skill is the ability to use the tools, procedures and techniques of a specialized field. The manager needs enough technical skill "to accomplish the mechanics of the particular job" he or she is responsible for.

2. Human skill is the ability to work with, understand, and motivate other people, either as

²Ibid. p. 15.

individual or as groups. Managers need enough of their human relations skill to work with other organization members and to lead their own work groups.

3. Conceptual skill is the mental ability to coordinate and integrate all the organization's interests and activities. It involves the manager's ability to see the organization as a whole and to understand how its parts depend on each other. It also involves the manager's ability to understand how a change in any given part can affect the whole organization. A manager needs enough conceptual skill to recognize how the various factors in a given situation are interrelated, so that the actions he or she takes will be in the best interests of the total organization.

Henry Mintzberg, as cited by Stoner, et. al.,³ made an extensive survey covering all kinds and levels of management; factory foreman, sales manager, administrators, presidents and even straight gang leaders. He concluded that there is considerable similarity in the behavior of managers at all levels. All managers, he

³Ibid. p. 16.

argued, have formal authority over their own organizational units and derive status from that authority. This status causes all managers to be involved in interpersonal relations with subordinates, peers and superiors, who in turn provide managers with the information they need to make decisions. These different aspects of a manager's authority at all levels to be involved in a series of interpersonal, informational and decisional roles, is what Mintzberg defined as "organized sets of behavior."

1. The Manager's Interpersonal Roles. Three interpersonal roles help the manager keep the organization running smoothly. Thus, although the duties associated with these roles are often routine, the manager cannot ignore them.

The first interpersonal role is that of *figurehead*. As head of unit, the manager sometimes acts as a figurehead by performing certain ceremonial duties - greeting visitors, attending a subordinate's wedding, taking costumers to lunch, and so on. Second, the manager adopts the leader role - hiring, training, motivating and encouraging employees. First-line managers, in particular,

feed that effectiveness on this role is essential for successful job performance. Finally, the manager must play the interpersonal role of *liaison*, by dealing with people other than subordinates or superiors {such as peers within the organization and suppliers or clients outside of it}.

2. The Manager's Informational Roles. Mintzberg suggests that receiving and communicating information are perhaps the most important aspects of a manager's job. A manager needs information in order to make the right decisions, and others in the manager's unit or organization depend on the information they receive from and transmit through the manager.

There are three informational roles in which managers gather and disseminate information. The first is the *monitor role*. As monitor, the manager constantly looks for information that can be used to advantage. Subordinates are questioned, and unsolicited information is also collected, usually through the manager's system of personal contacts. The monitor usually enables the manager to be the best informed member of his or her group. Second, in the *disseminator role*, the manager

distributes to subordinates important information that would otherwise be inaccessible to them. Finally, as a *spokesperson*, the manager transmits some of the information he or she has collected to individuals outside the units - or even outside the organization. Keeping superiors in the organization satisfied by keeping them well informed is one important aspect of the role of spokesperson. Another aspect is communicating outside the organization - when a company president makes a speech before a group of consumer advocates, for example, or when a production manager suggests how a supplier should modify a product.

3. The Manager's Decisional Role. So far, we have seen the manager distributing to other people information he or she has taken pains to collect. But, of information is also "the basic input to decision making" for managers.

There are four decisional roles the manager adopts. In the role of *entrepreneur*, the managers try to improve the unit. For example, when the manager receives good ideas, he or she launches a development project to make that idea a reality. As an entrepreneur, the manager initiates change voluntarily. In the role of *disturbance*

handler, on the other hand, the manager responds to situations that are beyond his or her control, such as strike, bankrupt customer, breach of contract, and the like. As a *resource allocator*, the manager is responsible for decision how and to whom the resources of the organization and the manager's own time will be allocated. In addition, the manager screens all important decisions made by others in the unit before they are out in effect.

The fourth and last decision role is that of *negotiator*, a company president works out of deal with a consulting firm; a production head draws up a contract with a supplier; an office manager irons out problem with a union representative. Managers spend a great deal of their time as negotiators, because only they have the information and authority that negotiators require.

According to Bateman and Zeithanel,⁴ to establish and operate an effective organization, all managers must perform several major functions or activities. These functions will enable managers to create a positive work

⁴Thomas S. Bateman and Carl F. Zeithanel, Management: function and Strategy (Burr Ridge, Illinois: Richard D. Irwin, Inc., 1993), p. 14.

environment and provide the opportunities and incentives.

The key management functions include the following:

1. *Planning.* Planning is analyzing a situation, determining the goals that will be pursued in the future, and deciding in advance the actions that will be taken to achieve these goals. Plans are developed for entire organizations, for specific work units, and for the individual manager and worker. These plans may cover long periods of time or short time horizon. In each case, however, managers are responsible for gathering and analyzing the information on which plans are based, setting the goals that will be achieved, and deciding what needs to be done.

2. *Organizing and Staffing.* Although a good plan is important, a manager usually cannot do the job alone or without adequate resources. Furthermore, the people and tasks of the organization or work unit must be coordinated in a way that allows the firm to be efficient and effective. The second major management function, organizing and staffing, includes the efforts of managers to assemble the human, financial, physical and information resources needed to complete the job and to group and

coordinate employees, tasks and resources for maximum success.

3. Leading. From the start, the importance of creating a motivating environment for employees was emphasized. The leading function focuses on the manager's efforts to stimulate high performance among employees. This activity involves directing, motivating and communicating with employees, both as individuals and in groups.

4. Controlling. The previous three functions develop plans to reach those goals, assemble and organize the resources needed in their pursuit, and direct and motivate employees toward their realization. However, comprehensive plans, solid organizations, and outstanding leading leaders do not guarantee a sure road to success. As a result, the fourth function, controlling, emphasizes evaluation and change.

When managers begin to implement their plans, they often find that things are not working out as planned. The controlling functions involve monitoring the progress of the organization or the work unit toward goals and organizations, taking corrective action. Successful

organizations, both small and large, pay close attention to how they are doing. They also take fast action when problems arise.

Covey⁵ suggests that certain managers must possess the following seven habits to implement quality management:

Habit 1: Be Proactive - the principle of self-awareness, personal vision, and responsibility. Proactivity is more than being aggressive or assertive. It is both taking initiative and responding to outside stimuli based on one's principle (rather than on one's moods and emotions or the behavior of others). Proactivity rejects the view that people and organizations are controlled by genetic, historical or environmental factors. Proactive people and organizations are self-aware; accept responsibility for their own actions; don't blame and accuse others when things go wrong; work continuously within their circle of influence, and change and develop themselves first in order to have greater

⁵Stephen R. Covey, Principle-Centered Leadership (New York: Rockfeller Center, 1992), p. 267.

influence with others. They envision their capacity to reject past behavioral scripting and to determine their own destiny, to become exactly what they want to be. They accept the challenges to assist others to do likewise.

Habit 2: Begin With The End In Mind - the principle of leadership and mission. Leadership focuses more on people than on things; on the long term rather than the short term; on developing relationship rather than on equipment, on values and principles rather than on mission, purpose, and direction rather than on methods, techniques, and speed. Developing a personal and organizational mission statement - through special processes to achieve maximum effectiveness - is a key implementation tool for applying this principle. The management must demonstrate constantly its commitment to this statement.

Habit 3: Put First Thing First - the principle of managing time and priorities around roles and goals. Most people and organizations approach time management within the context of prioritizing one's schedules. It is much more effective to schedule one's priorities that have been identified in conjunction with key roles and goals and

determined through assessment of personnel and organizational mission. Habit 3 applies the principle of implementing one's action plan to achieve worthy purposes. As people learn to determine and schedule their priorities, putting first things first, they become more effective in both personal and business pursuits.

Habit 4: Think Win-Win - the principle of seeking mutual benefit. In an interdependent relationship, thinking win-win is essential to long term effectiveness. It requires an abundance mentality, an attitude that says, "There is enough for all." It cultivates the genuine desire to see the other party win as well, the orientation that any relationship should seek mutual benefit for all concerned.

The implementation of these principles may be achieved through a win-win performance agreement among individuals or organizations. Any combination of stakeholders in an enterprise could enter into a win-win performance agreement development through communication and trust.

Habit 5: Seeking First to Understand, Then to be Understood - the principle of emphatic communication.

Through emphatic communication we gain not only clear understanding of another's needs, ideas and basic paradigm, but also assurance that we are accurately understood as well. True emphatic communication shares faithfully not only words, ideas and information, but also feelings, emotions and sensitivities.

Habit 6: Synergize - the principle of creative cooperation. The whole is greater than the sum of its parts - attained through synergy, fostered and nurtured through empowering management styles and supportive structures and systems. In an environment of trust and open communication, people working interdependently are able to generate creativity, improvement and innovation beyond the total of their individual but separate capacities. As employees and managers live the spirit of win-win, practice emphatic communication, exhibit trustworthiness, and build trusting relationships, synergy becomes the fruit of such efforts - and with synergy comes the crowning achievement of Total Quality: continuous improvement and constant innovation.

Habit 7: Sharpen the Saw - the principle of continuous improvement. People and organization have four

major needs or characteristics: 1. physical; 2. economic; 3. intellectual; 4. emotional. Developing within human being and organizations consistent commitment and continued performance in refining and expanding their abilities in these four areas is the key to overall continuous improvement in all other areas. Principle-Centered Leadership focuses on how individuals and organizations are able to develop their abilities and meet their needs in these areas.

Learning, growing, developing new capacities, and expanding old ones are the processes through which continued success in applying necessary principles and using needed tools is made possible. Applying Habit 7 is the principle that enables maximum effectiveness in living all the other habits.

The term "management" according to Maquiso⁶ is commonly taken in two contexts: First, management as a group of educational managers, executives or administrators, and second management as the act, art, or

⁶Melchizdek Maquiso, Educational Administration: A Rational and Structural Approach (Metro Manila: National Book Store, 1984), pp. 43-44.

manner of managing or handling, controlling and directing educational processes.

When the roles of educational administrators are translated into functions and are exercised through a process, then management as an act in educational administration occurs. Contextually, therefore, management in educational administration relates to an act in a process, as opposed to the executive position in educational administration or to a group of managers in the top, middle and lower administrative hierarchy.

The administrative act or process management is considered, for all intents and purposes. This is so because management as it goes through a process always involves resources. People, materials and money are always involved not to mention time and educational concepts that must be dealt with as each step is brought to the fore, analyzed with others, decided upon, programmed, undertaken and finally evaluated if the desired results have been realized as these were conceptualized and planned in the first place.

In the words of Franco,⁷ "management is the achievement of objectives by identifying and utilizing human and material resources with efficiency, effectiveness and competence."

In support therefore, Andres⁸ stated that management is achieving objectives through people. In Philippine context, western management concepts have been found not to work satisfactorily with many organizations, like educational institutions, in the sense that historically, Filipinos, are people with many values resulting from several waves of foreign invasion. Andres urged the Filipino educational manager to develop a management model of his own environment compatible with his own context, and in harmony with his values. Accordingly, educational management principles have to be retaught and directed towards the Filipino's own peculiarities, concern and aspirations. As such, there is a need to examine very

⁷Ernesto A. Franco, Pinoy Management (Metro Manila: Navotas Press, 1986), p. 51.

⁸Tomas Quintin Donato Andres, "Management System for Vocational-Technical School", The Philippine Journal, Vol. XII, No. 4 4th Quarter, 1982, pp. 6-7.

critically the features of Filipino values to discover our management potentialities and weaknesses so that from such study we may be able to draw the blueprint for the management system for the Philippine educational institutions.

Educational managers must look deeply at the different dimensions of managing educational institutions, to wit:

Gregorio and Gregorio⁹ expressed that the school environment plays an important role in classroom teaching and learning. In order to control learning and to make it productive, the teacher must control the environment in which it takes place. The classroom environment must be controlled so that important factors become meaningful and stimulating aspects of daily instruction. They mentioned four fundamental environments that require consideration and control, namely: 1} the physical environment; 2} the intellectual environment; 3} the social environment; 4} the emotional environment.

⁹Herman C. Gregorio and Cornelia C. Gregorio, Introduction to Education in Philippine Setting (Quezon City: R.P. Garcia Publishing Co., 1976), pp. 90-91.

Sison¹⁰ explain that personnel management is a dynamic management process of ensuring that at all times a company or its unit has in its employ the right number of people, with the right skills and assigned to the right job where they can contribute most effectively to the productivity and profitability of the company. In essence, management must decide in advance what sort of employees should be hired and how this should be done. This is especially necessary here in the Philippines where security of employment and protection of employees are provided for in our laws, particularly the Labor Code of the Philippines and its implementing rules and regulations. The choice of good employees will help prevent personnel difficulties and problems when the company expands. Hence, the need for a good recruitment and selection program.

Laya¹¹ in his article "Education in Crisis: Challenges and Responses," qualifies that staff selection has to be

¹⁰Perfecto S. Sison, Personnel and Human Resources Management, (Quezon City: Rex Printing Co., 1981), p. 185.

¹¹Jaime C. Laya, "Education in Crisis: Challenges and Responses," Education and Culture Journal, Vol. 3, No. 3, Vol. 2 Nos. 1 & 2, April-December, 1985, p. 6.

on the basis of the proper criteria, that is qualification, potential, experience and not on the basis of some extraneous consideration. If at all there are district supervisors, principals, superintendents and other authorities concerned who make a choice on the basis other than professional criteria - we must put a stop to this most insidious form of corruption and destruction that breeds disillusionment for everyone concerned.

Employees need to be trained and retrained in order to contribute to the productivity and success of the organization. One of the best incentives for employees to give them maximum effort and loyalty to the firm is the recognition of the reward for good performance. There are a number of ways by which good performance may be rewarded. Among these are salary increase, special commendations, and promotion to higher positions, as a reward for proven skill and ability is obviously an effective way to keep good men in the firm.

Meanwhile, Gregorio¹² adds that financial management of a school suggests a scientific system of fund sourcing

¹²Gregorio, op. cit. pp. 445-446.

and fund utilization.

It deals with the revenues and expenditures of the school system and their impact on the economy of the community or the clientele, which it serves.

Budget preparation is one of the major activities in financial management. During this phase, it is important for one to consider the legal basis, assessment of needs, budget policy and programs of the school during a given period. The legal basis for state colleges is the charter. For DECS supervised schools, needs to refer to environmental considerations in and out of school and the current trends, e.g. increase in student population. Prioritization of the program/activities/projects of the school during a given period is necessary in budget preparation.

Gregorio lists some basic principles in the administration of school financing as follows:

1. Careful planning should precede the expenditure of any public funds for education. Planning is a basic principle of school administration and supervision. Adequate planning of educational program is quite

difficult when the amount of school appropriation is not certain.

2. The school support must be determined by its nature. Since education in the Philippines is a state function, the wealth of the state must be used to educate its children. The support should be the general taxation of all and not the fees paid by parents of the children being educated.

3. School funds should be used for the accomplishment of educational aims and objectives as provided for in the Constitution. Educational aims are fundamental to school administration and supervision, especially the general aims of education formulated by the Board of National Education (BNE).

4. Sufficient school funds should be made available to make possible the equalization of educational opportunity throughout the country. Since we recognize the need for an educated citizenry in a democracy, we must provide equalization of opportunity for all children of school age in this country.

5. School finance should be related to the total national income and to the amount of money spent for other

provincial, city or municipal projects. The school administrators, as they plan the school budget in terms of available funds, should evaluate carefully the financial relationship of one form of school expenses with another.

6. All citizens should realize that added services in education are costly and therefore require increased revenue. The quality of education in all levels should be made adequate to meet the needs of a democratic nation. Supervised work and project should be made available to all school children.

7. School funds should be determined wisely and economically. Funds should be administered economically to ensure a greater equalization of educational opportunities and to meet the purpose of democratic ideals as envisioned in the Constitution.

Gregorio¹³ also argues, that it is the school administrator's task to provide the school system with adequate plant and equipment to facilitate instruction. He is responsible for the acquisition and utilization of school equipment and supplies. He, therefore, has to

¹³Ibid. pp. 414-415.

study the needs of the school, requesting necessary equipment and supplies to keep the administration and supervision of the school at its highest efficiency.

Every manager applies different styles of management in increasing productivity. Most managers have learned better techniques of motivating employees to work more efficiently and effectively. Here are some styles, which explain the factors responsible for employees' efficiency:

Andres¹⁴ stresses that a public school administrator in the Philippines - the principal, district supervisor, superintendent of schools, or director for that matter has the alternative of managing school affairs either through dictation and command, or through the exercise of democratic leadership. It is a strong temptation for him to opt in favor of the first alternative because he is vested by law with the requisite authority and power and because it is relatively easier to do so. Furthermore, in the final analysis, he is the one responsible for the success or failure of the educational enterprise he administers, and is accountable for the proper and lawful

¹⁴Andres, op. cit., p. 44

exercise of the functions not only of his office but those of his subordinates. This responsibility and accountability exist irrespective of the style of his administration.

Andres¹⁵ poses the question on how a Filipino manager manages and what style he uses. He argues that whether a Filipino manager is "locally assembled or made in USA, once he sets his foot on Filipino soil with Filipino workers, he had no other alternative but to manage using Filipino values. One Filipino value is *bahala* or *pagwawalang bahala*. This is a value, which underlines the escapist nature of the Filipino personality. *Bahala* is generally manifested negatively as *pasensiya* and *pagtitimpi* (resignation to an acceptance of failure and shortcomings); *suerte* (relating every thing to fate); over dependence on authority; resiliency or capacity to adopt to misfortunes with tendency to return to old ways and forgotten lessons of past misfortunes; *pagtitiis* (to endure a hard life without complaint and with complete resignation to such fate). *Pagwawalang-bahala* is also

¹⁵Ibid.

counter-productive manifested in the form of the *mañana* habit (putting off for later what can be done now); Filipino time (the propensity to be late for appointments); *ningas-cogon* (the tendency for sudden outburst of enthusiasm at the start of any endeavor followed by an equally abrupt loss of interest, mixing of pleasure with work or business leading to a failure in distinguishing one from the other).

As viewed by Franco,¹⁶ "Pinoy Management" is not found in any textbook or in classroom lectures. Yet, it is a part of the lazy block where power plays are made up and decisions are blocked out, communication lines opened or bottled up, and commitments offered or withdrawn. He identified four general styles of "Pinoy Management" as management by *kayod*; management by *libro*; Management by *lusot*; and *ugnayan* management. The first refers to the realist manager. In English, *kayod* means to work hard like a dog. The manager of this type works day in and day out fired by an inner zeal that does not make any difference between working days, Sundays and Holidays.

¹⁶Ernesto A. Franco, Pinoy Management (Metro Manila: Navotas Press, 1986), pp. 3-8.

The second type is the idealist manager. The idealist manager is a highly trained professional who prefers American Management styles with all its technical jargon and sophisticated tools of management. The third is the opportunist manager. In English, *lusot* refers to shortcuts, bribery and rule breaking. This type of manager often wants the least hardship and sweat, paying off problems and taking shortcuts. The fourth is the reconciler manager. In English *ugnayan* is a movement to interconnect and interrelate with other elements to comprise a whole. It seeks synergy, optimizing the use of different components - money, people, materials, machine, information, energy, etc. so that something more powerful, innovative, and useful can emerge. It is the coordinator, supreme of all the elements that make up business - goals, technical system, structure, psychosocial culture, and people.

Problems in management are unavoidable. Sometimes, the answer to management problems is *depende* or *contingent*. Franco likewise believes that there is no single formula for a successful management. There are times when one must be systematic, personalistic,

quantitative, or intuitive. It is for the manager to suit his style to his management functions.

Related Studies

A number of studies undertaken in the region that have bearing on the present study were reviewed to give more meaning and ideas on this investigation.

Guerra²⁰ in her dissertation found out that private high schools and colleges seldom perform functions in the category of interpersonal management style. It was also found out that quality of performance of respondent schools generally belong to the same level as the varied management functions. It shows that frequency and quality performance have the same management style, which is the traditional type of management. The groups of respondents have different perceptions about the performance of varied management functions. The teachers' work attitudes and job satisfaction level were on the average. The

²⁰Letecia R. Guerra, "Management Style on the Quality of School Governance in Selected Private High School and Colleges in Eastern Visayas, Philippines." (Unpublished Dissertation, Samar State Polytechnic College, Catbalogan, Samar, 1990).

management style has no significant relationship to staff development and physical plant and facilities.

The aforecited study bears resemblance to the present study because it deals with the management style on the quality of school governance, which is also the focus of the study. However, the research environments of the aforecited study are the selected private high schools and colleges in Eastern Visayas. Whereas, the study was conducted in SUCs in Eastern Visayas.

The study of Bulut²¹ on the "Management of Fishery Schools in Eastern Visayas" reveals that the extent of management is high. There is a high degree of correlation between extent and quality of management. There is significant difference in the perception scores of the administrators, head teachers, classroom teachers and students. Furthermore, there is a significant difference in the management style of administrators among fishery schools in Eastern Visayas.

²¹Rosario A. Bulut, "Management of Fishery Schools in Eastern Visayas." (Unpublished Dissertation, Samar State Polytechnic College, Catbalogan, Samar, 1991).

The study of Bulut is similar to the present study in the sense that it focused on the management system of fishery school in Eastern Visayas as perceived by group of respondents. The present study is also dealing with the perceptions of respondents on the management capabilities of SUC's presidents in Eastern Visayas.

Quitalig's²² "Management Styles of Newly Nationalized High Schools in Samar: A Basis for development Plan" found out that there are 29 school heads, 282 faculty, and 8,985 students in the 29 newly nationalized high schools in the Division of Samar. There is a significant difference in the perception of the respondents on the management of personnel, curriculum and instruction, and student population. There is a centralized approach used/adapted by the DECS, Division Office in the operation of the fiscal resources of the 29 newly nationalized high schools. The perceptions of the three groups of respondents did not

²²Thelma C. Quitalig, "Management System of Newly Nationalized High School in Samar: A Basis for Development Plan." (Unpublished Dissertation, Samar State Polytechnic College, Catbalogan, Samar, 1993).

show any significant difference on school profile.

The foregoing study is related to the present study in the sense that, the aforesaid study and the present study deal with administrative leadership and management capabilities of educational managers. However, the research environments of the present study are the SUCs in Eastern Visayas.

Apacible²³ also found out that the secondary administrators in the Division of Samar proved to discharge their functions of making decisions in their respective schools. Their decision-making frequency as perceived by themselves and by their teachers is "often." With the findings that the self-concept of the secondary school administrators is positive, he concluded that school administrators are emotionally and psychologically capable of managing their respective schools.

The study above has resemblance to this study in terms of variates used as correlates to decision-making

²³Maurito Z. Apacible, "Administrative Decision-Making and other Correlates to Self- Concept of Secondary school Administrators" (Unpublished Dissertation, Samar State Polytechnic College, Catbalogan, Samar, 1998).

and self-concept. The variates were used in this study to determine their relationships with the seven managerial attributes of SUC's presidents.

Reyes, as cited by Dacutanan,²⁴ investigated the performance of principals and found out that their personal and professional qualifications made them competent in application of their democratic administrative principles while performing their functions. The knowledge and competence of the teacher were the bases in their satisfactory rating during the survey.

The foregoing study is related to the present study because personal and professional qualifications and the variates were used in the study. However, the above-cited study focused on the effectiveness of modern educational managers. The later deals with the management capabilities of SUC's presidents.

²⁴Fricilla M. Dacutanan, "The Effectiveness of Modern Managers of Selected Private Elementary Schools in Normal University" (Unpublished Master's Thesis, Leyte Normal University, Tacloban City, 1992).

Quinoy,²⁵ conducted his study on correlates of managerial competence of academic managers of SUCs in Region II. The self-rating of top, middle and low level academic managers revealed that they were highly competent school managers. They rated themselves proficient in their management styles with respect to planning, informing, communicating, time management and delegating. He also pointed out that the length of administrative and numbers of in-service trainings on management were not correlates of management function. On the other hand, educational attainment and managerial competence were positively correlated.

The study of Quinoy bears similarity with the present study. Aside from the fact that both were conducted in SUCs, variables like administrative experience and educational attainment were also employed by both studies, correlating them with managerial competence and capabilities.

²⁵Reynaldo Q. Quinoy, "Correlates of Managerial of Top, Middle, and Low Level Academic Managers of State Colleges and Universities in Region II" (Unpublished Dissertation, 1998).

Cabaluna's²⁶ study on "Capability Demands of the Learning Action Cell (LAC): Input to Staff Development Program" revealed that the capability level of the LAC leaders on Content, Pedagogy, Communication, Management and Material Resources is competent as rated by the respondents. The study also shows that there is no significant difference in the perception of both respondents on LAC leaders' content expertise as well as in material resources expertise. The significant differences were in their perceptions on leaders' pedagogical, communication and management expertise.

Since both of the studies focused on determining the capabilities of educational leaders, it is deemed that the aforecited study is related to the present study. However, the former deals with the capability of the LAC leaders, the latter deals on the management capabilities of SUC's presidents.

²⁶Elena P. Cabaluna, "Capability Demands of the Learning Action Cell (LAC): Input to Staff Development Program" (Unpublished Dissertation, Leyte Institute of Technology, Tacloban City, 1994).

Remejo,²⁷ in his study on "Management Values as Predictors of Educational Productivity" found out that of 29 respondent school administrators in Region VIII, 100 percent were high in scientific, 28 or 96.55 percent were high in technical, 26 or 89.66 percent were high in ethical and aesthetic and 20 or 68.97 percent were high in political value system. On the other hand, 4 or 13.74 percent were average in political, 3 or 10.34 percent were average in ethical and 1 or 3.45 percent were average in technical and aesthetic value. It is only in aesthetic and political values where 2 or 6.9 percent and 5 or 17.24 percent of the respondent school administrators, respectively showed low levels of value commitments. The school administrators in the region are committed to management values at high level.

Among the five management value components - scientific, ethical, technical and political value entered as the best predictors of student's performance and teacher's job content satisfaction.

²⁷Antonio A. Remejo, "Management Values as Predictors of Educational Productivity" (Unpublished Dissertation, Leyte Institute of Technology, Tacloban City, 1993).

The above-cited study bears similarity with the present study because it deals on management values, which are part of the present study under the variable of Administrator, which is used to determine the management capabilities of SUC's presidents on educational productivity.

The study of Raga²⁸ on human relations among teachers and administrators and organizational productivity indicates the human relations of teachers and administrators of secondary agricultural school in Leyte and Biliran is very satisfactory. The level of organizational productivity in terms of teacher development disclosed a moderately high level on professional and economic development, while in social and political development is high level. However, a professional relation of teachers and administrators was not significantly related to professional, economic and political development.

²⁸Eflida C. Raga, "Human Relations Among Teachers and Administrators and Organizational Productivity of Secondary Agricultural Schools in Leyte and Biliran" (Unpublished Master's Thesis, Leyte Institute of Technology, Tacloban City, 1994).

The abovementioned study is related to the this study, in the sense that relationships between teachers and administrators including organizational productivity are part of the indicators under the Counselor and Mentor managerial attributes on the management capabilities of SUC's presidents.

Catalogo's²⁹ study on "Professional Growth As It Relates to Supervisory Functions of Elementary School Administrators" showed among the 5 supervisory functions identified, only three were given more attention by school administrators are: inspection, guidance and evaluation. According to the teachers' perception - evaluation and research were not so much given attention. The study further revealed that on the whole, there was no significant relations between the status of professional growth of school administrators and the extent to which they carried out their supervisory functions. There were only two functions which showed significant relationship

²⁹Francisco C. Catalogo, "Professional Growth As It Relates to Supervisory Functions of Elementary School Administrators" (Unpublished Master's Thesis, Leyte Institute of Technology, Tacloban City, 1998).

and these are evaluation and research.

The aforcited study and the present study have parallel distinction because both study deal with the supervisory functions of school administrators as it relates to their personal characteristics. However, the former focused on elementary school administrators while, the latter is the SUC's presidents.

Chapter 3

METHODOLOGY

This chapter presents the research design, instrumentation, respondents of the study, validation of the instrument, sampling procedure, data gathering and statistical treatment used in the analysis of data.

Research Design

This study is a descriptive-analytical research that involves the processes of gathering, analyzing, classifying and tabulating data, thereby making adequate interpretations about them.

Questionnaire and unstructured interview schedule were the main instruments used in gathering the pertinent data. The questionnaires were administered to the SUC's presidents, key officials, teachers, non-teaching personnel, and students of SUCs in Eastern Visayas. This study is concerned with the present status of management capabilities of SUC's presidents in the region. This was undertaken to assess the strengths and weaknesses of the presidents on their management capabilities with respect to the following attributes: 1) the Administrator, 2) the

Analyzer, 3) the Counselor, 4) the Communicator, 5) the Meeter, 6) the Mentor, and 7) the Aspirer.

The descriptive method of research was used in order to ascertain facts that prevail among and between variables, which were made as bases for drawing conclusions and presenting recommendations.

Instrumentation

In this study, questionnaire and unstructured interview were utilized in gathering pertinent data.

Questionnaire. The questionnaire was used because it gathers data faster than any other method. Since the respondents are very literate, the questionnaire was deemed as the most appropriate instrument in gathering data. Respondents could read and answer the questionnaire with ease. There were two sets of questionnaires used in this study. The first set of questionnaire was designed to elicit responses from the SUC's presidents in Eastern Visayas (see Appendix E) composed of two parts. Part I is designed to determine the respondents' profile Part II of the questionnaire sought to draw out the management capabilities of SUC's presidents in Eastern Visayas. This

part has seven managerial attributes to be measured such as: the Administrator, the Analyzer, the Communicator, the Counselor, the Mentor, the Meeter, and the Aspirer. The second set was for the key officials, teachers, and non-teaching personnel. (see Appendix F).

Each one contained sets of questions answered by the respondents by putting check marks on the spaces provided for. The responses were measured according to the level of satisfaction as perceived by the respondents using the 5-point scale. The scale was divided into five levels of qualities with corresponding weights. Thus, "Very High Level" has a weight of 5; "High Level," 4; "Moderate Level" 3; "Low Level," 2; and "Very Low Level," 1.

The questionnaire was developed through reading and studying samples of questionnaires from related studies, in consultation with some people knowledgeable in preparing one. The questionnaire was so designed to ensure that there were enough items to collect data from in all aspects of the problems, and to answer all the specific questions under the statement of the problem. The prepared questionnaire was submitted to his adviser for correction

and after which it was submitted to the members of the panel in the pre-oral defense for suggestions and approval. After the approval of the Panelists it was finalized and validated.

Interview. The unstructured interview was employed as one of the instruments to ascertain understanding of respondents on unclear and seemingly ambiguous questions in the questionnaire that needed clarification.

Validation of the Instrument

The research instruments initially formulated were subjected to a dry run to test the validity and reliability of the questionnaire. The dry run was conducted in Samar State Polytechnic College (SSPC), Catbalogan Samar on September 5, 1998 the College President approved it.

The researcher chose the students as respondents in the dry run of the questionnaire as they have the lowest degree in educational attainment among the groups of respondents.

During the dry run, the researcher noted that the last student respondent finished answering the questionnaire in 25 minutes. For purposes of improvement and modification,

the students were asked afterwards if all the items in the questionnaire are clear and unequivocal to them; if the number of items are adequate enough to collect data in all aspects of the seven managerial attributes; if all the items are objective and not biased except for few unavoidable easy questions; if all are relevant to the research problem; and if the questionnaire is not too long for purposes of modification and improvement.

To ascertain the consistency of the responses elicited from the student respondents, pilot testing was done twice with time intervention of 20 minutes. Responses for the try-outs was recorded, tallied and processed. The Pearson-Product Moment Correlation Coefficient was computed to determine the relationship between the responses of the first and second try-outs. The computed Pearson r (see Appendix H) was 0.83, indicating that the instrument's degree of reliability was fairly high and therefore adequate for individual measurements as indicated in Table 1.

Sampling Procedure

There were ten (10) respondent-schools for this study,

namely: University of Eastern Philippines (UEP) in Catarman,^a Northern Samar, Tiburcio Tancinco Memorial Institute of Science and Technology (TTMIST) in Calbayog City, Eastern Samar State College (ESSC) in Borongan, Eastern Samar, Leyte Institute of Technology (LIT) in Tacloban City, Leyte Normal University (LNU) in Tacloban City, Naval Institute of Technology (NIT) in Biliran, Leyte, Visayas State College of Agriculture (VISCA) in Baybay, Leyte, Palompon Institute of Technology (PIT) in Palompon, Leyte, Southern Leyte College of Science and Technology (SLCST) in Sugod Southern Leyte, and Tomas Opus Normal College (TONC) in Tomas Opus, Southern Leyte. All the SUCs in the region were chosen as respondents of the study in order to have equal representation in drawing up the final samples of the study. Samar State Polytechnic College (SSPC) in Catbalogan, Samar was not included in the respondent schools because it was utilized as the pilot school in the dry run of questionnaires.

Moreover, the prospective stakeholders coming from each school were categorized into five groups. The first group comprises the SUC's presidents. The second group is a mix of key officials to include vice-presidents, deans

and department heads. The third group is composed of teachers. The non-teaching personnel represented the fourth. The students fall in the fifth group, represented by students leaders elected to the highest position in the Supreme Student Council.

In determining the sample size for the group of teachers and non-teaching personnel, the Sloven's formula of computing size of sample, as cited by Calderon,¹ et., al. was adopted and used.

$$n = \frac{N}{1 + Ne^2}$$

where:

n = the size of the sample

N = the size of the population

e = the margin of error

¹Jose F. Calderon and Expectacion C. Gonzales, Methods of Research and Thesis Writing (Valenzuela, MM: 24K Printing Co., 1993), p. 176.

To determine the final samples, pure random sampling was employed since the population of the students is large, diverse and scattered over large geographical areas, contacting all of them would be time consuming. For this reason, the researcher employed the total enumeration sampling technique. The student leaders were chosen on the basis of their knowledge of information desired. The same sampling technique was used in selecting samples for the key officials' group.

Data Gathering

Through the recommendation of SSPC's Dean of Graduate Studies, permission of the presidents of different SUC's in Eastern Visayas was sought so that the researcher could administer the questionnaire to their key officials, teachers, non-teaching personnel, and students. The questionnaires were brought to each respondent's school.

To facilitate the retrieval of the questionnaires from the different school respondents, the researcher requested the help of both teaching and non-teaching personnel in every school respondent. After three days, the researcher went back to the schools to personally collect the

questionnaires, and undertakes interviews as well, conducting follow-ups to ensure 100 percent retrieval.

During the retrieval of the questionnaire, the 10 SUCs presidents returned the questionnaire with complete information desired. Meanwhile, the 120 key officials only 24 % or 91 yielded the questionnaire with complete information. There were 358 teachers chosen as sample, out of which 26% or 285 returned completed questionnaires. Out of the 260 non-teaching personnel selected as sample, only 25% or 196 responded completely. The 203 student respondents, 24% or 155 of which returned the questionnaire with a complete data (see Appendix H).

Statistical Treatment of Data

The data gathered were tallied, organized, interpreted and presented in tabular form.

The statistical tool utilized for determining the reliability of the instrument was Pearson r^2 , to wit:

²Alan T. Graham, Statistics (Illinois, USA: NTC Publishing, 1993), p. 190.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where: r_{xy} = correlation coefficient between X & Y

$\sum X$ = sum of the values in the first set of independent variables

$\sum Y$ = sum of the values in the second set of independent variables

$\sum XY$ = sum of the product of X & Y

N = Number of cases

In evaluating the computed r, the Table of Reliability Coefficient suggested by Ebel³ was utilized as reflected in Table 1.

On the profile of SUC's presidents, the Measure of Central Tendency such as the Mean was used and computed. However, to determine the proportion of SUCs presidents in terms of sex, frequency counts with their frequency percent

³R. L. Ebel, Measuring Educational Achievement, {Eaglewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965}, p. 242.

Table 1

Table of Reliability Coefficient

Reliability Coefficient	Degree of Reliability
0.95 - 0.99	Very High
0.90 - 0.94	High
0.80 - 0.89	Fairly high, adequate for individual measurements
0.70 - 0.79	Rather low, adequate for group Measurements
below 0.70	Low, entirely inadequate for individual measurements although useful for group average and school surveys

was used.

There are two null hypotheses formulated in this study. To test the first null hypothesis that states "There is no significant difference in the perception of five groups of respondents on managerial attributes of

Table 2

Computational Formula for One-way ANOVA

Source of Variance (SV)	df	Sum of Squares (SS)	Mean Square (MS)	Computed F
Between Groups	k-1	$SSB = \frac{\sum X^2}{n_g} - CF$	$MSB = \frac{SSB}{k-1}$	$F = \frac{MSB}{MSW}$
Within Groups	N-k	$SSW = \sum X^2 - CF$	$MSW = \frac{SSW}{N-k}$	
Total	N-1	$SST = \frac{\sum X_{ij}^2}{n} - CF$		

Where:

k - refers to the number of groups compared

ng - refers to the number of cases/subjects in the group

N - refers to the total number of cases

X - is a random variable that refers to the responses of the respondents

CF - refers to the correlation factor of the values to

$$\frac{(\sum X)^2}{n}$$

SUC's presidents," the Analysis of Variance (ANOVA)⁴ for One-way Classification was utilized.

The computed F-value at $\alpha = .05$, with $k-1$ and $N-k$ degrees of freedom. If F_c proved to be greater than or equal to the critical F value, the corresponding null hypothesis will be rejected. Otherwise, the hypothesis will be accepted.

Hypotheses rejected with the use of One-Way ANOVA required further tests to compare the group means and differences with the use of Scheffe's test, F_{ij} .⁵

The following formula for Scheffe's test was used:

$$F_{ij} = \frac{(X_i - X_j)}{Sw \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}$$

⁴W.J. Popham and K.A. Siroynik, Educational Statistics Use and Interpretation, (2nd ed.: New York: Harper and Row publishers, Inc., 1973), pp. 166-170.

⁵Ibid. p. 180.

where:

F_{ij} - refers to the computed Scheffe's F-value

\bar{X}_i - refers to the mean of group I

\bar{x}_j - refers to the mean of group j

s_w^2 - refers to the computed mean square value from the ANOVA table

n_i - refers to the number of cases for group i

n_j - refers to the number of cases for group j

The second null hypothesis, which states, "There is no significant relationship between the seven managerial attributes and the personal profile of SUC's presidents" was tested using the Partial Correlation Coefficient⁶ to determine the relationship existing between the two sets of independent variables with the following formula:

⁶Ronald E. Walpole, Introduction to Statistics (New York: Mac Millan Publishing Co., Inc., 1982), p. 381.

$$r_{12} = \frac{r_{y2} - r_{y1}r_{12}}{\sqrt{(1 - r_{y1}^2)(1 - r_{12}^2)}}$$

where:

r_{12} - correlation coefficient between two variables

r_{y1} - refers to the first independent variable

r_{y2} - refers to the second independent variable

To interpret the obtained values for correlation coefficient, the following table may be used:

<u>Value</u>	<u>Interpretation</u>
0.00 to +0.20	Negligible Correlation
<u>±</u> 0.21 to +0.40	Low or Slight Correlation
<u>±</u> 0.41 to +0.70	Marked/Moderate Correlation
<u>±</u> 0.71 to +0.90	High Correlation
<u>±</u> 0.91 to +0.99	Very High Correlation
<u>±</u> 1.00	Perfect Correlation

The researcher also employed computer-generated computation of One-Way Analysis of Variance and Partial

Correlation Coefficient for testing the first and second null hypotheses, respectively.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents, analyzes and interprets the data gathered with the use of the questionnaires and unstructured interviews. This chapter further includes the profile of SUC's presidents in Eastern Visayas and their management capabilities with respect to the seven managerial attributes such as Administrator, Analyzer, Communicator, Counselor, Meeter, Mentor and Aspirer. Included too is the relationship of the aforecited managerial attributes with the profile of the SUC's presidents.

Profile of SUC's Presidents in Eastern Visayas

Through survey questionnaire and unstructured interviews, the necessary information about the profile of SUC's presidents in Eastern Visayas was gathered and determined according to the following characteristics: sex, age, marital status, educational attainment, years in experience as manager, and socio-economic status in terms of their monthly gross income and membership of civic/non civic organizations in the community.

Table 3

Profile of SUC's Presidents in Eastern Visayas

SUC's Pres. Code No.	Sex	Age	Marital Status	Educational Attainment	Years of Experience As Manager	Socio -	Economic
						Monthly Gross Income	Status Membership of Civic/ Non-civic Organization
1	M	64	married	Ph.D. {Educ'l Mgt}	24 yrs.	30,000-	11
2	M	61	married	Ph.D. {Educ'l Mgt}	25 yrs.	35,000-	4
3	M	62	married	Ph.D. {Par. Mgt.}	20 yrs.	35,000-	7
4	M	59	married	Ph.D. {Agri. Mgt}	28 yrs.	40,000-	11
5	F	60	married	Ph.D. {Educ'l Mgt}	23 yrs.	45,000-	15
6	M	59	married	Ed.D. {Educ'l Adm}	32 yrs.	30,000-	7
7	M	63	married	Ph.D. {Educ'l Mgt}	30 yrs.	35,000-	10
8	M	66	married	Ph.D. {Educ'l Mgt}	27 yrs.	40,000-	14
9	M	56	married	Ph.D. {Educ'l Mgt}	7 yrs.	35,000-	6
10	M	62	married	DPA {Public Mgt}	15 yrs.	40,000-	15
Total		609			231	365000-	100
Mean		60.9			23.1	36,500-	10

As gleaned in Table 3, there is only one female among the SUC's presidents in Eastern Visayas. As of this writing, the oldest among them is 66 years old (President No. 8) while the youngest is 56 (President no.9). The average age of the SUC's presidents is 60.9 or 61 years. They are all married. As to educational attainment, all of them obtained the highest degree in education and

management - Doctor of Philosophy, Doctor of education, major in Educational Management, and Doctor of Public Administration, major in Public and Personnel Administration. The breakdown is as follows: seven finished Doctor of Philosophy, major in Educational Management, one was conferred Doctor of Education with the same major of the former, and two finished Doctor of Public Administration, major in Personnel and Public Management. The table also shows the maturity of the SUC's presidents' experience as manager except for one, President no. 9, who has only seven years of experience, the lowest among them. President No. 7 meanwhile logged on 35 years of experience, the highest in the list. On socio-economic status, the average monthly income of the SUC's presidents is P36,500.00. Individually, President No. 5 has the biggest monthly gross income in the amount of P45,000.00, followed by President Nos. 4, 8 and 10 who have a monthly gross income of P40,000.00. President Nos. 2, 3, 7 and 9 earned P35,000.00 monthly gross income while President No. 1, only P30,000.00, the lowest. President Nos. 5 and 10 were members of 15 organizations, thus, active in joining different organizations. President No. 2 is a little bit passive in

participating and joining civic and non-civic organizations being a member of only four organizations.

Management Capability of SUC's Presidents
In Eastern Visayas as Administrator

The five groups of respondents namely: the SUC's presidents, key officials, teachers, non-teaching personnel, and students assessed the management capabilities of SUC's presidents as Administrator.

As Perceived by SUC's Presidents. In Table 4, the SUC's presidents perceived themselves as having very high level on nine indicators, high level on five indicators while moderate on one indicator (No. 10). Among the 15 indicators, No. 15 ("Acts with the highest moral values in the service and in the community well-being") was rated the highest with a mean of 4.90. The lowest is No. 10 "Acts as a figurehead by performing certain ceremonial duties" having a mean of 2.70 and interpreted as moderate level. On the whole, the SUC's presidents rated themselves high on their management capability as Administrator based on the obtained grand mean, which is 4.45.

Table 4

**Management Capabilities of SUC's Presidents as Administrator
as perceived by Themselves**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Demonstrates behavior associated with structuring tasks for oneself as well as for others.	6	4	-	-	-	10	4.80	VHL
2. Establishes courses of action in order to achieve specific results.	7	3	-	-	-	10	4.70	VHL
3. Delegates authority to others and establishes system by which people are held accountable to their performance.	6	4	-	-	-	10	4.60	VHL
4. Establishes monitoring system for every activity/project and performance of employees to accomplish objectives.	5	2	3	-	-	10	4.20	HL
5. Manages himself/herself as well as others by setting up systems through which tasks can be accomplished in the most effective function.	9	1	-	-	-	10	4.90	VHL
6. Rules with flexibility than rigidity.	5	4	1	-	-	10	4.40	HL
7. Coordinates resources and clarifies group objectives to achieve harmonious atmosphere in the workplace.	5	5	-	-	-	10	4.50	HL
8. Directs and controls resources both people and materials.	4	5	-	1	-	10	4.00	HL
9. Sees to it that everything is done in accordance with the rules that have been given.	6	2	1	1	-	10	4.30	HL
10. Acts as a figure-head by performing certain ceremonial duties.	2	1	2	2	3	10	2.70	ML
11. Fosters an organizational culture oriented to performance.	7	3	-	-	-	10	4.70	VHL
12. Devotes more time to his/her duties.	7	3	-	-	-	10	4.70	VHL
13. Practices and initiates raising the general Ethical standard and conception of social justice.	7	3	-	-	-	10	4.70	VHL
14. Establishes policies, conditions and methods of industry that shall conduce to common well-being.	8	2	-	-	-	10	4.80	VHL
15. Acts with the highest moral values in the service and in the community well-being.	9	1	-	-	-	10	4.90	VHL
TOTAL OF THE MEANS							66.70	
GRAND MEAN							4.45	HL

LEGEND:

4.51 – 5.00	Very High Level	(VHL)
3.51 – 4.50	High Level	(HL)
2.51 – 3.50	Moderate Level	(ML)
1.51 – 2.50	Low Level	(LL)
1.00 – 1.50	Very Low Level	(VLL)

As Perceived by Key Officials. Table 5 shows that the key officials have a high level perception on the management capability of SUC's presidents after rating all of them as having high level on the 15 indicators. In all indicators, No. 3 has highest mean of 4.09 with the perception that SUC's presidents "Delegates authority to others and establishes system by which people are held accountable to their performance." Nos. 12 and 15 "Devotes more time to his/her duties," and "Acts with the highest moral value in the service and in community well being," have the lowest mean of 3.60. Since the computed grand mean is 3.77, the SUC's presidents as far as the key officials are concerned, possess high level capability on the managerial attribute as Administrator.

As Perceived by Teachers. Table 6 reveals that the teachers perceived a high level management capability of SUC's presidents as Administrator in all indicators except indicator no. 8 which was rated only as moderate. With a mean of only 3.42, No. 8 "Directs and control resources, both people and materials" is obviously the lowest rating from among the 15 indicators.

Table 5

**Management Capabilities of SUC's Presidents as Administrator
as perceived by Key Officials**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Demonstrates behavior associated with structuring tasks for oneself as well as for others.	22	34	28	7	-	91	3.78	HL
2. Establishes courses of action in order to achieve specific results.	24	46	14	6	1	91	3.95	HL
3. Delegates authority to others and establishes system by which people are held accountable to their performance.	34	34	20	3	-	91	4.09	HL
4. Establishes monitoring system for every activity/project and performance of employees to accomplish objectives.	24	34	24	9	-	91	3.80	HL
5. Manages himself/herself as well as others by setting up systems through which tasks can be accomplished in the most effective function.	17	43	23	8	-	91	3.76	HL
6. Rules with flexibility than rigidity.	16	46	28	3	-	91	3.89	HL
7. Coordinates resources and clarifies group objectives to achieve harmonious atmosphere in the workplace.	17	47	22	5	-	91	3.84	HL
8. Directs and controls resources both people and materials.	15	47	13	15	1	91	3.66	HL
9. Sees to it that everything is done in accordance with the rules that have been given.	22	35	19	13	2	91	3.68	HL
10. Acts as a figurehead by performing certain ceremonial duties.	9	64	9	5	4	91	3.76	HL
11. Fosters an organizational culture oriented to performance.	13	40	28	10	-	91	3.62	HL
12. Devotes more time to his/her duties.	15	44	13	19	-	91	3.60	HL
13. Practices and initiates raising the general ethical standard and conception of social justice.	9	55	19	8	-	91	3.77	HL
14. Establishes policies conditions, and methods of industry that shall conduce to common well-being.	17	49	14	11	-	91	3.79	HL
15. Acts with the highest moral values in the service and in the community well-being.	25	36	11	7	12	91	3.60	HL
TOTAL OF THE MEANS							56.59	
GRAND MEAN							3.77	HL

LEGEND:	4.51 – 5.00	Very High Level	(VHL)
	3.51 – 4.50	High Level	(HL)
	2.51 – 3.50	Moderate Level	(ML)
	1.51 – 2.50	Low Level	(LL)
	1.00 – 1.50	Very Low Level	(VLL)

Table 6

**Management Capabilities of SUC's Presidents as Administrator
as Perceived by Teachers**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Demonstrates behavior associated with structuring tasks for oneself as well as for others.	48	138	88	8	1	283	3.79	HL
2. Establishes courses of action in order to achieve specific results.	83	127	63	30	1	283	3.79	HL
3. Delegates authority to others and establishes system by which people are held accountable to their performance.	66	77	100	35	5	283	3.60	HL
4. Establishes monitoring system for every activity/project and performance of employees to accomplish objectives.	47	110	79	41	6	283	3.53	HL
5. Manages himself/herself as well as others by setting up systems through which tasks can be accomplished in the most effective function.	30	120	104	28	-	283	3.53	HL
6. Rules with flexibility than rigidity.	40	127	71	42	3	283	3.56	HL
7. Coordinates resources and clarifies group objectives to achieve harmonious atmosphere in the workplace.	65	85	83	48	2	283	3.58	HL
8. Directs and controls resources both people and materials.	42	100	77	64	-	283	3.42	ML
9. Sees to it that everything is done in accordance with the rules that have been given.	31	123	100	26	3	283	3.54	HL
10. Acts as a figurehead by performing certain ceremonial duties.	60	112	53	53	5	283	3.60	HL
11. Fosters an organizational culture oriented to performance.	28	134	102	18	1	283	3.60	HL
12. Devotes more time to his/her duties	42	102	114	20	3	283	3.57	HL
13. Practices and initiates raising the general ethical standard and conception of social justice.	54	138	70	18	3	283	3.78	HL
14. Establishes policies conditions, and methods of industry that shall conduce to common well-being.	31	128	89	33	2	283	3.54	HL
15. Acts with the highest moral values in the service and in the community well-being.	55	123	87	18	-	283	3.76	HL
TOTAL OF THE MEANS							54.19	
GRAND MEAN							3.61	HL

LEGEND:	4.51 – 5.00	Very High Level	(VHL)
	3.51 – 4.50	High Level	(HL)
	2.51 – 3.50	Moderate Level	(ML)
	1.51 – 2.50	Low Level	(LL)
	1.00 – 1.50	Very Low Level	(VLL)

However, among the indicators rated as high level, Nos. 1 and 2 have the highest mean of 3.79. These two focus on the capability that "Demonstrates behavior associated with structuring tasks for one self as well as for others" and "Establishes courses of action in order to achieve specific results, respectively. The lowest are Nos. 4 and 5 "Establishes monitoring system for every activity/project and performance of employees to accomplish objectives" and "Manages himself/herself as well as others by setting up strategies through which tasks can be accomplished in the most effective function" having a mean of 3.53. The computed grand mean 3.61 indicates a high level capability of SUC's presidents in this area of managerial attribute.

As Perceived by Non-Teaching Personnel. Table 7 also discloses that the management capability of SUC's presidents as Administrator is high, as perceived by the non-teaching personnel having a grand mean of 3.85. This interpretation was intensified by the respondents' high level assessment in all 15 indicators.

But even if all the indicators were rated high, there were varied computed means as reflected in the table. The

Table 7

**Management Capabilities of SUC's Presidents as Administrator
as perceived by Non-Teaching Personnel**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Demonstrates behavior associated with structuring tasks for oneself as well as for others.	39	104	49	4	-	196	3.91	HL
2. Establishes courses of action in order to achieve specific results.	42	124	26	3	1	196	4.04	HL
3. Delegates authority to others and establishes system by which people are held accountable to their performance.	45	98	49	3	1	196	3.93	HL
4. Establishes monitoring system for every activity/project and performance of employees to accomplish objectives.	27	97	83	6	3	196	3.70	HL
5. Manages himself/herself as well as others by setting up systems through which tasks can be accomplished in the most effective function.	24	80	88	3	3	196	3.74	HL
6. Rules with flexibility than rigidity.	31	90	65	10	-	196	3.72	HL
7. Coordinates resources and clarifies group objectives to achieve harmonious atmosphere in the workplace.	73	54	58	7	4	196	3.67	HL
8. Directs and controls resources both people and materials.	41	92	69	2	2	196	3.86	HL
9. Sees to it that everything is done in accordance with the rules that have been given.	36	103	49	5	3	196	3.84	HL
10. Acts as a figurehead by performing certain ceremonial duties.	40	99	54	2	1	196	3.89	HL
11. Fosters an organizational culture oriented to performance.	19	155	57	1	4	196	3.73	HL
12. Devotes more time to his/her duties.	52	111	27	5	1	196	4.06	HL
13. Practices and initiates raising the general ethical standard and conception of social justice.	33	94	57	10	2	196	3.74	HL
14. Establishes policies, conditions and methods of industry that shall conduce to common well-being.	31	123	38	2	2	196	3.91	HL
15. Acts with the highest moral values in the service and in the community well-being.	52	108	22	11	3	196	3.99	HL
TOTAL OF THE MEANS							57.73	
GRAND MEAN							3.85	HL

LEGEND: 4.51 – 5.00 Very High Level (VHL)
 3.51 – 4.50 High Level (HL)
 2.51 – 3.50 Moderate Level (ML)
 1.51 – 2.50 Low Level (LL)
 1.00 – 1.50 Very Low Level (VLL)

highest is indicator no. 12 with a mean of 4.06. This is the capability that "Devotes more time to his/her duties" while, No.7, the lowest "Coordinates resources and clarifies group objectives to achieve harmonious atmosphere in the work place," has a mean equals to 3.67.

As Perceived by Students. The students also have the same perceptions as the key officials. As Table 8 shows, the students assessed their president as having a high level of capability as Administrator, rating them highly in all the 15 indicators, with a grand mean of 3.85. Among the 15 indicators, two have the same highest computed mean equal to 4.14. These are indicators no. 5 and no. 15 ("Manages himself/herself as well as others by setting up system through which tasks can be accomplished in the most effective functions" and "Acts with the highest moral values in the service and in the community well-being" respectively). Indicator No. 2 has the lowest mean equal to 3.47, it pertains to the capability that "Establishes courses of action in order to achieve specific results.

Based on the perceptions of the groups of respondents, the SUC's presidents are capable to perform their function

Table 8

**Management Capabilities of SUC's Presidents as Administrator
as Perceived by Students**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Demonstrates behavior associated with structuring tasks for oneself as well as for others.	38	104	10	4	1	155	4.09	HL
2. Establishes courses of action in order to achieve specific results.	44	81	21	4	5	155	3.47	HL
3. Delegates authority to others and establishes system by which people are held accountable to their performance.	64	42	42	6	1	155	4.05	HL
4. Establishes monitoring system for every activity/project and performance of employees to accomplish objectives.	47	70	30	7	1	155	4.00	HL
5. Manages himself/herself as well as others by setting up systems through which tasks can be accomplished in the most effective function.	52	76	24	2	1	155	4.14	HL
6. Rules with flexibility than rigidity.	30	75	47	2	1	155	3.85	HL
7. Coordinates resources and clarifies group objectives to achieve harmonious atmosphere in the workplace.	15	107	29	3	1	155	3.85	HL
8. Directs and controls resources both people and materials.	39	68	45	2	1	155	3.92	HL
9. Sees to it that everything is done in accordance with the rules that have been given.	44	73	29	6	1	155	3.97	HL
10. Acts as a figurehead by performing certain ceremonial duties.	26	80	36	12	1	155	3.78	HL
11. Fosters an organizational culture oriented to performance.	19	80	65	9	2	155	3.54	HL
12. Devotes more time to his/her duties.	52	66	17	10	10	155	3.90	HL
13. Practices and initiates raising the general ethical standard and conception of social justice.	18	65	58	11	5	155	3.51	HL
14. Establishes policies, conditions and methods of industry that shall conduce to common well-being.	16	89	26	14	10	155	3.56	HL
15. Acts with the highest moral values in the service and in the community well-being.	43	94	16	1	1	155	4.14	HL
TOTAL OF THE MEANS							57.75	
GRAND MEAN							3.85	HL

LEGEND: 4.51 – 5.00 Very High Level (VHL)
 3.51 – 4.50 High Level (HL)
 2.51 – 3.50 Moderate Level (ML)
 1.51 – 2.50 Low Level (LL)
 1.00 – 1.50 Very Low Level (VLL)

as Administrator.

Management Capabilities of SUC's Presidents
In Eastern Visayas as Analyzer

The five groups of respondents such as the SUC's presidents, key officials, teachers, non-teaching personnel, and students assessed the management capabilities of SUC's presidents as Analyzer.

As Perceived by SUC's Presidents. A cursory glance at Table 9, shows that the SUC's presidents perceived themselves as very high on two indicators, and high on the other 13 indicators. The two indicators that were rated very highly are indicators Nos. 5 and 6 "Generates and identifies alternatives decisions when necessary" and "Establishes strategies to implement decisions," with the same mean of 4.70. In the 13 highly rated indicators left, there are eight having a mean of 4.50, which are Nos. 2, 3, 4, 7, 9, 10, and 12. The lowest is No. 8 with a mean of 4.10. This function "Sees the separate part of the problem" is also deemed the lowest among the 15 indicators. On the whole, the SUC's presidents possessed a high level management capability as Analyzer based on the obtained grand mean, which is 4.43.

Table 9

**Management Capabilities of SUC's Presidents as Analyzer
as Perceived by Themselves**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Shows ability to perceive and interpret information.	4	6	-	-	-	10	4.40	HL
2. Identifies critical elements or essential factors in a situation.	5	5	-	-	-	10	4.50	HL
3. Sees relationship between various pieces of information .	5	5	-	-	-	10	4.50	HL
4. Has ability to give sound and logical Conclusions based on available information.	5	5	-	-	-	10	4.50	HL
5. Generates and identifies alternative decisions when necessary.	7	3	-	-	-	10	4.70	VHL
6. Establishes strategies to implement decisions.	7	3	-	-	-	10	4.70	VHL
7. Evaluates available information.	5	5	-	-	-	10	4.50	HL
8. Sees the separate parts of the problems.	4	5	-	-	1	10	4.10	HL
9. Draws appropriate conclusions.	5	5	-	-	-	10	4.50	HL
10. Follows necessary courses of action under the circumstances	5	5	-	-	-	10	4.50	HL
11. Screens all important decisions on time made by others before they are put into effect.	3	6	1	-	-	10	4.20	HL
12. Seeks not only to be understood but to understand.	5	5	-	-	-	10	4.50	HL
13. Gathers feedback before making decisions.	2	8	-	-	-	10	4.20	HL
14. Determines strengths and weaknesses of own management.	4	6	-	-	-	10	4.40	HL
15. Draws differences between superiority and quality in dealing people from within and outside the school.	3	7	-	-	-	10	4.30	HL
TOTAL OF THE MEANS							66.50	
GRAND MEAN							4.43	HL

LEGEND: 4.51 – 5.00 Very High Level (VHL)
 3.51 – 4.50 High Level (HL)
 2.51 – 3.50 Moderate Level (ML)
 1.51 – 2.50 Low Level (LL)
 1.00 – 1.50 Very Low Level (VLL)

As Perceived by Key Officials. Table 10 shows that the key officials perceived their superior highly on 11 indicators and moderate on the other 4 indicators. Among the 15 indicators, No. 2 ("Identifies critical elements or essential factors in a situation") has the highest mean of 3.73 while No.13 has the lowest computed mean of 3.32. This refers to the capability "Gathers feedback before making decisions." The obtained grand mean of 3.54 reveals that the SUC's presidents were perceived highly on the managerial attribute as Analyzer.

As Perceived by Teachers. As gleaned in Table 11, the teachers have high level perceptions of their presidents in 12 indicators (from Nos. 1 to 12). The last three indicators were rated moderately. Among the 15 indicators under managerial attribute as Analyzer, No. 1 has the highest computed mean, which is 3.73. This pertains to the function "Shows ability to perceive and interpret information." No. 14 has the lowest computed mean of 3.33, it is "Determines strengths and weaknesses of own management." Obviously, the management capability of SUC's presidents as Analyzer is high, as revealed by the grand mean of 3.55.

Table 10

**Management Capabilities of SUC's Presidents as Analyzer
as Perceived by Key Officials**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Shows ability to perceive and interpret information.	14	35	37	4	1	91	3.63	HL
2. Identifies critical elements or essential factors in a situation.	13	51	19	5	3	91	3.73	HL
3. Sees relationship between various pieces of information.	13	46	25	4	3	91	3.68	HL
4. Has ability to give sound and logical Conclusions based on available information.	17	38	28	4	4	91	3.66	HL
5. Generates and identifies alternative decisions when necessary.	20	35	23	7	6	91	3.62	HL
6. Establishes strategies to implement decisions.	14	35	20	12	10	91	3.34	HL
7. Evaluates available information.	17	44	17	8	5	91	3.66	HL
8. Sees the separate parts of the problems.	9	44	25	8	5	91	3.48	HL
9. Draws appropriate conclusions.	13	41	24	3	5	91	3.54	HL
10. Follows necessary courses of action under the circumstances	17	38	30	3	5	91	3.63	HL
11. Screens all important decisions on time made by others before they are put into effect.	13	38	21	14	5	91	3.44	ML
12. Seeks not only to be understood but to understand.	5	41	34	3	8	91	3.35	HL
13. Gathers feedback before making decisions.	7	39	21	24	-	91	3.32	HL
14. Determines strengths and weaknesses of own management.	10	38	24	14	5	91	3.37	HL
15. Draws differences between superiority and quality in dealing people from within and outside the school.	19	34	22	10	6	91	3.54	HL
TOTAL OF THE MEANS							52.99	
GRAND MEAN							3.54	HL

LEGEND:	4.51 – 5.00	Very High Level	(VHL)
	3.51 – 4.50	High Level	(HL)
	2.51 – 3.50	Moderate Level	(ML)
	1.51 – 2.50	Low Level	(LL)
	1.00 – 1.50	Very Low Level	(VLL)

Table 11

**Management Capabilities of SUC's Presidents as Analyzer
as Perceived by Teachers**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Shows ability to perceive and interpret information.	43	132	96	12	-	283	3.73	HL
2. Identifies critical elements or essential factors in a situation.	47	117	86	12	5	283	3.61	HL
3. Sees relationship between various pieces of information .	28	119	121	13	2	283	3.55	HL
4. Has ability to give sound and logical Conclusions based on available information.	45	97	100	29	12	283	3.47	HL
5. Generates and identifies alternative decisions when necessary.	46	105	124	4	4	283	3.65	HL
6. Establishes strategies to implement decisions.	48	117	92	18	8	283	3.63	HL
7. Evaluates available information.	44	110	111	13	5	283	3.62	HL
8. Sees the separate parts of the problems.	25	124	107	27	-	283	3.52	HL
9. Draws appropriate conclusions.	30	131	90	32	-	283	3.56	HL
10. Follows necessary courses of action under the circumstances	16	149	99	19	-	283	3.57	HL
11. Screens all important decisions on time made by others before they are put into effect.	46	88	122	26	-	283	3.54	HL
12. Seeks not only to be understood but to understand.	53	97	113	16	4	283	3.63	HL
13. Gathers feedback before making decisions.	49	89	99	39	7	283	3.47	HL
14. Determines strengths and weaknesses of own management.	31	83	125	36	7	283	3.33	HL
15. Draws differences between superiority and quality in dealing people from within and outside the school.	51	110	100	36	6	283	3.44	HL
TOTAL OF THE MEANS							53.22	
GRAND MEAN							3.55	HL

LEGEND:	4.51 – 5.00	Very High Level	(VHL)
	3.51 – 4.50	High Level	(HL)
	2.51 – 3.50	Moderate Level	(ML)
	1.51 – 2.50	Low Level	(LL)
	1.00 – 1.50	Very Low Level	(VLL)

As Perceived by Non-Teaching Personnel. Table 12 discloses that the management capabilities of SUC's presidents are high because in all the 15 indicators, they were rated highly by the non-teaching personnel. No. 4 ("Has ability to give sound and logical conclusions based on available information") has the highest computed mean of 3.92. No.10 ("Follows necessary courses of action under the circumstances") has the lowest computed mean of 3.54. Hence, the SUC's presidents were perceived highly on the management capability as Analyzer as evidenced by the computed grand mean, which is 3.70.

As Perceived by Students. Table 13 shows that the students' assessment of their presidents is high in all the 15 indicators. The indicator with the highest mean of 4.22 is No. 5 ("Generates and identifies alternative decisions when necessary"). The lowest is indicator No.2 with a computed mean of 3.68, it is "Identifies critical elements or essential factors in a situation." The students therefore have high level perceptions on the management capability of SUC's presidents as Analyzer based on the obtained grand mean of 3.93.

Table 12

**Management Capabilities of SUC's Presidents as Analyzer
as Perceived by Non-Teaching Personnel**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Shows ability to perceive and interpret information.	43	96	42	13	2	196	3.84	HL
2. Identifies critical elements or essential factors in a situation.	15	103	66	10	2	196	3.60	HL
3. Sees relationship between various pieces of information .	22	117	53	1	3	196	3.78	HL
4. Has ability to give sound and logical Conclusions based on available information.	47	92	52	4	1	196	3.92	HL
5. Generates and identifies alternative decisions when necessary.	31	105	56	3	1	196	3.83	HL
6. Establishes strategies to implement decisions.	24	109	58	4	1	196	3.85	HL
7. Evaluates available information.	19	96	67	9	3	196	3.62	HL
8. Sees the separate parts of the problems.	12	106	64	12	2	196	3.58	HL
9. Draws appropriate conclusions.	29	67	91	8	1	196	3.59	HL
10. Follows necessary courses of action under the circumstances	19	73	99	4	1	196	3.54	HL
11. Screens all important decisions on time made by others before they are put into effect.	18	105	65	6	2	96	3.67	HL
12. Seeks not only to be understood but to understand.	46	80	55	13	1	196	3.80	HL
13. Gathers feedback before making decisions.	29	87	61	16	1	196	3.64	HL
14. Determines strengths and weaknesses of own management.	31	98	68	4	1	196	3.79	HL
15. Draws differences between superiority and quality in dealing people from within and outside the school.	12	124	50	8	2	196	3.89	HL
TOTAL OF THE MEANS							55.54	
GRAND MEAN							3.70	HL

LEGEND: 4.51 – 5.00 Very High Level (VHL)
 3.51 – 4.50 High Level (HL)
 2.51 – 3.50 Moderate Level (ML)
 1.51 – 2.50 Low Level (LL)
 1.00 – 1.50 Very Low Level (VLL)

Table 13

**Management Capabilities of SUC's Presidents as Analyzer
as Perceived by Students**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Shows ability to perceive and interpret information.	10	106	34	5	-	155	3.78	HL
2. Identifies critical elements or essential factors in a situation.	20	72	80	-	3	155	3.68	HL
3. Sees relationship between various pieces of information .	27	63	60	3	2	155	3.71	HL
4. Has ability to give sound and logical Conclusions based on available information.	34	87	23	10	1	155	3.92	HL
5. Generates and identifies alternative decisions when necessary.	65	70	13	3	4	155	4.22	HL
6. Establishes strategies to implement decisions.	43	78	25	3	6	155	3.98	HL
7. Evaluates available information.	22	96	34	3	-	155	3.88	HL
8. Sees the separate parts of the problems.	24	101	23	3	4	155	3.89	HL
9. Draws appropriate conclusions.	11	112	29	-	3	155	3.83	HL
7. Follows necessary courses of action under the circumstances	35	85	29	3	3	155	3.94	HL
8. Screens all important decisions on time made by others before they are put into effect.	45	85	20	2	3	155	4.07	HL
12. Seeks not only to be understood but to understand.	46	88	16	2	3	155	4.11	HL
13. Gathers feedback before making decisions.	27	101	22	4	1	155	3.96	HL
14. Determines strengths and weaknesses of own management.	35	81	33	3	3	155	3.92	HL
15. Draws differences between superiority and quality in dealing people from within and outside the school.	56	59	30	7	3	155	4.02	HL
TOTAL OF THE MEANS							58.64	
GRAND MEAN							3.93	HL

LEGEND: 4.51 – 5.00 . Very High Level (VHL)
 3.51 – 4.50 High Level (HL)
 2.51 – 3.50 Moderate Level (ML)
 1.51 – 2.50 Low Level (LL)
 1.00 – 1.50 Very Low Level (VLL)

The assessment of the five groups of respondents on this particular managerial attribute of SUC's presidents is high. Therefore, the respondents regarded them with a high ability to perceive and interpret information; identify critical elements, and relationships as essential factors in reaching sound and logical decisions.

Management Capabilities of SUC's Presidents
In Eastern Visayas as Communicator

The management capabilities of SUC's presidents as Communicator were assessed by the five groups of respondents to include the SUCs presidents, key officials, teachers, non-teaching personnel, and students.

AS perceived by SUC's Presidents. Table 14 reveals that the SUC's presidents' personal assessment is very high in six indicators, and high in the nine other indicators. Nos. 6, 8 and 10 show the highest mean, which is 4.80. They refer to the indicators - "Looks for information that can be used to advantage," "Distributes to subordinates important information that would otherwise be inaccessible to them," and "Transmits necessary information to subordinates collected from outside." The lowest mean of 3.90 is true in No. 9 ("Collects unsolicited information").

Table 14

**Management Capabilities of SUC's Presidents as Communicator
as Perceived by Themselves**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Shows ability to persuade through either written or oral communication.	2	7	1	-	-	10	4.10	HL
2. Uses good voice inflection when speaking.	2	6	2	-	-	10	4.00	HL
3. Chooses vocabulary appropriate to the audience.	3	6	1	-	-	10	4.20	HL
4. Uses effective non-verbal communication such as hand gesture or eye contact to emphasize issues or points of discussion.	4	3	3	-	-	10	4.10	HL
5. Integrates the materials around them and chooses the most effective words and phrases whether to an audience of thousand and single individual.	5	4	1	-	-	10	4.40	HL
6. Looks for information that can be used to advantage.	8	2	-	-	-	10	4.80	VHL
7. Talks cordially.	8	4	-	-	-	10	4.80	VHL
8. Distributes to subordinates important information that would otherwise be in accessible to them.	9	1	-	-	-	10	4.80	VHL
9. Collects unsolicited information.	4	1	5	-	-	10	3.90	HL
10. Transmits necessary information to subordinates collected from outside.	8	2	-	-	-	10	4.80	VHL
11. Communicates plans to others to be carried out.	8	1	1	-	-	10	4.70	VHL
12. Seeks to clarify ideas before communicating.	4	6	-	-	-	10	4.40	HL
13. Communicates for tomorrow as well as today.	4	6	-	-	-	10	4.40	HL
14. Examines the true purpose of each communication.	4	6	-	-	-	10	4.40	HL
15. Asks questions to follow-up communication.	5	3	2	-	-	10	4.30	HL
TOTAL OF THE MEANS							65.80	
GRAND MEAN							4.38	HL

LEGEND:	4.51 – 5.00	Very High Level	(VHL)
	3.51 – 4.50	High Level	(HL)
	2.51 – 3.50	Moderate Level	(ML)
	1.51 – 2.50	Low Level	(LL)
	1.00 – 1.50	Very Low Level	(VLL)

The grand mean of 4.39 shows high level on the capability of SUC's presidents as Communicator.

As Perceived by Key Officials. Table 15 discloses that the key officials rated them moderately in indicator No. 1. However, in the 14 other indicators from Nos. 2 to 15, high level perception was registered with respect to the management capability of SUC's presidents as Communicator. Among the 15 indicators, No. 5 has the highest mean of 3.84, it is "Integrates the materials around them and chooses the most effective words and phrases whether to an audience of thousand or single individual." No.1 has the lowest mean of 3.49, it is "Shows ability to persuade through either written or oral communication."

Based on the computed grand mean of 3.70. the SUC's presidents were highly perceived on the managerial attribute as Communicator.

As Perceived by Teachers. Table 16 shows that the teachers have a high level perception on 13 indicators and moderate in two others. The mean of 3.82 is the highest mean obtained under No.2, ("Uses good voice inflection when speaking"). The lowest mean is 3.45, which speaks for No.

Table 15

**Management Capabilities of SUC's Presidents as Communicator
as Perceived by Key Officials**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Shows ability to persuade through either written or oral communication.	20	30	22	13	6	91	3.49	ML
2. Uses good voice inflection when speaking.	21	32	25	12	1	91	3.66	HL
3. Chooses vocabulary appropriate to the audience.	25	28	20	17	1	91	3.65	HL
4. Uses effective non-verbal communication such as hand gesture or eye contact to emphasize issues or points of discussion.	24	31	28	7	1	91	3.77	HL
5. Integrates the materials around them and chooses the most effective words and phrases whether to an audience of thousand and single individual.	27	26	35	2	1	91	3.84	HL
6. Looks for information that can be used to advantage.	21	35	32	2	1	91	3.80	HL
7. Talk cordially.	23	36	21	7	4	91	3.74	HL
8. Distributes to subordinates important information that would otherwise be in accessible to them.	18	46	19	7	1	91	3.80	HL
9. Collects unsolicited information.	8	53	21	9	1	91	3.65	HL
10. Transmits necessary information to subordinates collected from outside.	11	36	34	9	1	91	3.52	HL
11. Communicates plans to others to be carried out.	25	30	28	5	1	91	3.76	HL
12. Seeks to clarify ideas before communicating.	24	30	28	7	1	91	3.76	HL
13. Communicates for tomorrow as well as today.	16	38	24	13	-	91	3.63	HL
14. Examines the true purpose of each communication.	21	33	28	7	1	91	3.72	HL
15. Asks questions to follow-up communication.	21	32	30	7	1	91	3.72	HL
TOTAL OF THE MEANS							55.51	
GRAND MEAN							3.70	HL

LEGEND: 4.51 – 5.00 Very High Level (VHL)
 3.51 – 4.50 High Level (HL)
 2.51 – 3.50 Moderate Level (ML)
 1.51 – 2.50 Low Level (LL)
 1.00 – 1.50 Very Low Level (VLL)

Table 16

**Management Capabilities of SUC's Presidents as Communicator
as Perceived by Teachers**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Shows ability to persuade through either written or oral communication.	40	150	60	25	8	283	3.67	HL
2. Uses good voice inflection when speaking.	50	152	83	16	2	283	3.82	HL
3. Chooses vocabulary appropriate to the audience.	36	151	81	34	-	283	3.60	HL
4. Uses effective non-verbal communication such as hand gesture or eye contact to emphasize issues or points of discussion.	26	153	86	18	-	283	3.66	HL
5. Integrates the materials around them and chooses the most effective words and phrases whether to an audience of thousand and single individual.	38	150	81	18	2	283	3.68	HL
6. Looks for information that can be used to advantage.	41	145	75	21	1	283	3.72	HL
7. Talk cordially.	43	155	83	19	-	283	3.81	HL
8. Distributes to subordinates important information that would otherwise be in accessible to them.	41	105	77	59	1	283	3.45	ML
9. Collects unsolicited information.	43	100	100	40	-	283	3.52	HL
10. Transmits necessary information to subordinates collected from outside.	54	89	99	41	-	283	3.55	HL
11. Communicates plans to others to be carried out.	57	107	87	32	-	283	3.67	HL
12. Seeks to clarify ideas before communicating.	23	137	89	34	-	283	3.53	HL
13. Communicates for tomorrow as well as today.	41	135	88	39	-	283	3.63	HL
14. Examines the true purpose of each communication.	41	100	100	42	-	283	3.50	ML
15. Asks questions to follow-up communication.	65	100	90	20	8	283	3.69	HL
TOTAL OF THE MEANS							54.50	
GRAND MEAN							3.63	HL

LEGEND:	4.51 – 5.00	Very High Level	(VHL)
	3.51 – 4.50	High Level	(HL)
	2.51 – 3.50	Moderate Level	(ML)
	1.51 – 2.50	Low Level	(LL)
	1.00 – 1.50	Very Low Level	(VLL)

8, ("Distributes to subordinates important information that would otherwise be inaccessible to them"). Hence, the SUC's presidents have perceived high level capability on the managerial attribute as Communicator, not only because of the marks of the indicators but on the computed grand mean of 3.63 as well.

As Perceived by Non-Teaching Personnel. The non-teaching personnel show their perceptions on the management capability of SUC's presidents as Communicator as high in the sense that high level perceptions were recorded in all of the indicators on the managerial attribute as Communicator as shown in Table 17.

In the table, it is clearly seen that indicator No. 7 was rated the highest with a mean of 4.00 it refers to the capability to "Talk cordially." The lowest has a mean of 3.67 that belongs to No. 4, ("Uses effective non-verbal communication such as hand gesture or eye contact to emphasize issues or points of discussion.") Since the grand mean is 3.79, it indicates that the perception of non-teaching personnel is high as well.

As Perceived by Students. Table 18 reveals the same result as the previous table. The students' perception is

Table 17

**Management Capabilities of SUC's Presidents as Communicator
as Perceived by Non-Teaching Personnel**

Indicators	Responses					Total	Mean	Inter-pret-ation
	5	4	3	2	1			
1. Shows ability to persuade through either written or oral communication.	30	111	45	6	4	196	3.80	HL
2. Uses good voice inflection when speaking.	33	97	54	10	2	196	3.76	HL
3. Chooses vocabulary appropriate to the audience.	51	89	46	5	5	196	3.90	HL
4. Uses effective non-verbal communication such as hand gesture or eye contact to emphasize issues or points of discussion.	34	85	62	9	6	196	3.67	HL
5. Integrates the materials around them and chooses the most effective words and phrases whether to an audience of thousand and single individual.	24	112	44	7	9	196	3.69	HL
6. Looks for information that can be used to advantage.	30	99	37	20	10	196	3.61	HL
7. Talk cordially.	56	103	28	6	3	196	4.00	HL
8. Distributes to subordinates important information that would otherwise be in accessible to them.	53	76	58	8	3	196	3.86	HL
9. Collects unsolicited information.	37	72	78	7	2	196	3.69	HL
10. Transmits necessary information to subordinates collected from outside.	27	103	50	11	5	196	3.69	HL
11. Communicates plans to others to be carried out.	48	77	58	10	3	196	3.80	HL
12. Seeks to clarify ideas before communicating.	36	101	48	8	3	196	3.81	HL
13. Communicates for tomorrow as well as today.	47	95	42	9	3	196	3.89	HL
14. Examines the true purpose of each communication.	36	109	34	14	3	196	3.82	HL
15. Asks questions to follow-up communication	34	114	32	12	4	196	3.97	HL
TOTAL OF THE MEANS							56.82	
GRAND MEAN							3.79	HL

LEGEND: 4.51 – 5.00 Very High Level (VHL)
 3.51 – 4.50 High Level (HL)
 2.51 – 3.50 Moderate Level (ML)
 1.51 – 2.50 Low Level (LL)
 1.00 – 1.50 Very Low Level (VLL)

Table 18

**Management Capabilities of SUC's Presidents as Communicator
as Perceived by Students**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Shows ability to persuade through either written or oral communication.	63	61	28	1	2	155	4.17	HL
2. Uses good voice inflection when speaking.	48	56	38	9	4	155	3.87	HL
3. Chooses vocabulary appropriate to the audience.	49	45	50	10	1	155	3.85	HL
4. Uses effective non-verbal communication such as hand gesture or eye contact to emphasize issues or points of discussion.	42	62	38	12	3	155	3.83	HL
5. Integrates the materials around them and chooses the most effective words and phrases whether to an audience of thousand and single individual.	35	68	38	8	6	155	3.76	HL
6. Looks for information that can be used to advantage.	37	79	36	3	-	155	3.97	HL
7. Talks cordially.	28	89	27	8	3	155	3.85	HL
8. Distributes to subordinates important information that would otherwise be in accessible to them.	47	55	42	7	4	155	3.86	HL
9. Collects unsolicited information.	22	76	48	6	3	155	3.70	HL
10. Transmits necessary information to subordinates collected from outside.	39	67	42	7	-	155	3.88	HL
11. Communicates plans to others to be carried out.	24	81	43	7	-	155	3.79	HL
12. Seeks to clarify ideas before communicating.	27	87	37	4	-	155	3.88	HL
13. Communicates for tomorrow as well as today.	52	63	35	5	-	155	4.04	HL
14. Examines the true purpose of each communication.	35	66	24	6	4	155	3.82	HL
15. Asks questions to follow-up communication.	32	92	28	1	2	155	3.97	HL
TOTAL OF THE MEANS							58.35	
GRAND MEAN							3.88	HL

LEGEND:	4.51 – 5.00	Very High Level	(VHL)
	3.51 – 4.50	High Level	(HL)
	2.51 – 3.50	Moderate Level	(ML)
	1.51 – 2.50	Low Level	(LL)
	1.00 – 1.50	Very Low Level	(VLL)

high level on the management capability of SUC's presidents as Communicator, with high level assessments in all the 15 indicators. However, the highest mean is 4.17 under indicator no. 1, which "Shows ability to persuade through either written or oral communication." No. 9 has the lowest computed mean of 3.70 it "collects unsolicited information." The grand mean is 3.89 is within the high level range in the table of interpretation. Therefore, high level responses were recorded in all 15 indicators. It was further intensified by the computed grand mean, which is 3.89.

The SUC's presidents are highly competent communicators based on the above perceptions of the group of respondents. This means that the SUC's presidents show ability to persuade through either oral or written communication.

Management Capabilities of SUC's Presidents In Eastern Visayas as Counselor

The five groups of respondents such as the SUC's presidents, key officials, teachers, non-teaching personnel, and students assessed the management capabilities of SUC's presidents as Counselor.

As Perceived by SUC's Presidents. The SUC's presidents' assessment of their own management capability as Counselor is very high, as shown in Table 19. The SUC's presidents rated themselves very high in seven indicators and high on eight others. Nos. 6 and 7, ("Displays openness to the views and opinion of others" and "Encourages others to express their ideas and feelings") have the highest mean of 4.80, which is interpreted as a very high level of perception. The mean of 4.10 is an assessment value to No.12 ("Stays close to employees and remedies problems as they arises") which has the lowest mean among the 15 indicators. The computed mean also shows very high level, which is 4.52.

As Perceived by Key Officials. Table 20 discloses the high level perceptions on the management capability of SUC's presidents as Counselor. Key officials rated them high in 13 indicators and moderate in two others. The highest mean lies within the 13 indicators rated highly, specifically No. 2, which has a mean of 4.00, it "Establishes rapport with others." The lowest mean falls on No. 10 ("Presents feedback without damaging other self-esteem"), which is 3.41. The obtained grand mean of 3.67

Table 19

**Management Capabilities of SUC's Presidents as Counselor
as Perceived by Themselves**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Develops desirable interpersonal relationship.	4	6	-	-	-	10	4.40	HL
2. Establishes rapport with others.	5	5	-	-	-	10	4.5-0	HL
3. Always available to others when need arises.	3	7	-	-	-	10	4.30	HL
4. Demonstrates concern with other problems.	5	5	-	-	-	10	4.50	HL
5. Listen attentively and displays sensitivity to others.	6	4	-	-	-	10	4.60	VHL
6. Displays openness to the views and opinion of others.	8	2	-	-	-	10	4.80	VHL
7. Encourages others to express their ideas and feelings.	8	2	-	-	-	10	4.80	VHL
8. Helps others to think thing through.	6	4	-	-	-	10	4.60	VHL
9. Discusses problems objectively.	6	4	-	-	-	10	4.60	VHL
10. Presents feedback without damaging others self-esteem.	5	5	-	-	-	10	4.50	HL
11. Actively and intentionally motivates subordinates.	5	5	-	-	-	10	4.50	HL
12. Stays close to employees and remedies problems as they arise.	2	7	1	-	-	10	4.10	HL
13. Recognizes the employees have different motives and abilities.	7	3	-	-	-	10	4.70	VHL
14. Prefers win-win solution in dealing with conflict.	4	5	1	-	-	10	4.30	HL
15. Demonstrates both friendliness and fairness to subordinates.	6	4	-	-	-	10	4.60	VHL
TOTAL OF THE MEANS							87.80	
GRAND MEAN							4.52	VHL

LEGEND: 4.51 – 5.00 Very High Level (VHL)
 3.51 – 4.50 High Level (HL)
 2.51 – 3.50 Moderate Level (ML)
 1.51 – 2.50 Low Level (LL)
 1.00 – 1.50 Very Low Level (VLL)

Table 20

**Management Capabilities of SUC's Presidents as Counselor
as Perceived by Key Officials**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Develops desirable interpersonal relationships.	24	41	23	3	-	91	3.95	HL
2. Establishes rapport with others.	31	33	24	3	-	91	4.00	HL
3. Always available to others when need arises.	12	43	22	3	-	91	3.70	HL
4. Demonstrates concern with other problems.	25	34	24	8	-	91	3.84	HL
5. Listen attentively and displays sensitivity to others.	31	22	32	2	4	91	3.81	HL
6. Displays openness to the views and opinion of others.	28	27	18	12	6	91	3.65	HL
7. Encourages others to express their ideas and feelings.	22	28	28	12	1	91	3.64	HL
8. Helps others to think things through.	15	35	23	17	1	91	3.51	HL
9. Discusses problems objectively.	24	30	28	3	6	91	3.69	HL
10. Presents feedback without damaging other's self-esteem.	24	21	20	20	6	91	3.41	ML
11. Actively and intentionally motivates subordinates.	18	32	38	13	-	91	3.80	HL
12. Stays close to employees and remedies problems as they arise.	16	35	25	15	-	91	3.57	HL
13. Recognizes the employees have different motives and abilities.	24	30	18	17	1	91	3.64	HL
14. Prefers win-win solution in dealing with conflict.	11	32	35	12	1	91	3.44	HL
15. Demonstrates both friendliness and fairness to subordinates.	13	38	29	10	1	91	3.57	HL
TOTAL OF THE MEANS							55.00	
GRAND MEAN							3.67	HL

LEGEND: 4.51 – 5.00 Very High Level (VHL)
 3.51 – 4.50 High Level (HL)
 2.51 – 3.50 Moderate Level (ML)
 1.51 – 2.50 Low Level (LL)
 1.00 – 1.50 Very Low Level (VLL)

reveals that the key officials have high level perceptions on this managerial attribute.

As Perceived by Teachers. Table 21 indicates the high level perceptions of teachers on the management capability of SUC's presidents as Counselor in 13 indicators, and moderate in two others. Among the 15 indicators, No. 12 ("Stays close to employees and remedies problems as they arise") has the highest mean of 3.79. No. 10, ("Presents feedback without damaging other self-esteem") has the lowest mean of 3.45. The grand mean of 3.54 indicates that a high level perception exists on the SUC's presidents' managerial attribute as Counselor.

As Perceived by Non-teaching Personnel. As shown in Table 22, the non-teaching personnel have a high level perception on the management capability of SUC's presidents as Counselor. The assessment is high all throughout the 15 indicators on this managerial attribute. However, even if this particular group of respondents rated all of the 15 indicators high, the computed mean of each indicator varies. No. 2 ("Establishes rapport with others") has the highest mean of 3.95. No. 8 ("Helps other to think things

Table 21

**Management Capabilities of SUC's Presidents as Counselor
as Perceived by Teachers**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Develops desirable interpersonal relationships.	59	98	92	34	-	283	3.64	HL
2. Establishes rapport with others.	57	96	92	33	5	283	3.59	HL
3. Always available to others when need arises.	45	104	89	43	2	283	3.52	HL
4. Demonstrates concern with other problems.	45	94	112	29	3	283	3.53	HL
5. Listens attentively and displays sensitivity to others.	64	68	121	30	-	283	3.59	HL
6. Displays openness to the views and opinion of others.	43	104	102	29	5	283	3.53	HL
7. Encourages others to express their ideas and feelings.	53	110	89	31	-	283	3.65	HL
8. Helps others to think things through.	45	108	107	23	-	283	3.62	HL
9. Discusses problems objectively.	44	104	101	32	2	283	3.55	HL
10. Presents feedback without damaging other's self-esteem.	45	102	80	49	7	283	3.45	ML
11. Actively and intentionally motivates subordinates.	43	112	95	33	-	283	3.58	HL
12. Stays close to employees and remedies problems as they arise.	38	103	90	42	10	283	3.79	HL
13. Recognizes the employees have different motives and abilities.	35	109	112	18	9	283	3.51	HL
14. Prefers win-win solution in dealing with conflict.	50	101	95	27	10	283	3.54	HL
15. Demonstrates both friendliness and fairness to subordinates.	49	93	100	31	20	283	3.49	HL
TOTAL OF THE MEANS							53.20	
GRAND MEAN							3.54	HL

LEGEND:	4.51 – 5.00	Very High Level	(VHL)
	3.51 – 4.50	High Level	(HL)
	2.51 – 3.50	Moderate Level	(ML)
	1.51 – 2.50	Low Level	(LL)
	1.00 – 1.50	Very Low Level	(VLL)

Table 22

**Management Capabilities of SUC's Presidents as Counselor
as Perceived by Non-Teaching Personnel**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Develops desirable interpersonal relationships.	50	94	40	11	1	196	3.92	HL
2. Establishes rapport with others.	62	79	39	15	1	196	3.95	HL
3. Always available to others when need arises.	45	100	30	19	2	196	3.85	HL
4. Demonstrates concern with other problems.	33	91	49	20	3	196	3.67	HL
5. Listens attentively and displays sensitivity to others.	41	66	66	20	3	196	3.62	HL
6. Displays openness to the views and opinion of others.	32	100	52	8	4	196	3.76	HL
7. Encourages others to express their ideas and feelings.	54	82	43	14	3	196	3.87	HL
8. Helps others to think things through.	23	103	44	24	2	196	3.61	HL
9. Discusses problems objectively.	51	103	24	13	5	196	3.93	HL
10. Presents feedback without damaging other's self-esteem.	34	82	56	22	2	196	3.63	HL
11. Actively and intentionally motivates subordinates.	34	93	37	26	6	196	3.63	HL
12. Stays close to employees and remedies problems as they arises.	28	116	39	11	3	196	3.79	HL
13. Recognizes the employees have different motives and abilities.	26	101	41	24	4	196	3.62	HL
14. Prefers win-win solution in dealing with conflict.	39	90	47	18	2	196	3.74	HL
15. Demonstrates both friendliness and fairness to subordinates.	46	98	29	22	4	196	3.80	HL
TOTAL OF THE MEANS							53.20	
GRAND MEAN							3.54	HL

LEGEND:	4.51 – 5.00	Very High Level	(VHL)
	3.51 – 4.50	High Level	(HL)
	2.51 – 3.50	Moderate Level	(ML)
	1.51 – 2.50	Low Level	(LL)
	1.00 – 1.50	Very Low Level	(VLL)

through") has the lowest mean of 3.61. The computed grand mean is 3.54. Therefore, the capability of SUC's president as Counselor is high level as far as the perception of the non-teaching personnel is concerned.

As Perceived by Students. Table 23 shows that the students have a high level perception on the management capability of SUC's presidents as Counselor, with a computed grand mean of 3.87. The table also indicates the clear perception of the respondents, as the assessment is high in all the 15 indicators. Although the 15 indicators have the same qualitative value, their quantitative value differs. The highest mean of 4.11 lies under indicator no. 15 ("Demonstrates both friendliness and fairness to subordinates"). The lowest mean of 3.68 is with No. 14, which "Prefers win-win solution in dealing with conflict.

The respondents have a high level perception on the management capability of SUC's presidents as Counselor. It means that the SUC's presidents are deemed to possess the ability to develop effective relationships, establish rapport, listen attentively, and display sensitivity to others.

Table 23

**Management Capabilities of SUC's Presidents as Counselor
as Perceived by the Students**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Develops desirable interpersonal relationships.	36	95	19	5	-	155	3.89	HL
2. Establishes rapport with others.	30	69	53	2	1	155	3.81	HL
3. Always available to others when need arises.	71	29	38	14	3	155	3.97	HL
4. Demonstrates concern with other problems.	37	74	33	11	-	155	3.88	HL
5. Listens attentively and displays sensitivity to others.	31	70	51	3	-	155	3.83	HL
6. Displays openness to the views and opinion of others.	38	84	30	3	-	155	4.01	HL
7. Encourages others to express their ideas and feelings.	47	79	26	3	-	155	4.01	HL
8. Helps others to think things through.	42	61	45	7	-	155	3.89	HL
9. Discusses problems objectively.	49	65	34	4	3	155	3.99	HL
10. Presents feedback without damaging other's self-esteem.	5	00	45	4	1	155	3.67	HL
11. Actively and intentionally motivates subordinates.	19	99	32	4	1	155	3.85	HL
12. Stays close to employees and remedies problems as they arise.	12	91	49	2	1	155	3.72	HL
13. Recognizes the employees have different motives and abilities.	21	81	43	6	4	155	3.70	HL
14. Prefers win-win solution in dealing with conflict.	38	48	60	8	3	155	3.68	HL
15. Demonstrates both friendliness and fairness to subordinates.	50	80	20	2	3	155	4.11	HL
TOTAL OF THE MEANS							58.10	
GRAND MEAN							3.87	HL

LEGEND: 4.51 – 5.00 Very High Level (VHL)
 3.51 – 4.50 High Level (HL)
 2.51 – 3.50 Moderate Level (ML)
 1.51 – 2.50 Low Level (LL)
 1.00 – 1.50 Very Low Level (VLL)

Management Capability of SUC's Presidents
in Eastern Visayas as Meeter

The management capability of SUC's presidents as Meeter were assessed by the five groups of respondents namely: the SUC's presidents, key officials, teachers, non-teaching personnel, and students.

As Perceived by SUC's Presidents. In Table 24, the SUC's presidents have a very high level perception of themselves as Meeter in 10 indicators, and high in the other five. Among the 10 indicators that have very high level marks, the highest computed mean is 4.70; the lowest, 4.60. In the five indicators that were rated high, the highest mean is 4.50 and the lowest is 4.00.

On the whole, among the 15 indicators included in this particular managerial attribute, Nos. 3, 6, 13 and 15 have the highest computed mean of 4.70. The lowest is No. 9 ("Comes into meeting with prepared but flexible agenda"), with a mean of only 4.00. Hence, based on the computed grand mean of 4.55 the SUC's presidents have a very high level of management capability as Meeter.

As Perceived by Key Officials. Table 25 indicates the assessment of the key officials on the management capabilities of SUC's presidents as Meeter. The key

Table 24

**Management Capabilities of SUC's Presidents as Meeter
as Perceived by Themselves**

Indicators	Responses					Total	Mean	Inter- pret- ation
	5	4	3	2	1			
1. Shows ability to influence others to contribute to the attainment of group goals in face-to-face situation.	3	7	-	-	-	10	4.30	HL
2. Shows ability to state objectives or tasks to all concerned.	6	4	-	-	-	10	4.60	VHL
3. Shows ability to inform others of what is expected of them.	7	3	-	-	-	10	4.70	VHL
4. Directs and coordinates others in the group.	6	4	-	-	-	10	4.60	VHL
5. Let others know of their importance to the success of the tasks at hand.	6	4	-	-	-	10	4.60	VHL
6. Helps others in the group to set and clarify goals.	7	3	-	-	-	10	4.70	VHL
7. Deals with others in the group consistent with their needs and abilities.	5	5	-	-	-	10	4.50	HL
8. Holds oneself responsible for the quality and quantity of work.	6	4	-	-	-	10	4.60	VHL
9. Comes into meetings with prepared but flexible agenda.	4	4	1	-	1	10	4.00	HL
10. Evaluates and treats other group members as individuals consistent with their own goals and needs.	5	5	-	-	-	10	4.50	HL
11. Attempts to participate fully and sets high standard of performance for the group output.	6	4	-	-	-	10	4.60	VHL
12. Aids the group in setting and measuring objectives consistent with its resources.	5	5	-	-	-	10	4.50	HL
13. Seeks cooperation of employees in improving the school output.	7	3	-	-	-	10	4.70	VHL
14. Deals with people other than subordinates such as parents, clients, suppliers, visitors and other people outside the school.	6	4	-	-	-	10	4.60	VHL
16. Gives rewards related to performance not to seniority or non-merit based consideration.	7	3	-	-	-	10	4.70	VHL
TOTAL OF THE MEANS							68.20	
GRAND MEAN							4.55	HL

LEGEND: 4.51 – 5.00 Very High Level (VHL)
 3.51 – 4.50 High Level (HL)
 2.51 – 3.50 Moderate Level (ML)
 1.51 – 2.50 Low Level (LL)
 1.00 – 1.50 Very Low Level (VLL)

Table 25

**Management Capabilities of SUC's Presidents as Meeter
as Perceived by Key Officials**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Shows ability to influence others to contribute to the attainment of group goals in face-to-face situation.	24	34	30	2	1	91	3.68	HL
2. Shows ability to state objectives or tasks to all concerned.	21	37	30	2	1	91	3.82	HL
3. Shows ability to inform others of what is expected of them.	22	35	31	2	1	91	3.82	HL
4. Directs and coordinates others in the group.	20	36	22	12	1	91	3.68	HL
5. Let others know of their importance to the success of the tasks at hand.	23	39	21	7	1	91	3.84	HL
6. Helps others in the group to set and clarify goals.	14	43	26	7	1	91	3.68	HL
7. Deals with others in the group consistent with their needs and abilities.	9	44	21	14	3	91	3.46	ML
8. Holds oneself responsible for the quality and quantity of work.	19	28	31	7	6	91	3.62	HL
9. Comes into meetings with prepared but flexible agenda.	14	36	28	12	1	91	3.55	HL
10. Evaluates and treats other group members as individuals consistent with their own goals and needs.	9	47	27	7	1	91	3.62	HL
11. Attempts to participate fully and sets high standard of performance for the group output.	16	37	25	12	1	91	3.60	HL
12. Aids the group in setting and measuring objectives consistent with its resources.	18	35	35	12	1	91	3.63	HL
13. Seeks cooperation of employees in improving the school output.	23	42	23	2	1	91	3.92	HL
14. Deals with people other than subordinates such as parents, clients, suppliers, visitors and other people outside the school.	14	35	33	6	11	91	3.65	HL
15. Gives rewards related to performance not to seniority or non-merit based consideration.	8	34	36	2	11	91	3.29	ML
TOTAL OF THE MEANS							54.94	
GRAND MEAN							3.66	HL

LEGEND: 4.51 – 5.00 Very High Level (VHL)
 3.51 – 4.50 High Level (HL)
 2.51 – 3.50 Moderate Level (ML)
 1.51 – 2.50 Low Level (LL)
 1.00 – 1.50 Very Low Level (VLL)

officials have a high level perception in 13 indicators and moderate in two others. No. 13 ("Seeks cooperation of employees in providing the school output") has the highest computed mean of 3.92. Meanwhile, the indicator that bears the lowest mean is No. 15, ("Gives rewards related to performance, not to seniority or non-merit-based consideration") which has a mean of 3.29. In conclusion, the SUC's presidents have perceived high level of management capability as Meeter based on the computed grand mean of 3.66.

As Perceived by Teachers. The teachers' assessment on the management capabilities of SUC's presidents as Meeter is high, as gleaned in Table 26, wherein the teachers have a high level perception in all the 15 indicators, with a grand mean of 3.64. In the table, the qualitative values of assessment in these 15 indicators are the same. However, the computed mean differs from each other. No. 11 ('Attempts to participate fully and sets high standard of performance for the group output') has the highest mean of 3.90. No. 7 ("Deals with others in the group consistent with their needs and abilities") has the lowest mean of 3.51.

Table 26

**Management Capabilities of SUC's Presidents as Meeter
as Perceived by Teachers**

Indicators	Responses					Total	Mean	Inter-pretation
	5	4	3	2	1			
1. Shows ability to influence others to contribute to the attainment of group goals in face-to-face situation.	46	120	71	46	-	283	3.59	HL
2. Shows ability to state objectives or tasks to all concerned.	24	117	47	13	5	283	3.72	HL
3. Shows ability to inform others of what is expected of them.	52	99	80	41	1	283	3.57	HL
4. Directs and coordinates others in the group.	45	125	89	23	1	283	3.67	HL
5. Let others know of their importance to the success of the tasks at hand.	56	100	88	38	1	283	3.61	HL
6. Helps others in the group to set and clarify goals.	38	115	104	25	1	283	3.58	HL
7. Deals with others in the group consistent with their needs and abilities.	33	116	103	24	7	283	3.51	HL
8. Holds oneself responsible for the quality and quantity of work.	33	152	75	22	1	283	3.68	HL
9. Comes into meetings with prepared but flexible agenda.	39	150	71	22	1	283	3.72	HL
10. Evaluates and treats other group members as individuals consistent with their own goals and needs.	32	137	95	16	3	283	3.63	HL
11. Attempts to participate fully and sets high standard of performance for the group output.	42	131	92	17	1	283	3.90	HL
12. Aids the group in setting and measuring objectives consistent with its resources.	33	140	99	11	1	283	3.68	HL
13. Seeks cooperation of employees in improving the school output.	70	110	88	33	2	283	3.75	HL
14. Deals with people other than subordinates such as parents, clients, suppliers, visitors and other people outside the school.	69	123	54	33	4	283	3.88	HL
15. Gives rewards related to performance not to seniority or non-merit based consideration.	33	102	109	36	3	283	3.54	HL
TOTAL OF THE MEANS							54.65	
GRAND MEAN							3.64	HL

LEGEND: 4.51 – 5.00 Very High Level (VHL)
 3.51 – 4.50 High Level (HL)
 2.51 – 3.50 Moderate Level (ML)
 1.51 – 2.50 Low Level (LL)
 1.00 – 1.50 Very Low Level (VLL)

As Perceived by Non-Teaching Personnel. Table 27 also reveals the high level perceptions by the non-teaching personnel on the management capability of SUC's presidents as Meeter. They have high level assessment in all the 15 indicators with a grand mean of 3.77.

No. 13, ("Seeks cooperation of employees in improving the school output") posted the highest mean of 3.94 while No. 12, ("Aids the group in setting and measuring objectives consistent with its resources") has the lowest mean of 3.64

As Perceived by Students. The students have a high level perception in 14 of the indicators, except for one that was moderate, with a computed grand mean of 3.97. Hence, the management capability of SUC's presidents as Meeter is high as perceived by the students as shown in Table 28. The table also reveals that the highest mean of 4.26 belongs to No. 13 which "Seeks cooperation of employees in improving the school output." The lowest mean of 3.50 is reflected of No. 15, which "Gives rewards related to performance, not to seniority or non-merit-based consideration."

Table 27

**Management Capabilities of SUC's Presidents as Meeter
as Perceived by Non-Teaching Personnel**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Shows ability to influence others to contribute to the attainment of group goals in face-to-face situation.	21	117	36	13	9	196	3.65	HL
2. Shows ability to state objectives or tasks to all concerned.	24	117	37	13	5	196	3.72	HL
3. Shows ability to inform others of what is expected of them.	24	122	39	11	-	196	3.91	HL
4. Directs and coordinates others in the group.	21	117	44	14	-	196	3.74	HL
5. Let others know of their importance to the success of the tasks at hand.	23	127	32	9	5	196	3.79	HL
6. Helps others in the group to set and clarify goals.	31	114	41	7	3	196	3.83	HL
7. Deals with others in the group consistent with their needs and abilities.	20	109	54	12	2	196	3.93	HL
8. Holds oneself responsible for the quality and quantity of work.	33	113	37	10	3	196	3.83	HL
9. Comes into meetings with prepared but flexible agenda.	27	99	55	13	2	196	3.69	HL
10. Evaluates and treats other group members as individuals consistent with their own goals and needs.	17	109	53	13	4	196	3.63	HL
11. Attempts to participate fully and sets high standard of performance for the group output.	28	115	37	14	2	196	3.78	HL
12. Aids the group in setting and measuring objectives consistent with its resources.	39	83	70	12	2	196	3.64	HL
13. Seeks cooperation of employees in improving the school output.	47	101	39	7	2	196	3.94	HL
14. Deals with people other than subordinates such as parents, clients, suppliers, visitors and other people outside the school.	42	98	37	18	1	196	3.83	HL
15. Gives rewards related to performance not to seniority or non-merit based consideration.	40	86	44	24	2	196	3.70	HL
TOTAL OF THE MEANS							58.50	
GRAND MEAN							3.77	HL

LEGEND:	4.51 – 5.00	Very High Level	(VHL)
	3.51 – 4.50	High Level	(HL)
	2.51 – 3.50	Moderate Level	(ML)
	1.51 – 2.50	Low Level	(LL)
	1.00 – 1.50	Very Low Level	(VLL)

Table 28

**Management Capabilities of SUC's Presidents as Meeter
as Perceived by the Students**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Shows ability to influence others to contribute to the attainment of group goals in face-to-face situation.	84	81	23	4	3	155	4.15	HL
2. Shows ability to state objectives or tasks to all concerned.	52	72	20	4	1	155	4.10	HL
3. Shows ability to inform others of what is expected of them.	43	84	25	2	1	155	4.07	HL
4. Directs and coordinates others in the group.	53	81	17	3	1	155	4.17	HL
5. Let others know of their importance to the success of the tasks at hand.	23	98	32	8	5	155	4.08	HL
6. Helps others in the group to set and clarify goals.	31	99	22	2	1	155	4.01	HL
7. Deals with others in the group consistent with their needs and abilities.	21	109	20	5	1	155	3.92	HL
8. Holds oneself responsible for the quality and quantity of work.	31	89	32	3	-	155	3.95	HL
9. Comes into meetings with prepared but flexible agenda.	40	72	32	8	3	155	3.89	HL
10. Evaluates and treats other group members as individuals consistent with their own goals and needs.	15	81	54	5	-	155	3.68	HL
11. Attempts to participate fully and sets high standard of performance for the group output.	36	91	24	3	1	155	4.02	HL
12. Aids the group in setting and measuring objectives consistent with its resources.	17	98	35	5	-	155	3.82	HL
13. Seeks cooperation of employees in improving the school output.	78	49	23	8	4	155	4.28	HL
14. Deals with people other than subordinates such as parents, clients, suppliers, visitors and other people outside the school.	41	71	35	5	3	155	3.92	HL
15. Gives rewards related to performance not to seniority or non-merit based consideration.	16	75	40	19	5	155	3.50	ML
TOTAL OF THE MEANS							59.55	
GRAND MEAN							3.97	HL

LEGEND: 4.51 – 5.00 Very High Level (VHL)
 3.51 – 4.50 High Level (HL)
 2.51 – 3.50 Moderate Level (ML)
 1.51 – 2.50 Low Level (LL)
 1.00 – 1.50 Very Low Level (VLL)

The respondents have a high level perception on the managerial attribute as Meeter possessed by the SUC's presidents. It means that the SUC's presidents are effective in dealing with people other than subordinates.

Management Capabilities of SUC's Presidents
in Eastern Visayas as Mentor

The management capabilities of SUC's presidents as Mentor were assessed by the five groups of respondents such as the SUC's presidents, key officials, teachers, non-teaching personnel and students.

As Perceived by SUC's Presidents. Table 29 shows the assessment of SUC's presidents on their management capabilities as Mentor. The SUC's presidents have a very high level perception in 11 indicators, and high in the remaining four.

Among the 15 indicators, two have the highest computed mean of 4.80. These are Nos. 3 and 4 ("Shows willingness to work with subordinates" and "Offers other opportunities to try things and provide feedback on the quality to their attempts."). The lowest computed mean of 4.30 was found in No. 6, "Continuously researches for learning situation and opportunities that will allow them to grow." On the whole,

Table 29

**Management Capabilities of SUC's Presidents as Mentor
as Perceived by Themselves**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Develops and nurtures other individuals in order to allow them to grow to their maximum level of effectiveness.	7	3	-	-	-	10	4.70	VHL
2. Evaluates other individuals' strengths and weaknesses.	7	3	-	-	-	10	4.70	VHL
3. Shows willingness to work with subordinates.	8	2	-	-	-	10	4.80	VHL
4. Offers other opportunities to try things and provides feedback on the quality of their attempts.	7	1	2	-	-	10	4.80	VHL
5. Gives feedback continuously, not only on results, but also on how people are accomplishing their tasks.	6	4	-	-	-	10	4.60	VHL
6. Continuously researches for learning situations and opportunities that will allow them to grow.	6	1	3	-	-	10	4.30	HL
7. Develops another by establishing a close and trusting relationship.	6	4	-	-	-	10	4.60	VHL
8. Establishes an environment in which the individual feels comfortable making decisions and taking tasks.	7	3	-	-	-	10	4.70	VHL
9. Understands his/her own strengths and weaknesses before attempting to modify those of others.	6	4	-	-	-	10	4.60	VHL
10. Designs jobs that offer challenges and variety.	5	5	-	-	-	10	4.50	HL
11. Supports scholarships, fellowship program to employees, both local and international level.	7	3	-	-	-	10	4.70	VHL
12. Discusses with subordinates the importance of cooperativism and productivity for the situation's welfare.	7	3	-	-	-	10	4.70	VHL
13. Tries to be helpful and do a little something extra for the employees when he/she can.	6	4	-	-	-	10	4.60	VHL
14. Promotes intimacy with one another.	5	5	-	-	-	10	4.50	HL
15. Supports employees, parents and alumni association as partners with the aim to improve curriculum.	5	5	-	-	-	10	4.50	HL
TOTAL OF THE MEANS							69.20	
GRAND MEAN							4.61	VHL

LEGEND: 4.61 – 5.00 Very High Level (VHL)
 3.51 – 4.50 High Level (HL)
 2.51 – 3.50 Moderate Level (ML)
 1.51 – 2.50 Low Level (LL)
 1.00 – 1.50 Very Low Level (VLL)

the grand mean is 4.61, indicating a very high level of capability possessed by the SUC's presidents in this particular attribute.

As Perceived by Key Officials. Table 30 reveals that the key officials have high level perceptions on the managerial attribute as Mentor in 11 indicators and moderate in four others. Hence, with the grand mean of 3.62, the key officials perceived highly of management capabilities of SUC's presidents as Mentor.

The highlight in this table is that No.11, the indicator that "Supports scholarship, fellowships program to employees, both local and international level" has the highest obtained mean of 3.92, No.6, which "Continuously researches for learning situation and opportunities that will allow them to grow" has the lowest computed mean of 3.26.

As Perceived by Teachers. Table 31 reveals that the teachers have 11 high level and 4 moderate level perceptions on the management capabilities of SUC's presidents as Mentor.

One of the striking findings in this table is indicator No. 11, with the highest mean of 3.86, which

Table 30

**Management Capabilities of SUC's Presidents as Mentor
as Perceived by Key Officials**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Develops and nurtures other individuals in order to allow them to grow to their maximum level of effectiveness.	21	35	19	16	-	91	3.67	HL
2. Evaluates other individuals' strengths and weaknesses.	9	40	24	18	-	91	3.44	ML
3. Shows willingness to work with subordinates.	18	39	20	12	1	91	3.69	HL
4. Offers other opportunities to try things and provides feedback on the quality of their attempts.	19	38	26	7	1	91	3.74	HL
5. Gives feedback continuously, not only on results, but also on how people are accomplishing their tasks.	21	28	26	13	3	91	3.56	HL
6. Continuously researches for learning situations and opportunities that will allow them to grow.	20	28	23	19	1	91	3.26	ML
7. Develops another by establishing a close and trusting relationship.	19	31	21	18	2	91	3.52	HL
8. Establishes an environment in which the individual feels comfortable making decisions and taking tasks.	10	39	27	13	2	91	3.48	ML
9. Understands his/her own strengths and weaknesses before attempting to modify those of others.	14	32	23	20	2	91	3.39	ML
10. Designs jobs that offer challenges and variety.	23	26	22	19	1	91	3.58	HL
11. Supports scholarships, fellowship program to employees, both local and international level.	29	35	19	7	1	91	3.92	HL
12. Discusses with subordinates the importance of cooperativism and productivity for the situation's welfare.	19	50	14	7	1	91	3.87	HL
13. Tries to be helpful and do a little something extra for the employees when he/she can.	20	38	25	8	-	91	3.77	HL
14. Promotes intimacy with one another.	16	40	20	14	1	91	3.62	HL
15. Supports employees, parents and alumni association as partners with the aim to improve curriculum.	20	41	20	9	1	91	3.77	HL
TOTAL OF THE MEANS							54.66	
GRAND MEAN							3.62	HL

LEGEND: 4.51 – 5.00 Very High Level (VHL)
 3.51 – 4.50 High Level (HL)
 2.51 – 3.50 Moderate Level (ML)
 1.51 – 2.50 Low Level (LL)
 1.00 – 1.50 Very Low Level (VLL)

Table 31

**Management Capabilities of SUC's Presidents as Mentor
as Perceived by Teachers**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Develops and nurtures other individuals in order to allow them to grow to their maximum level of effectiveness.	55	102	102	23	1	283	3.66	HL
2. Evaluates other individuals' strengths and weaknesses.	28	117	102	35	1	283	3.48	ML
3. Shows willingness to work with subordinates.	29	115	103	33	3	283	3.47	ML
4. Offers other opportunities to try things and provides feedback on the quality of their attempts.	33	100	119	38	2	283	3.44	ML
5. Gives feedback continuously, not only on results, but also on how people are accomplishing their tasks.	45	101	105	31	1	283	3.56	HL
6. Continuously researches for learning situations and opportunities that will allow them to grow.	35	121	114	13	-	283	3.63	HL
7. Develops another by establishing a close and trusting relationship.	37	120	105	18	3	283	3.60	HL
8. Establishes an environment in which the individual feels comfortable making decisions and taking tasks.	24	124	97	35	3	283	3.46	ML
9. Understands his/her own strengths and weaknesses before attempting to modify those of others.	48	113	98	24	-	283	3.65	HL
10. Designs jobs that offer challenges and variety.	37	119	105	22	-	283	3.60	HL
11. Supports scholarships, fellowship program to employees, both local and international level.	74	120	64	25	-	283	3.66	HL
12. Discusses with subordinates the importance of cooperativism and productivity for the situation's welfare.	54	108	96	22	3	283	3.66	HL
13. Tries to be helpful and do a little something extra for the employees when he/she can.	46	117	100	18	1	283	3.66	HL
14. Promotes intimacy with one another.	22	122	118	21	-	283	3.51	HL
15. Supports employees, parents and alumni association as partners with the aim to improve curriculum.	50	115	180	14	4	283	3.68	HL
TOTAL OF THE MEANS							53.92	
GRAND MEAN							3.59	HL

LEGEND:	4.51 – 5.00	Very High Level	(VHL)
	3.51 – 4.50	High Level	(HL)
	2.51 – 3.50	Moderate Level	(ML)
	1.51 – 2.50	Low Level	(LL)
	1.00 – 1.50	Very Low Level	(VLL)

"Supports scholarships, fellowships program to employees both local and international level" it is also the indicator with the highest mean in Table 31. No. 8, which "Establishes an environment in which the individual feels comfortable making decisions and taking tasks," has the lowest computed mean of 3.46. On the whole, the grand mean is 3.59, which indicates a high level of management capability of SUC's presidents as Mentor.

As Perceived by Non-Teaching Personnel. As shown in Table 32, the non-teaching personnel have 14 high level and one moderate level perceptions on the management capabilities of SUC's presidents as Mentor. Among the 15 indicators, No. 12 ("Discusses with subordinates the importance of cooperativism and productivity for the institution's welfare") has the highest mean equal to 4.12. No. 10 ("Designs jobs that offers challenges and variety") is lowest, with a mean of only 3.10.

The grand mean of 3.75 shows the total perceptions of the non-teaching personnel that the SUC's presidents have high level capabilities in this particular attribute.

As Perceived by Students. Table 33 contains the perceptions of students on the management capabilities of

Table 32

**Management Capabilities of SUC's Presidents as Mentor
as Perceived by Non-Teaching Personnel**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Develops and nurtures other individuals in order to allow them to grow to their maximum level of effectiveness.	50	84	37	25	-	196	3.85	HL
2. Evaluates other individuals' strengths and weaknesses.	22	98	59	14	3	196	3.62	HL
3. Shows willingness to work with subordinates.	43	87	40	25	1	196	3.74	HL
4. Offers other opportunities to try things and provides feedback on the quality of their attempts.	31	113	34	17	1	196	3.80	HL
5. Gives feedback continuously, not only on results, but also on how people are accomplishing their tasks.	30	94	56	16	-	196	3.70	HL
6. Continuously researches for learning situations and opportunities that will allow them to grow.	61	83	39	12	1	196	3.97	HL
7. Develops another by establishing a close and trusting relationship.	22	103	48	23	-	196	3.63	HL
8. Establishes an environment in which the individual feels comfortable making decisions and taking tasks.	17	112	44	22	1	196	3.62	HL
9. Understands his/her own strengths and weaknesses before attempting to modify those of others.	18	115	47	16	-	196	3.69	HL
10. Designs jobs that offer challenges and variety.	17	126	40	12	1	196	3.10	ML
11. Supports scholarships, fellowship program to employees, both local and international level.	57	93	34	12	-	196	3.99	HL
12. Discusses with subordinates the importance of cooperativism and productivity for the situation's welfare.	64	96	32	4	-	196	4.12	HL
13. Tries to be helpful and do a little something extra for the employees when he/she can.	40	91	50	15	-	196	3.80	HL
14. Promotes intimacy with one another.	33	87	60	13	3	196	3.68	HL
15. Supports employees, parents and alumni association as partners with the aim to improve curriculum.	49	107	24	14	2	196	3.95	HL
TOTAL OF THE MEANS							56.26	
GRAND MEAN							3.75	HL

LEGEND: 4.51 – 5.00 Very High Level (VHL)
 3.51 – 4.50 High Level (HL)
 2.51 – 3.50 Moderate Level (ML)
 1.51 – 2.50 Low Level (LL)
 1.00 – 1.50 Very Low Level (VLL)

Table 33

**Management Capabilities of SUC's Presidents as Mentor
as Perceived by Students**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Develops and nurtures other individuals in order to allow them to grow to their maximum level of effectiveness.	55	86	30	4	-	155	4.11	HL
2. Evaluates other individuals' strengths and weaknesses.	19	85	44	5	2	155	3.74	HL
3. Shows willingness to work with subordinates.	34	91	20	9	1	155	3.95	HL
4. Offers other opportunities to try things and provides feedback on the quality of their attempts.	7	120	19	9	-	155	3.81	HL
5. Gives feedback continuously, not only on results, but also on how people are accomplishing their tasks.	21	103	23	5	3	155	3.86	HL
6. Continuously researches for learning situations and opportunities that will allow them to grow.	48	46	53	7	1	155	3.86	HL
7. Develops another by establishing a close and trusting relationship.	38	64	47	5	1	155	3.88	HL
8. Establishes an environment in which the individual feels comfortable making decisions and taking tasks.	22	69	54	8	2	155	3.84	HL
9. Understands his/her own strengths and weaknesses before attempting to modify those of others.	22	81	45	5	2	155	3.75	HL
10. Designs jobs that offer challenges and variety.	37	81	27	10	-	155	3.94	HL
11. Supports scholarships, fellowship program to employees, both local and international level.	50	72	27	3	3	155	3.59	HL
12. Discusses with subordinates the importance of cooperativism and productivity for the situation's welfare.	45	88	19	3	-	155	4.14	HL
13. Tries to be helpful and do a little something extra for the employees when he/she can.	24	88	38	5	-	155	3.85	HL
14. Promotes intimacy with one another.	16	70	49	17	3	155	3.51	HL
15. Supports employees, parents and alumni association as partners with the aim to improve curriculum.	62	50	38	1	4	155	4.08	HL
TOTAL OF THE MEANS							57.66	
GRAND MEAN							3.84	HL

LEGEND: 4.51 – 5.00 Very High Level (VHL)
 3.51 – 4.50 High Level (HL)
 2.51 – 3.50 Moderate Level (ML)
 1.51 – 2.50 Low Level (LL)
 1.00 – 1.50 Very Low Level (VLL)

SUC's presidents as Mentor. In all the 15 indicators, the students perceived them highly. Both the non-teaching personnel and students gave the highest mean on no. 12, which "Discusses with subordinates the importance of cooperativism and productivity for the institution's welfare," it has the highest mean of 4.14 while No. 14 ("Promotes intimacy with one another") has the lowest mean of 3.51. The grand mean equal to 3.84 is classified as high level.

The SUC's presidents were highly perceived by the group of respondents on their management capability as Mentor. Such result revealed that the subjects demonstrate good behavior as mentor, nurturing individuals in their respective schools and allowing them to grow to their maximum level of effectiveness.

Management Capabilities of SUC's Presidents In Eastern Visayas as Aspirer

The management capabilities of SUC's presidents as Aspirers were assessed by the five groups of respondents, to wit: the SUC's presidents, key officials, teachers, non-teaching personnel, and students.

As Perceived by SUC's Presidents. Table 34 discloses that the SUC's presidents have a very high level perception of their capabilities as Aspirer in 14 indicators, and one high in the remaining one. The SUC's presidents believe themselves that they possess the qualities under No. 14 that "Sets an example by working hard on himself/herself." This particular indicator has the highest mean of 4.90. The lowest mean equal to 4.40 belongs to No. 8, which "Continuously asks questions and searches for alternative answers." The grand mean of 4.67 is considered a very high level.

As Perceived by Key Officials. The key officials have high level perceptions on the management capabilities of SUC's presidents as Aspirer. This group of respondents assessed them highly in all the 15 indicators, obtaining a grand mean of 3.87 as shown in Table 35.

Among the 15 indicators with high level marks, Nos. 5 and 13 ("Willingness to work" and "Aims to be comparative to all other educational administrator") have the highest mean of 3.97 while, No.14 ("Sets an example by working hard himself/herself") has the lowest mean of 3.71.

Table 34

**Management Capabilities of SUC's Presidents as Aspirer
as perceived by Themselves**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Strives for goal.	6	4	-	-	-	10	4.60	VHL
2. Looks toward the future.	6	4	-	-	-	10	4.60	VHL
3. Works toward a greater level of perfection.	6	4	-	-	-	10	4.60	VHL
4. Works toward a higher position on the job or in life.	6	4	-	-	-	10	4.60	VHL
5. Demonstrates willingness to work.	7	3	-	-	-	10	4.70	VHL
6. Focuses on a goal to attain great achievement.	7	3	-	-	-	10	4.70	VHL
7. Gains pleasure from his/her achievement...	7	3	-	-	-	10	4.70	VHL
8. Continuously asks questions and searches for alternative answer.	5	4	1	-	-	10	4.40	HL
9. Tries to be better in his/her position.	6	4	-	-	-	10	4.60	VHL
10. Aspires toward perfection in managerial situation.	6	4	-	-	-	10	3.97	VHL
11. Shows creativity and vision.	8	2	-	-	-	10	4.80	VHL
12. Works with the value of efficiency and effectiveness.	8	2	-	-	-	10	4.80	VHL
13. Aims to be comparative with all other educational administrator.	8	2	-	-	-	10	4.80	VHL
14. Sets an example by working hard on himself/herself.	9	1	-	-	-	10	4.90	VHL
15. Tries to get what he or she asks from higher authority.	6	4	-	-	-	10	4.60	VHL
TOTAL OF THE MEANS							70.00	
GRAND MEAN							4.67	VHL

LEGEND: 4.51 – 5.00 Very High Level (VHL)
 3.51 – 4.50 High Level (HL)
 2.51 – 3.50 Moderate Level (ML)
 1.51 – 2.50 Low Level (LL)
 1.00 – 1.50 Very Low Level (VLL)

Table 35

**Management Capabilities of SUC's Presidents as Aspirer
as Perceived by Key Officials**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Strives for goal.	23	40	28	-	-	91	3.95	HL
2. Looks toward the future.	23	45	18	5	-	91	3.75	HL
3. Works toward a greater level of perfection.	24	44	18	5	-	91	3.98	HL
4. Works toward a higher position on the job or in life.	24	43	19	5	-	91	3.95	HL
5. Demonstrates willingness to work.	24	40	27	-	-	91	3.97	HL
6. Focuses on a goal to attain great achievement.	21	43	26	-	-	91	3.91	HL
7. Gains pleasure from his/her achievement...	18	51	12	10	-	91	3.85	HL
8. Continuously asks questions and searches for alternative answer.	21	37	28	5	-	91	3.81	HL
9. Tries to be better his/her position.	19	43	24	5	-	91	3.84	HL
10. Aspires toward perfection in managerial situation.	22	41	23	5	-	91	3.88	HL
11. Shows creativity and vision.	28	35	13	15	-	91	3.84	HL
12. Works with the value of efficiency and effectiveness.	22	36	23	10	-	91	3.77	HL
13. Aims to be comparative with all other educational administrator.	25	43	18	5	-	91	3.97	HL
14. Sets an example by working hard on himself/herself.	22	36	18	15	-	91	3.71	HL
15. Tries to get what he or she asks from higher authority.	28	42	18	1	4	91	3.87	HL
TOTAL OF THE MEANS							58.99	
GRAND MEAN							3.87	HL

LEGEND:

4.51 – 5.00	Very High Level	(VHL)
3.51 – 4.50	High Level	(HL)
2.51 – 3.50	Moderate Level	(ML)
1.51 – 2.50	Low Level	(LL)
1.00 – 1.50	Very Low Level	(VLL)

As Perceived by Teachers. With high level perceptions in all of the 15 indicators, the teachers demonstrate the same perceptions as the key officials involved, as indicated in Table 36. The teachers gave also the highest mean to No. 13, ("Aims to be comparative to all other educational administrator") with 3.97. No. 8 ("Continuously asks questions and searches for alternative answer") has the lowest computed mean of 3.53. Of course, there is a high level perception on the management capabilities of SUC's presidents as Aspirer, with a grand mean of 3.80.

As Perceived by Non-Teaching Personnel. Table 37 also reveals that the management capabilities of SUC's presidents as Aspirer is high, as manifested by the non-teaching personnel rating them with high level marks in all the 15 indicators.

However, while all indicators were qualitatively high, the quantitative computation differs. No. 12 ("Works with the value of efficiency and effectiveness") was assessed with the highest mean of 4.22. No. 8, ("Continuously asks questions and searches for alternative answer") has the lowest mean equals to 3.86. The computed grand mean is

Table 36

**Management Capabilities of SUC's Presidents as Aspirer
as Perceived by Teachers**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Strives for goal.	80	101	84	17	1	283	3.86	HL
2. Looks toward the future.	88	107	85	22	1	283	3.92	HL
3. Works toward a greater level of perfection.	77	89	102	14	1	283	3.80	HL
4. Works toward a higher position on the job or in life.	88	108	66	21	-	283	3.93	HL
5. Demonstrates willingness to work.	71	112	75	22	-	283	3.80	HL
6. Focuses on a goal to attain great achievement.	87	104	60	31	1	283	3.87	HL
7. Gains pleasure from his/her achievement...	67	127	58	29	2	283	3.81	HL
8. Continuously asks questions and searches for alternative answer.	55	89	100	30	9	283	3.53	HL
9. Tries to be better in his/her position.	70	115	73	24	1	283	3.81	HL
10. Aspires toward perfection in managerial situation.	57	104	83	37	2	283	3.63	HL
11. Shows creativity and vision.	64	106	79	33	1	283	3.70	HL
12. Works with the value of efficiency and effectiveness.	59	116	78	31	1	283	3.71	HL
13. Aims to be comparative with all other educational administrator.	101	97	61	23	1	283	3.87	HL
14. Sets an example by working hard on himself/herself.	66	135	58	23	1	283	3.84	HL
15. Tries to get what he or she asks from higher authority.	75	120	65	21	2	283	3.87	HL
TOTAL OF THE MEANS							57.05	
GRAND MEAN							3.80	HL

LEGEND:

4.51 – 5.00	Very High Level	(VHL)
3.51 – 4.50	High Level	(HL)
2.51 – 3.50	Moderate Level	(ML)
1.51 – 2.50	Low Level	(LL)
1.00 – 1.50	Very Low Level	(VLL)

Table 37

**Management Capabilities of SUC's Presidents as Aspirer
as Perceived by Non-Teaching Personnel**

Indicators	Responses					Total	Mean	Inter-pretation
	5	4	3	2	1			
1. Strives for goal.	76	74	40	3	3	196	4.11	HL
2. Looks toward the future.	76	88	30	2	-	196	4.21	HL
3. Works toward a greater level of perfection.	78	77	30	11	-	196	4.13	HL
4. Works toward a higher position on the job or in life.	47	100	49	-	-	196	3.99	HL
5. Demonstrates willingness to work.	88	90	23	10	5	196	4.05	HL
6. Focuses on a goal to attain great achievement.	49	98	42	6	1	196	3.96	HL
7. Gains pleasure from his/her achievement...	87	94	31	4	-	196	4.14	HL
8. Continuously asks questions and searches for alternative answer.	25	124	43	3	1	196	3.86	HL
9. Tries to be better in his/her position.	86	93	33	3	1	196	4.12	HL
10. Aspires toward perfection in managerial situation.	55	93	39	5	4	196	3.97	HL
11. Shows creativity and vision.	54	90	43	5	4	196	3.92	HL
12. Works with the value of efficiency and effectiveness.	73	96	26	1	1	196	4.22	HL
13. Aims to be comparative with all other educational administrator...	74	85	43	9	5	196	3.99	HL
14. Sets an example by working hard on himself/herself.	51	92	40	3	4	196	3.90	HL
15. Tries to get what he or she asks from higher authority.	69	85	37	2	3	196	4.11	HL
TOTAL OF THE MEANS							60.68	
GRAND MEAN							4.05	HL

LEGEND:

4.51 – 5.00	Very High Level	(VHL)
3.51 – 4.50	High Level	(HL)
2.51 – 3.50	Moderate Level	(ML)
1.51 – 2.50	Low Level	(LL)
1.00 – 1.50	Very Low Level	(VLL)

equal to 4.05. Therefore, the management capability of SUC's presidents as Aspirer is also high.

As Perceived by Students. Table 38 shows that out of the 15 indicators, the students have a very high level perception on two indicators, and just high in 13 others. Among the 15 indicators, No. 1 ("Strives for goal") has the highest mean equal to 4.61 while the lowest, 3.72 is of No.7 ("Gains pleasure from his/her achievement.") On the whole, the management capabilities of SUC's presidents as Aspirer is highly perceived based on the grand mean of 4.24.

Perceptions of the Five Groups of Respondents

On the Management Capabilities of SUC's Presidents as Administrator

Inasmuch as there are variations in the quantitative assessments of the respondents, the Analysis of Variance for One-way Classification was employed and the results are reflected in Table 39. It can be noted from the said table that the weighted means are more variable between groups as indicated by its mean square of 1.54615 than within groups, which has a corresponding mean square of 0.0789, giving a ratio or computed F-value of 19.595. Given the pre-set

Table 38

**Management Capabilities of SUC's Presidents as Aspirer
as Perceived by Students**

Indicators	Responses					Total	Mean	Interpretation
	5	4	3	2	1			
1. Strives for goal.	116	23	12	3	1	155	4.61	VHL
2. Looks toward the future.	107	37	7	3	1	155	4.59	VHL
3. Works toward a greater level of perfection.	83	39	33	-	-	155	4.32	HL
4. Works toward a higher position on the job or in life.	68	42	33	10	1	155	4.04	HL
5. Demonstrates willingness to work.	96	58	19	2	-	155	4.34	HL
6. Focuses on a goal to attain great achievement.	93	44	16	2	-	155	4.47	HL
7. Gains pleasure from his/her achievement...	41	48	46	19	-	155	3.72	HL
8. Continuously asks questions and searches for alternative answer.	19	100	31	5	-	155	3.85	HL
9. Tries to be better in his/her position.	34	89	19	8	-	155	4.02	HL
10. Aspires toward perfection in managerial situation.	35	87	28	-	-	155	3.98	HL
11. Shows creativity and vision.	79	60	12	4	-	155	4.38	HL
12. Works with the value of efficiency and effectiveness.	77	59	14	-	-	155	4.31	HL
13. Aims to be comparative with all other educational administrators...	78	58	19	-	-	155	4.38	HL
14. Sets an example by working hard on himself/herself.	94	38	21	2	-	155	4.44	HL
15. Tries to get what he or she asks from higher authority.	60	65	22	8	-	155	4.14	HL
TOTAL OF THE MEANS							63.66	
GRAND MEAN							4.24	HL

LEGEND: 4.51 – 5.00 Very High Level (VHL)
 3.51 – 4.50 High Level (HL)
 2.51 – 3.50 Moderate Level (ML)
 1.51 – 2.50 Low Level (LL)
 1.00 – 1.50 Very Low Level (VLL)

probability which is likewise the level of significance $\alpha = 0.05$ and degrees of freedom at 4 and 70, the former proved to be much higher than the latter, leading to the rejection of the null hypothesis which states that "There is no significant difference in the perceptions among the groups of respondents such as SUC's presidents, key officials, teachers, non-teaching personnel, and students on the management capability as Administrator."

With the significant difference between the quantitative assessments of these five groups of respondents, Scheffe's test was also utilized to find out which group pairs have significant differences, as shown in Table 40. As gleaned in the said table, the pairs of presidents and key officials, presidents and teachers, presidents and non-teaching personnel, presidents and students, key officials and teachers, teachers and non-teaching personnel, teachers and students - have F values of 67.49049, 78.89734, 57.89479, 11.40684, -20.91255 and -20.91255, respectively. They are greater than the critical F which is 10.16. Thus, all the seven pairs of

Table 39

ANOVA Table for Comparing the Perceptions of the Five Groups of Respondents on the Management Capabilities of SUC's Presidents as Administrator

Source of Variation	Sum of Squares	df	Mean Squares	Computed F	Tabular F	Evaluation
Between Groups	6.1846	4	1.54615	19.595	2.54	Significant
Within Groups	5.52	70	0.0789			
Total	11.71	74				

Table 40

Posteriori Test of Comparison on the Perceptions of the Five Groups of Respondents on the Management Capabilities of SUC's Presidents As Administrator

Groups Compared	Means	Differences	Scheffe's F-Value	Tabular Value	Evaluation
P and KO	4.46 & 3.75	0.71	67.49049	10.16	Significant
P and T	4.46 & 3.63	0.83	78.89734		Significant
P and NT	4.46 & 3.85	0.61	57.89479		Significant
P and S	4.46 & 3.84	0.61	57.89479		Significant
KO and T	3.75 & 3.63	0.12	11.40684		Significant
KO and NT	3.75 & 3.85	-0.1	-9.505703		Not Significant
KO and S	3.75 & 3.85	-0.1	-9.505703		Not Significant
T and NT	3.63 & 3.85	-0.22	-20.91255		Significant
T and S	3.63 & 3.85	-0.22	-20.91255		Significant
NT and S	3.85 & 3.85	0	0		Not Significant

Legend: P - President
T - Teachers
S - Students

KO - Key Officials
NT - Non-Teaching

respondents varied in their assignment of scales in assessing the management capabilities of SUC's presidents in Eastern Visayas as Administrator.

While the aforecited pairs made their observations independently, three pairs namely: key officials and non-teaching personnel, key officials and students, and non-teaching personnel and students, have F-values of -9.505703, -9.505703 and 0 respectively. They are less than the critical F-value of 10.16. Therefore, these pairs have the same perceptions on the management capabilities of SUC's presidents as Administrator.

Perceptions of the Five Groups of Respondents
on the Management Capabilities of SUC's
Presidents as Analyzer

Table 41 reveals the computed F of 111.7954 at .05 level of significance and the degrees of freedom 40 and 70, between groups and within groups respectively. Since the computed F is greater than the tabular F of 2.54, this leads to the rejection of the null hypothesis; "There is no significant difference in the perceptions among the five groups of respondents on the management capabilities of SUC's Presidents as Analyzer." It means that the five

Table 41

ANOVA Table for Comparing the Perceptions of the Five Groups of Respondents on the Management Capabilities of SUC's Presidents as Analyzer

Source of Variance	Sum of Squares	df	Mean Square	Computed F	Tabular F	Evaluation
Between Groups	8.3048	4	2.0762	111.7954	2.54	Significant
Within Groups	1.30	70	0.018571			
Total	9.61	74				

Table 42

Posteriori Test of Comparison on the Perceptions of the Five Groups of Respondents on the Management Capabilities of SUC's Presidents as Analyzer

Groups Compared	Means	Differences	Scheffe's F-value	Tabular Value	Evaluation
P and KO	4.43 & 3.53	0.9	363.4699	10.16	Significant
P and T	4.43 & 3.55	0.88	355.3928		Significant
P and NT	4.43 & 3.70	0.73	294.8145		Significant
P and S	4.43 & 3.93	0.5	201.9277		Significant
KO and T	3.53 & 3.55	-0.02	-8.077109		Not Significant
KO and NT	3.53 & 3.70	-0.17	-68.65543		Significant
KO and S	3.53 & 3.93	-0.4	-161.5422		Significant
T and NT	3.55 & 3.70	-0.15	-60.57832		Significant
T and S	3.55 & 3.93	-0.38	-153.4651		Significant
NT and S	3.70 & 3.93	-0.23	-92.89676		Significant

Legend: P - President KO - Key Officials
 T - Teachers NT - Non Teaching
 S - Students

groups of respondents have different perceptions on the management capabilities of the SUC's presidents as Analyzer.

Table 42 shows the computed Scheffe's F-value indicating which pairs among the 10 pairs of respondent lies the significant difference in their perceptions on management capabilities as Analyzer. It is clear in the table that only the pair of key officials and teachers demonstrates no significant difference in their perceptions on management capabilities of SUC's presidents as Analyzer as evidenced by the computed F of -8.077109, which is lesser than the tabular F-value of 10.16. This means that the abovementioned pair of respondents manifested the same assessment on the management capabilities of SUC's presidents as Analyzer. The other pairs of respondents showed different observations with their respective computed F-values greater than the critical F-value of 10.16.

Perceptions of the Five Groups of Respondents
On the Management Capabilities of SUC's
Presidents as Communicator

It can be found in Table 43 that the null hypothesis,

Table 43

**ANOVA Table for Comparing the Perceptions of the Five
Groups of Respondents on the Management Capabilities
of SUC's Presidents as Communicator**

Source of Variance	Sum of Squares	df	Mean Square	Computed F	Tabular F	Evaluation
Between Groups	5.4761	4	1.369025	50.70463	2.54	Significant
		70	0.027			
Within Groups	1.89					
Total	7.37	74				

Table 44

**Posteriori Test of Comparison on the Perceptions of the
Five Groups of Respondents on the Management Capabilities
of SUC's Presidents As Communicator**

Groups Compared	Means	Differences	Scheffe's F-value	Tabular Value	Evaluation
P and KO	4.39 & 3.70	0.69	191.6667	10.16	Significant
P and T	4.39 & 3.63	0.76	211.1111		Significant
P and NT	4.39 & 3.79	0.6	166.6667		Significant
P and S	4.39 & 3.89	0.5	138.8889		Significant
KO and T	3.70 & 3.63	0.07	19.44444		Significant
KO and NT	3.70 & 3.79	-0.09	-25.00000		Significant
KO and S	3.70 & 3.89	-0.19	-52.77778		Significant
T and NT	3.63 & 3.79	-0.16	-44.44444		Significant
T and S	3.63 & 3.89	-0.26	-72.22222		Significant
NT and S	3.79 & 3.89	-0.1	-27.77778		Significant

Legend: P - Presidents KO - Key Officials
 T - Teachers NT - Non-Teaching
 S - Students

"There is no significant difference in the perceptions among the five groups of respondents on the management capabilities of SUC's presidents as Communicator" was rejected. As reflected in the said table, the computed F-value of 50.70463 at 0.05 level of significance and degrees of freedom, 4 and 70, between groups and within groups respectively, proved to be greater than the critical F-value of 2.54.

Likewise, Table 44, the Posteriori Test of Comparison among the ten pairings of respondents on their perception on the management capabilities of SUC's presidents as Communicator, revealed a significant difference. The said table discloses Scheffe's F-values of the 10 pairs greater than the tabular F-value of 10.16. The result can be attributed in the variation of their assessments and observations on the management capabilities of SUC's presidents as Communicator.

Perceptions of the Five Groups of Respondents
On the Management Capabilities of SUC's
Presidents as Counselor

In Table 45, it can be found that the null hypothesis, "There is no significant difference in the perceptions

Table 45

**ANOVA Table for Comparing the Perceptions of the Five
Groups of Respondents on the Management Capabilities
of SUC's Presidents as Counselor**

Source of Variance	Sum of Squares	df	Mean Square	Computed F	Tabular F	Evaluation
Between Groups	8.7007	4	2.175175	102.8799	2.54	Significant
Within Groups	1.48	70	0.021143			
Total	10.18	74				

Table 46

**Posteriori Test of Comparison on the Perceptions of the
Five Groups of Respondents on the Management Capabilities
of SUC's Presidents As Counselor**

Groups Compared	Means	Differences	Scheffe's F-value	Tabular F-value	Evaluation
P and KO	4.52 & 3.67	0.85	301.561	10.16	Significant
P and T	4.52 & 3.55	0.97	344.1343		Significant
P and NT	4.52 & 3.76	0.76	269.631		Significant
P and S	4.52 & 3.87	0.65	230.6055		Significant
KO and T	3.67 & 3.55	0.12	42.57332		Significant
KO and NT	3.67 & 3.76	-0.09	-31.92999		Significant
KO and S	3.67 & 3.87	-0.2	-70.95553		Significant
T and NT	3.55 & 3.76	-0.21	-74.50331		Significant
T and S	3.55 & 3.87	-0.32	-113.5289		Significant
NT and S	3.76 & 3.87	-0.11	-39.02554		Significant

Legend: P - President KO - Key Officials
T - Teachers NT - Non-Teaching
S - Students

among the five groups of respondents on the management capabilities of SUC's presidents in Eastern Visayas as Counselor" was rejected. The ANOVA table revealed that the computed F-value of 102.8799 at 0.05 level of significance and degrees of freedom, 4 and 70, between groups and within groups, respectively is greater than the critical F-value of 2.54. Thus, the difference in their perceptions is significant.

Likewise, Table 46, Scheffe's table, shows the 10 pairings of the five groups of respondents who have shown independent perceptions among each other because their computed F-values are greater than the tabular F-value of 10.16. Hence, there is a significant difference in the perceptions among the five groups of respondents on the management capabilities of SUC's presidents as Counselor.

Perceptions of the Five Groups of Respondents
On the Management Capability of SUC's
Presidents as Meeter

Table 47 discloses the computed F-value of 86.19006 at .05 level of significance and degrees of freedom of 4 and 70, between groups and within groups, respectively. It is greater than the critical F-value of 2.54. This result

Table 47

ANOVA Table for Comparing the Perceptions of the Five Groups of Respondents on the Management Capabilities of SUC's Presidents as Meeter

Source of Variance	Sum of Squares	df	Mean Square	Computed F	Tabular F	Evaluation
Between Groups	8.422	4	2.1055	86.19006	2.54	Significant
Within Groups	1.71	70	0.024429			
Total	10.13	74				

Table 48

Posteriori Test of Comparison on the Perceptions of the Five Groups of respondents on the Management Capabilities of SUC's Presidents as Meeter

Groups Compared	Means	Differences	Scheffe's F-value	Tabular F	Evaluation
P and KO	4.55 & 3.66	0.89	273.2408	10.16	Significant
P and T	4.55 & 3.64	0.91	279.3811		Significant
P and NT	4.55 & 3.77	0.78	239.4695		Significant
P and S	4.55 & 3.97	0.58	178.0671		Significant
KO and T	3.66 & 3.64	0.02	6.140243		Not Significant
KO and NT	3.66 & 3.77	-0.11	-33.77134		Significant
KO and S	3.66 & 3.97	-0.31	-95.17377		Significant
T and NT	3.64 & 3.77	-0.13	-39.91156		Significant
T and S	3.64 & 3.97	-0.33	-101.314		Significant
NT and S	3.77 & 3.97	-0.2	-61.40243		Significant

Legend: P - President KO - Key Officials
 T - Teachers NT - Non-Teaching
 S - Students

leads to the rejection of the null hypothesis that "There is no significant difference in the perceptions of the five groups of respondents on the management capabilities of SUC's presidents. The SUC's presidents, key officials, teachers, non-teaching personnel, and students demonstrate varied and independent assessments on the management capabilities of SUC's presidents in Eastern Visayas.

Table 48 shows where the significant difference of the respondents' perceptions lies. It can be noted in Scheffe's Table that among 10 pairings of respondents, only the pair of the key officials and teachers showed no significant difference in their perceptions in the sense that the computed F-value of 6.140243 is lesser than the tabular F-value of 10.16. Meanwhile, the other pairs of respondents showed significant differences in their perceptions because their respective computed F-value were greater than the critical value of F.

Perceptions of the Five Groups of Respondents
On the Management Capabilities of SUC's
Presidents as Mentor

Table 49 and Table 50 show similar results as that of Table 47 and Table 48, which rejected the null hypothesis.

Table 49

**ANOVA Table for Comparing the Perceptions of the Five
Groups of Respondents on the Management Capabilities
of SUC's Presidents as Mentor**

Source of Variance	Sum of Squares	df	Mean Square	Computed F	Tabular F	Evaluation
Between Groups	10.592	4	2.648	85.61481	2.54	Significant
Within Groups	2.16	70	0.030857			
Total	12.75	74				

Table 50

**Posteriori Test of Comparison on the Perception of the Five
Groups of Respondents on the Management Capabilities of
SUC's Presidents as Mentor**

Groups Compared	Means	Differences	Scheffe's F-value	Tabular F	Evaluation
P and KO	4.61 & 3.62	0.99	240.6261	10.16	Significant
P and T	4.61 & 3.59	1.02	247.9178		Significant
P and NT	4.61 & 3.75	0.86	209.0287		Significant
P and S	4.61 & 3.84	0.77	187.1536		Significant
KO and T	3.62 & 3.59	0.03	7.2917		Not Significant
KO and NT	3.62 & 3.75	-0.13	-31.59737		Significant
KO and S	3.62 & 3.84	-0.22	-53.47247		Significant
T and NT	3.59 & 3.75	-0.16	-38.68907		Significant
T and S	3.59 & 3.84	-0.25	-60.76417		Significant
NT and S	3.75 & 3.84	-0.09	-21.8751		Significant

Legend: P - President KO - Key Officials
 T - Teachers NT - Non-Teaching
 S - Students

In this particular result, the computed F-value of 85.81481, as reflected in the ANOVA table at .05 level of significance and degrees of freedom of 4 between groups and 70 within groups, is greater than the critical F-value of 2.54. In effect, the null hypothesis that "There is no significant difference in the perceptions between the five groups of respondents on the management capabilities of SUC's presidents as Mentor" was rejected. Hence, the five groups of respondents perceived differently on the management capabilities of SUC's presidents in Eastern Visayas on the managerial attribute as Mentor.

Scheffe's F-values in Table 50 show that the significant difference in the perceptions of respondents lies in the nine pairs of respondent except one - the key officials and teachers - which showed no significant difference in their perceptions because, the computed F-value of 7.2917 is lesser than the tabular F-value of 10.16. Therefore, both groups of key officials and teachers gave the same assessment on SUC's presidents on their management capabilities as Mentor.

Table 51

ANOVA Table for Comparing the Perceptions of the Five Groups of Respondents on the Management Capabilities of SUC's Presidents as Aspirer

Source of Variance	Sum of Squares	df	Mean Square	Computed F	Tabular F	Evaluation
Between Groups	7.2156	4	1.8039	74.27824	2.54	Significant
Within Groups	1.70	70	0.024286			
Total	8.91	74				

Table 52

Posteriori Test of Comparison on the Perceptions of the Five Groups of Respondents on the Management Capabilities of SUC's Presidents As Aspirer

Groups Compared	Means	Differences	Scheffe's F-value	Tabular F	Evaluation
P and KO	4.67 & 3.87	0.8	247.0559	10.16	Significant
P and T	4.67 & 3.80	0.87	268.6733		Significant
P and NT	4.67 & 4.05	0.62	191.4683		Significant
P and S	4.67 & 4.24	0.43	132.7926		Significant
KO and T	3.87 & 3.80	0.07	21.61739		Significant
KO and NT	3.87 & 4.05	-0.18	-55.58758		Significant
KO and S	3.87 & 4.24	-0.37	-114.2634		Significant
T and NT	3.80 & 4.05	-0.25	-77.20497		Significant
T and S	3.80 & 4.24	-0.44	-135.8808		Significant
NT and S	4.05 & 4.24	-0.19	-58.67578		Significant

Legend: P - President KO - Key Officials
 T - Teachers NT - Non-Teaching
 S - Students

Perceptions of the Five Groups of Respondents
On the Management Capabilities of SUC's
Presidents as Aspirer

Table 51 obviously reveals the significant difference in the perceptions of the five groups of respondents on the management capabilities of SUC's presidents in Eastern Visayas as Aspirer. The evidence is in the ANOVA table where the computed F value of 74.27824, at 0.05 level of significance and degrees of freedom of 4 and 70 between groups and within groups respectively, is greater than the tabular value of F , which is 2.54. This result proved that the null hypothesis "There is no significant difference in the perceptions between the five groups of respondents on the management capabilities of SUC's president in Eastern Visayas as Aspirer" was rejected. In as much as the respondents belong to different categories, they have manifested different perceptions on the management capabilities of SUC's presidents as Aspirer.

The above interpretation is further boosted by the results shown in Table 52. The Scheffe's table reveals that all the 10 pairings of respondents yield a computed F -value greater than the tabular F -value of 10.16. Hence, all the pairs of respondents have different attitude in

Table 53

**Correlational Analysis Between the Managerial Attribute of
SUC's Presidents as Administrator and the Variates**

Variates	r_{12}	Interpretation	Fisher's t-value	Critical t-value	Evaluation
Sex	-0.14	Negligible Correlation	-0.406	2.306	Not Significant
Age	0.37	Low or Slight Correlation	1.136		Not Significant
Civil Status	0		0		Not Significant
Educational Qualification	0		0		Not Significant
Years of Experience	-0.07	Negligible Correlation	-0.187		Not Significant
Income	0.25	Low or Slight Correlation	0.735		Not Significant
Membership in Organs.	-0.19	Negligible Correlation	-0.549		Not Significant

their perceptions on the management capabilities of SUC's presidents as Aspirer.

**Correlational Analysis Between the Managerial
Attribute of SUC's Presidents as
Administrator and the Variates**

Table 53 discloses the computed Fisher's t-value between the Administrator attribute and the variates such as sex, age, experience, income and membership in different

organizations as equal to -0.406, 1.136, -0.187, 0.735 and -0.549, respectively lesser than the critical t-value of 2.306 at $\alpha = 0.05$ level of significance and degree of freedom equal to 8, leading to the acceptance of the null hypothesis that "There is no significant relationship between the managerial attribute as Administrator and the personal profile of SUC's presidents."

Although the obtained values of correlation coefficient of variates of age and income equal to .37 and .25 respectively, there is only low and slight correlation. Therefore, the demographics of age and income do not significantly affect the capability of SUC's presidents as Administrator.

Correlational Analysis Between the Managerial Attribute of SUC's Presidents as Analyzer and the Variates

Table 54 shows a moderate correlation between the attribute Analyzer and experience, Analyzer and membership in organization, with obtained r_{12} -values of 0.59 and -0.55, respectively. However, the computed Fisher's t-value between Analyzer and the variates such as sex, equals to 0.1; age, -0.15, civil status, 0; educational attainment, 0

Table 54

**Correlational Analysis Between the Managerial Attribute of
SUC's Presidents as Analyzer and the Variates**

Variates	r_{12}	Interpretation	Fisher's t-value	Critical t-value	Evaluation
Sex	0.1	Negligible Correlation	0.285	2.306	Not Significant
Age	-0.15	Negligible Correlation	-0.437		Not Significant
Civil Status	0		0		Not Significant
Educational Attainment	0		0		Not Significant
Years of Experience	0.59	Moderate Correlation	2.07		Not Significant
Income	-0.17	Negligible Correlation	0.473		Not Significant
Membership In Organisat- ion	-0.55	Moderate Correlation	1.853		Not Significant

and membership in organization, -0.55 with a .05 level of significance and degree of freedom equal to 8 are lesser than the critical t-value equal to 2.306. Hence, the null hypothesis, that "There is no significant relationship between the managerial attribute as Analyzer and the personal profile of SUC's presidents" was accepted.

Therefore, sex, age, civil status, educational qualification, experience, income and membership have no relative effect on the management capability of SUC's presidents as Analyzer.

Correlational Analysis Between the Managerial
Attribute of SUC,s Presidents as
Communicator and the Variates

As gleaned in Table 55, the computed Fisher's t-value between the Communicator attribute and the variates such as sex, equal to -0.5; age, -0.327; civil status and educational attainment, 0; experience, 1.173; income, 0.263; and membership in organizations, -0.711, are lesser than the critical t-value of 2.306 at α equal to 0.05 level of significance and degree of freedom equal to 8. These results turned out to accept the null hypothesis, stating "There is no significant relationship between the managerial attribute as Communicator and the personal profile of SUC's presidents." Although the obtained values of correlation coefficients between communicator and experience, communicator and membership in organizations equal to 0.38 and -0.24 respectively, there is but low and slight correlation. Hence, the said variates have

Table 55

**Correlational Analysis Between the Managerial Attribute of
SUC's Presidents as Communicator and the Variates**

Variates	r^{12}	Interpretation	Fisher's t-value	Critical t-value	Evaluation
Sex	-0.17	Negligible Correlation	-0.5	2.306	Not Significant
Age	-0.12	Negligible Correlation	-0.327		Not Significant
Civil Status	0		0		Not Significant
Educational Attainment	0		0		Not Significant
Years of Experience	0.38	Low or Slight Correlation	1.172		Not Significant
Income	0.09	Negligible Correlation	0.263		Not Significant
Membership In Organisat- ion	-0.24	Low or Slight Correlation	0.711		Not Significant

influence to SUC's presidents as good and effective communicators.

Table 56

**Correlational Analysis Between the Managerial Attribute of
SUC's Presidents as Counselor and the Variates**

Variates	r_{12}	Interpretation	Fisher's t-value	Critical t-value	Evaluation
Sex	-0.08	Negligible Correlation	-0.224	2.306	Not Significant
Age	-0.26	Low or Slight Correlation	-0.747		Not Significant
Civil Status	0		0		Not Significant
Educational Attainment	0		0		Not Significant
Years of Experience	0.19	Negligible Correlation	0.55		Not Significant
Income	0.36	Low or Slight Correlation	1.097		Not Significant
Membership In Organizat- ion	-0.24	Negligible Correlation	-0.899		Not Significant

Correlational Analysis Between the Managerial
Attribute of SUC's Presidents as
Counselor and the Variates

Table 56 discloses the acceptance of the null hypothesis that "There is no significant relationship between the managerial attribute as Counselor and the

personal profile of SUC's presidents." In the said table, the respective computed t-values between counselor and the variates are lesser than the critical t-value of 2.306 at α equal to 0.05 level of significance and degree of freedom equal to 8. Even if the obtained r_{12} between counselor and age is 0.26; counselor and income, 0.36, show relationship is only a low or slight correlation. Furthermore, it also shows that the capability of SUC's presidents as Counselor is not affected by their personal characteristics.

Correlational Analysis Between the Managerial
Attribute of SUC's Presidents as
Meeter and the Variates

Although Table 57 reveals the value of correlation coefficient r_{12} is equal to -0.45 between Meeter and membership in organizations (which shows marked/moderate correlation), the computed Fisher's t-value between the managerial attribute as Meeter and the variates manifested the acceptance of the null hypothesis that "There is no significant relationship between the managerial attribute as Meeter and the personal profile of SUC's presidents." The computed Fisher's t-value between the attribute as

Table 57

Correlational Analysis Between the Managerial Attribute of
SUC's Presidents as Meeter and the Variates

Variates	r_{12}	Interpretation	Fisher's t-value	Critical t-value	Evaluation
Sex	-0.1	Negligible Correlation	-0.275	2.306	Not Significant
Age	-0.07	Negligible Correlation	-0.207		Not Significant
Civil Status	0		0		Not Significant
Educational Attainment	0		0		Not Significant
Years of Experience	0.39	Low or Slight Correlation	1.2		Not Significant
Income	0.01	Negligible Correlation	0.04		Not Significant
Membership In Organisat- ions	-0.45	Moderate Correlation	-1.442		Not Significant

Meeter and the variates are lesser than the critical t-value of 2.306 at α equal to 0.05 level of significance and degree of freedom equal to 8. Hence, regardless of sex, age, marital status, educational attainment, experience,

income and membership in organizations, the SUC's presidents performed better as Meeter.

Correlational Analysis Between the Managerial
Attribute of SUC's Presidents as
Mentor and the Variates

Table 58 clearly shows the computed Fisher's t-value between the managerial attribute as Mentor and the variates such as sex equal to -0.192; age, 0.041; civil status and educational attainment, 0; experience as manager, 1.241; income, 0.373, and membership in organizations, equal to 1.943, at α equal to 0.05 level of significance and degree of freedom equal to 8, are lesser than the critical t-value of 2.306. These results to the acceptance of the null hypothesis, "There is no significant relationship between the managerial attribute as Mentor and the personal profile of SUC's presidents." However, by looking at the correlation coefficient between mentor and membership in organizations, the obtained r_{12} of -0.57, shows that there is a certain degree of relationship between the two variables, but it is only marked/moderate correlation.

Thus, being a good Mentor is not influenced by sex, age, marital status, educational attainment, experience, income and membership in organizations.

Table 58

**Correlational Analysis Between the Managerial Attribute of
SUC's Presidents as Mentor and the Variates**

Variates	r_{12}	Interpretation	Fisher's t-value	Critical t-value	Evaluation
Sex	-0.07	Negligible Correlation	-0.192	2.306	Not Significant
Age	-0.01	Negligible Correlation	-0.041		Not Significant
Civil Status	0		0		Not Significant
Educational Attainment	0		0		Not Significant
Years of Experience	0.4	Negligible Correlation	1.241		Not Significant
Income	-0.13	Negligible Correlation	-0.373		Not Significant
Membership In Organisat- ion	-0.57	Moderate Correlation	-1.943		Not Significant

**Correlational Analysis the Between Managerial
Attribute of SUC's Presidents as
Aspirer and the Variates**

It can be noticed in Table 59 that the computed Fisher's t-value between the managerial attributes as

Table 59

**Correlational Analysis Between the Managerial Attribute of
SUC's Presidents as Aspirer and the Variates**

Variates	r^{12}	Interpretation	Fisher's t-value	Critical t-value	Evaluation
Sex	-0.07	Negligible Correlation	-0.192	2.306	Not Significant
Age	-0.01	Negligible Correlation	-0.041		Not Significant
Civil Status	0		0		Not Significant
Educational Attainment	0		0		Not Significant
Years of Experience	0.37	Moderate Correlation	1.12		Not Significant
Income	0.13	Negligible Correlation	0.373		Not Significant
Membership In Organizat- ion	-0.52	Moderate Correlation	-1.70		Not Significant

Aspirer and the variates such as sex, -0.192; age; - 0.041; civil status and educational attainment, 0; experience, 1.12; income, 0.373; and membership in organizations, -1.70 - at 0.05 level of significance and degree of freedom equal to 8 are lesser than the critical t-value of 2.306. Hence, the null hypothesis that states "There is no significant

relationship between the managerial attribute as Aspirer and the personal profile of SUC's presidents" was accepted.

Although the value of r_{12} between aspirer and experience, aspirer and membership in organization, are 0.37 and -0.52, respectively, the relationship between the said variables is only a low and moderate correlation. Therefore, the capability of SUC's presidents as Aspirer is not influenced by their personal characteristics such as sex, age, marital status, educational attainment, experience, income and membership in organizations.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions and recommendations of the study.

Summary of Findings

1. Among the 10 SUCs presidents of the respondent schools in Eastern Visayas, only one is female; the rest are males.

2. The oldest among the SUC's presidents is 66 years old; the youngest, is 56. The average age is 60.9 years old. All the 10 presidents are married.

3. Out of the 10 SUC's presidents in Eastern Visayas, seven finished Doctor of Philosophy, major in Educational Management, only one was conferred Doctor of Education with the same major of the former, and two finished Doctor of Public Administration, major in Personnel; and Public Management.

4. With regards to administrative experience, 30 years is the longest experience and 7 years, the shortest.

5. Ten SUC's presidents have an average monthly gross income of P36,500.00. Among them, the highest

monthly gross income is P45,000.00; the lowest, P30,000.00. As to the membership of SUC's presidents in different civic/non-civic organizations, affiliation in 15 organizations is the highest. The lowest is 4.

6. The key officials, teachers, non-teaching personnel, and students have high level perceptions on the management capabilities of SUC's presidents in Eastern Visayas as Administrator as disclosed by the computed grand means of 3.77, 3.61, 3.85 and 3.85, respectively. The SUC's presidents also perceived themselves highly on their capability on managerial attribute as Administrator as indicated by the grand mean of 4.45.

7. The SUC's presidents perceived highly of their own management capability as Analyzer, as shown by the grand mean of 4.43. Likewise, key officials, teachers, non-teaching personnel, and students have the same perceptions as indicated by the respective grand means, to wit: 3.54, 3.55, 3.70 and 3.92.

8. The management capability of SUC's presidents as Communicator is high as perceived by the key officials, teachers, non-teaching personnel, and students as indicated

by the grand means of 3.70, 3.63, 3.79 and 3.89 respectively. The SUC's presidents also perceived the same on their own capability as Communicator as justified by the computed grand mean of 4.39.

9. The SUC's presidents perceived themselves highly on their management capability as Counselor as indicated by the grand mean of 4.52. Also, the key officials, teachers, non-teaching personnel, and students have the same perceptions as that of the SUC's presidents, with grand means of 3.67, 3.54, 3.54 and 3.87 respectively.

10. The SUC's presidents have very high level perceptions on their own management capability as Meeter as shown by the grand mean of 4.55. However, key officials, teachers, non-teaching personnel, and students have high level perceptions on their managerial attribute as Meeter, as revealed by their grand means of 3.66, 3.64, 3.77 and 3.97 respectively.

11. The key officials, teachers, non-teaching personnel, and students have high level perceptions on the Mentor managerial attribute possessed by the SUC's presidents as disclosed by their respective grand means, to wit: 3.62, 3.59, 3.75 and 3.84. Meanwhile, the SUC's

presidents perceived themselves very highly on their own management capability as Mentor as indicated by the grand mean of 4.61.

12. The SUC's presidents perceived themselves very highly on their own management capability as Aspirer as indicated by the grand mean of 4.67. But key officials, teachers, non-teaching personnel, and students have high level perceptions only on their managerial attribute as Aspirer as revealed by the grand means of 3.87, 3.80, 4.05 and 4.24 respectively.

13. Since the computed F-value of 19.595 at α equals to 0.05 level of significance and degrees of freedom, 4 and 70, is greater than the tabular value of F of 2.54, the null hypothesis which states that "There are no significant differences in the perceptions among the five groups of respondents on the management capabilities of SUC's presidents as Administrator" was rejected. Moreover, further comparison by Schaffer's test leads to the conclusion that of the 10 pairings of respondents, three pairs demonstrated no significant difference in their perceptions on management capabilities of SUC's presidents

as Administrator. The pairs of key officials and non-teaching personnel, key officials and students, non-teaching personnel and students, have their corresponding F-value of -9.505703, -9.505703 and 0 respectively.

14. The null hypothesis that "There are no significant differences in the perceptions of the five groups of respondents on the management capabilities of SUC's presidents as Analyzer" was rejected as revealed by the computed F-value of 111.7954 - at 0.05 level of significance and degrees of freedom 4 and 70 between groups and within groups respectively - is greater than the tabular F-value of 2.54. Hence, the perceptions of the five groups of respondents differ significantly from each other. Scheffe's test was utilized to find where the significant difference lies among the ten pairings of respondents. Only the pair of key officials and teachers showed no significant difference in their perceptions as shown by the obtained F-value of -8.077109, which is lesser than the tabular F-value of 10.16. Therefore, the two groups of respondents have the same perceptions on the management capabilities of SUC's presidents as Analyzer.

15. The computed F-value of 50.70463 - at α equal to 0.05 level of significance and degrees of freedom, 4 and 70, between groups and within groups respectively - is greater than the critical value of F at 2.54. Therefore, the null hypothesis, "There is no significant difference on the perceptions of the five groups of respondents on the management capabilities of SUC's presidents as Communicator" was rejected. Further test using Scheffe's test revealed that the computed F-value of all the ten pairs of respondents are greater than the tabular F-value of 10.16. Hence, the respondents showed independent assessment on the management capabilities of SUC's presidents as Communicator.

16. With the use of one-way ANOVA, the computed F-value of 102.8799 - at α equals to 0.05 level of significance and degrees of freedom of 4 (between groups) and 70 (within groups) - is greater than the tabular F-value which is 10.16, leading to the rejection of the null hypothesis that "There are no significant differences in the perceptions of the five groups of respondents on the management capability of SUC's presidents as Counselor."

Scheffe's test has shown independent perceptions among the five groups of respondents because the computed F-value of the ten pairs of respondents is greater than the tabular F-value of 10.16.

17. The computed F-value of 86.19006 - at α equals to 0.05 level of significance 4 and 70 degrees of freedom - is greater than the tabular F-value of 2.54. Hence, the null hypothesis, "There is no significant difference in the perceptions of the five groups of respondents on the management capabilities of SUC's presidents as Meeter" was rejected. To find out which pair of respondents bear significant difference, the Scheffe's test was used, revealing nine out of the ten pairings of respondents showing significant difference in their perceptions. The exception - the key officials and teachers - showed no significant difference as evidenced by the computed F-value of 6.140243, which is lesser than the tabular F-value of 10.16.

18. Utilizing one-way ANOVA, the computed F-value of 85.81481 being greater than the critical F-value of 2.54 at α equals to 0.05 level of significance 4 and 7 degrees of freedom - leads to the rejection of the null hypothesis,

"There is no significant difference in the perceptions of the five groups of respondents on the management capabilities of SUC's presidents as Mentor." Scheffe's test was used to find which pair among the ten pairings has a significant difference. The pair of key officials and teachers have the same perceptions through the computed F-value of 7.2917 which is lesser than the tabular value of F at 10.16.

19. The null hypothesis, that "There is no significant difference in the perceptions of the five groups of respondents on the management capabilities of SUC's presidents as Aspirer" was rejected by the computed F-value of 74.27824 utilizing one-way ANOVA. It turned out to be greater than the critical F-value of 2.54 at α equal to 0.05 level of significance and degrees of freedom, 4 and 70. Moreover, the result of Scheffe's test revealed that the ten pairings of respondents obtained a computed F-value greater than the critical F-value of 10.16. Hence, the five groups of respondents showed significant difference in their perceptions on the management capabilities of SUC's presidents as Aspirer.

20. The Fisher's t-value between the Administrator

attribute and the variates such as sex, age, experience, income and membership in organizations are equal to -0.406, 1.136, -0.187, 0.735 and -0.549 respectively. It is zero for the civil status and educational attainment. They are lesser than the critical t-value of 2.306 at $\alpha = 0.05$ level of significance and degree of freedom equal to 8, leading to the acceptance of the null hypothesis that "There is no significant relationship between the managerial attribute as Administrator and the personal profile of SUC's presidents."

21. The computed Fisher's t-values between Analyzer and the variates such as: sex equals to .285, age equals to 0.437, civil status equals to 0, educational attainment equals to 0, experience equals to 2.041, income equals to -0.473 and membership in an organizations equals to -1.853 at α equals to 0.05 level of significance and degree of freedom equal to 8 - are lesser than the critical t-value equal to 2.306. This implies that the null hypothesis that "There is no significant relationship between the managerial attribute as Analyzer and the personal profile of SUC's presidents" was accepted. Therefore, sex, age, civil status, educational attainment, experience, income

and membership in organizations have no relative effect on the management capability of SUC's presidents as Analyzer.

22. The computed Fisher's t-values between the Communicator managerial attribute and the variates such as; sex equals to -0.5, age equals to -0.327, civil status and educational attainment equals to 0, experience equals to 1.173, income equals to 0.263, and membership in organizations equals to -0.711, are lesser than the critical F-value of 2.306 at α equal to 0.05 level of significance and degree of freedom equal to 8. These results led to the acceptance of the null hypothesis that "There is no significant relationship between the managerial attribute as Communicator and the personal profile of the SUC's presidents."

23. The computed Fisher's t-value discloses the acceptance of the null hypothesis, "There is no significant relationship between the managerial attribute as Counselor and the personal profile of SUC's president" because the respective t-values between the Counselor managerial attribute and the variates are lesser than the critical t-value of 2.306 at 0.05 level of significance and degree of freedom equal to 8.

24. Although the obtained value for correlation coefficient r_{12} is -0.45 between meeter and membership in organizations, it only showed moderate correlation. The computed Fisher's t-value between the managerial attribute as Meeter and the variates led to the acceptance of the null hypothesis that "There is no significant relationship between the managerial attribute as Meeter and the personal profile of SUC's presidents." The computed Fisher's t-values between the said variates are lesser than the critical t-value of 2.306 at 0.05 level of significance and degree of freedom equal to 8.

25. The computed Fisher's t-values between the managerial attribute as Mentor and the variates such as: sex = -0.192, age = 0.041, civil status and educational attainment = 0, experience as manager = 1.241, income = -0.373, and membership in organizations = -1.943 - at 0.05 level of significance and degree of freedom equal to 8 - are lesser than the critical t-value of 2.306. These statistical results led to the acceptance of the null hypothesis that "There is no significant relationship between the managerial attribute as mentor and the personal profile of SUC's presidents."

26. The computed Fisher's t-values between the Aspirer managerial attribute and the variates such as: sex = -0.192, age = -0.041, civil status and educational attainment = 0, experience = 1.12, income = 0.373, and membership in organizations = 1.70 at 0.05 level of significance and with a degree of freedom equal to 8 - are lesser than the critical t-value of 2.306. Hence, the null hypothesis, "There is no significant relationship between the managerial attribute as Aspirer and the personal profile of SUC's presidents" was accepted. Although the obtained values of r_{12} between Aspirer and experience, Aspirer and membership in organizations are 0.37 and -0.52, the relationship among the variables is only low to moderate correlation.

Conclusions

In the light of the foregoing findings, the following conclusions were drawn:

1. Among the 10 SUC's presidents of Eastern Visayas only one is female. The oldest is 66 years old and the youngest, 56. All of them are married and are holders of doctorate degrees. With regards to administrative

experience, 30 years is the longest and 7 years, the shortest. Their average monthly gross income is P36,500.00. They are also members of some civic/non-civic organizations, with the highest number of affiliation pegged at 15 organizations, and the lowest, 4. It is therefore concluded that the SUC's presidents of Eastern Visayas are highly qualified to hold their positions as SUC's presidents.

2. The findings revealed that the SUC's presidents in Eastern Visayas have high level perceptions on their own management capabilities with respect to the following managerial attributes, to wit: as Administrator, as Analyzer, as Communicator, as Counselor, as Meeter, as Mentor, and as Aspirer. It means that the SUC's presidents are highly capable in governing efficiently and effectively their respective colleges and universities.

3. Based on statistical computation, the first null hypothesis was accepted. It is therefore concluded that the perceptions of the five groups of respondents, namely: SUC's presidents, key officials, teachers, non-teaching personnel, and students are independent from each other.

4. The personal characteristics of SUC's presidents like sex, age, civil status, educational attainment, administrative experience, and socio-economic status have no significant relationship with respect to the seven managerial attributes as Administrator, Analyzer, Communicator, Counselor, Meeter, Mentor, and Aspirer.

Recommendations

Although as a result of this study, the SUC's presidents in Eastern Visayas have high level perceptions on their own management capabilities, the researcher humbly recommends that in all management levels, every manager specially in educational institutions should:

1. Undertake a periodic self-assessment on management styles and capabilities in order to find out the areas where one is weak or strong.

2. Always strive to develop one's own ability to a greater degree and strive for a higher level of performance in key areas where one is concerned.

3. Develop certain attributes necessary for effective management, make written Development Plans - a listing of strategies for each attribute to be developed to

ensure effective management in governing state universities and colleges in the country.

4. It is further recommended that a study should be undertaken on management capabilities - a model for effective management.

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A P P E N D I C E S

APPENDIX A

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

January 27, 1998

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar
(Through Channel)

Madam,

In my desire to start writing my dissertation, I have the honor to submit for your approval one of the following research problems, preferably problem number 1:

1. MANAGEMENT CAPABILITIES OF SUC's PRESIDENTS
2. MANAGEMENT OF TECHNICAL-VOCATIONAL SCHOOL OF SAMAR
3. SECONDARY SCHOOLS DRAWING TEACHERS' COMPETENCES:
INPUTS TO A PROPOSED MODEL FOR STAFF DEVELOPMENT

I hope for your early and favorable action on this matter.

Very truly yours,

(SGD.) GENARO J. OSIAS
Researcher

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ph.D.
Dean, Graduate Studies

APPENDIX B

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

COLLEGE OF GRADUATE STUDIES

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME: Osias, Genaro Javier
Surname First Name Middle Name

CANDIDATE FOR DEGREE: Doctor of Philosophy

AREA OF SPECIALIZATION: Educational Management

TITLE OF PROPOSED DISSERTATION: Perceived Capabilities of
SUC's Presidents: Inputs to Effective Management

(SGD.) GENARO J. OSIAS
Applicant

Dr. Luisito M. Quitaig
Name of Designated Adviser

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO
Dean, Graduate Studies

CONFORME:

(SGD.) LUISITO M. QUITALIG, Ph.D.
Adviser

APPENDIX C

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

August 3, 1998

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Madam,

I have the honor to apply for Pre-Oral Defense of my dissertation proposal entitled "MANAGEMENT CAPABILITIES OF SUC'S PRESIDENTS" on August 19, 1998.

In this connection, I am submitting herewith five copies of my dissertation proposal for distribution to the Dean and the Panel Members.

I hope for your favorable action on this matter.

Very truly yours,

(SGD.) GENARO J. OSIAS

Recommending Approval:

(SGD.) LUISITO M. QUITALIG, Ph.D.
Adviser

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ph.D.
Dean, Graduate Studies

APPENDIX D

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

March 5, 2001

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Madam,

I have the honor to apply for an Oral Defense of my dissertation entitled "MANAGEMENT CAPABILITIES OF SUCs PRESIDENTS: INPUTS TO EFFECTIVE MANAGEMENT on March 17, 2001.

In this connection, I am submitting herewith five copies of my dissertation proposal for distribution to the Dean and the Panel Members.

I hope for your favorable action on this matter.

Very truly yours,

(SGD.) GENARO J. OSIAS

Recommending Approval:

(SGD.) LUISITO M. QUITALIG, Ph.D.
Adviser

APPROVED:

(SGD.) EUSEBIO T. PACOLOR, Ph.D.
Dean, Graduate Studies

APPENDIX E

RESEARCH QUESTIONNAIRE
(FOR SUC'S PRESIDENTS)

The Presidents

Dear Sir/Madam:

The undersigned researcher is presently writing his dissertation entitled "Perceived Capabilities of SUC's Presidents: Inputs to Effective Management." In this study, the profile of SUC's presidents are the variables involved as inputs in conducting the investigations. Hence, your valuable cooperation is solicited and honest responses are earnestly enjoined in accomplishing the herewith attached Personal Data Statement. Please feel assured that your anonymity and the information you will give will be treated with the strictest confidentiality.

Thank you very much for your support and sincere cooperation.

Very truly yours,

(SGD.) GENARO J. OSIAS
Researcher

PART I. PROFILE OF RESPONDENT

Direction: Please supply the information asked for.

Sex: _____ Age: _____ Marital Status: _____

Educational Attainment: _____

Years of Experience as Manager: a. Government: _____
 b. Private: _____

Socio-Economic Status:

- a. Occupation of Spouse: _____ Monthly Salary: _____
- b. Other sources of family income: _____

- c. Estimated monthly income derived from other sources of income: _____
- d. Membership in civic/non-civic and other organizations

Name of Organization	Inclusive Date Of Membership	Position
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PART II. MANAGERIAL ATTRIBUTES

Instruction: Please indicate your honest perception about the level of your management capabilities as president on managerial attributes by putting check mark (/) in the appropriate column of the five (5) point rating scale. The rating system is shown below:

- 5 - Very High Level (VHL)
- 4 - High Level (HL)
- 3 - Moderate Level (ML)
- 2 - Low Level (LL)
- 1 - Very Low Level (VLL)

Managerial Attributes	Level Of Management Capabilities
	(5) (4) (3) (2) (1)
A. ADMINISTRATOR	
1. Demonstrates behavior associated with structuring tasks for oneself as well as for others.	() () () () ()
2. Establishes courses of action in order to achieve specific results.	() () () () ()
3. Delegates authority to others and establishes system by which people are held accountable to their performance.	() () () () ()
4. Establishes monitoring system for activities/projects and performance of employees to accomplish objectives.	() () () () ()
5. Manages himself/herself as well as others by setting up systems through which tasks can be accomplished in most effective fashion.	() () () () ()
6. Rules with flexibility than rigidity.	() () () () ()
7. Coordinates resources and clarifies group objectives to achieve harmonious atmosphere in in the work place.	() () () () ()
8. Directs and controls resources, both people and materials.	() () () () ()
9. Sees to it that everything is done in accordance with the rules that have been laid down and the instructions that have given.	() () () () ()

Managerial Attributes	(5) (4) (3) (2) (1)
10. Acts as a figurehead by performing certain ceremonial duties.	() () () () ()
11. Fosters an organizational culture oriented to performance.	() () () () ()
12. Devotes more time to his/her duties.	() () () () ()
13. Practices and initiates raising the general ethical standard and conception of social justice.	() () () () ()
14. Establishes policies, conditions, and methods of industry that shall conduce to common well-being.	() () () () ()
15. Acts with the highest moral values in the service and in the community well-being.	() () () () ()

B. Analyzer

1. Shows ability to perceive and interpret information.	() () () () ()
2. Identifies critical elements or essential factors in a situation.	() () () () ()
3. Sees relationship among various pieces of information.	() () () () ()
4. Has ability to give sound and logical conclusions based on available information.	() () () () ()
5. Generates and identifies alternative decisions when necessary.	() () () () ()
6. Establishes strategies to implement decisions.	() () () () ()

Managerial Attributes	(5) (4) (3) (2) (1)
7. Evaluates available information.	() () () () ()
8. Sees the separate parts of the problems.	() () () () ()
9. Draws appropriate conclusions.	() () () () ()
10. Follows necessary courses of action under the circumstances.	() () () () ()
11. Screens all important decisions on time made by others before they are put into effect.	() () () () ()
12. Seeks not only to be understood but to understand.	() () () () ()
13. Gathers feedback before making decisions.	() () () () ()
14. Determines strengths and weaknesses of own management.	() () () () ()
15. Draws differences between superiority and quality in dealing with people from within and outside the school.	() () () () ()
=====	

C. Communicator

1. Shows ability to persuade through either written or oral communication.	() () () () ()
2. Uses good voice inflection when speaking.	() () () () ()
3. Chooses vocabulary appropriate to the audience.	() () () () ()
4. Uses non-verbal communication such as hand gesture or eye contact to emphasize issues or points of discussion.	() () () () ()

Managerial Attributes	(5) (4) (3) (2) (1)
5. Integrates the materials around them and chooses the most effective words and phrases, whether to an audience of thousand or single individual.	() () () () ()
6. Looks for information that can be used to advantage.	() () () () ()
7. Talks cordially.	() () () () ()
8. Distributes to subordinates important information that would otherwise be inaccessible to them.	() () () () ()
9. Collects unsolicited information.	() () () () ()
10. Transmits necessary information to subordinates collected from outside.	() () () () ()
11. Communicates plans to others to be carried out.	() () () () ()
12. Seeks to clarify ideas before communicating.	() () () () ()
13. Communicates for tomorrow as well as for today.	() () () () ()
14. Examines the true purpose of each communication.	() () () () ()
15. Asks questions to follow-up communication.	() () () () ()
=====	

D. Counselor

1. Develops desirable interpersonal relationship.	() () () () ()
2. Establishes rapport with others.	() () () () ()

Managerial Attributes	(5)	(4)	(3)	(2)	(1)

3. Is always available to others when need arises.	()	()	()	()	()
4. Demonstrates concern for other problems.	()	()	()	()	()
5. Listens attentively and displays sensitivity to others.	()	()	()	()	()
6. Displays openness to the views and opinions of others.	()	()	()	()	()
7. Encourages others to express their ideas feelings.	()	()	()	()	()
8. Helps others to think things through.	()	()	()	()	()
9. Discusses problems objectively.	()	()	()	()	()
10. Presents feedback without damaging others self esteem.	()	()	()	()	()
11. Actively and intentionally motivates subordinates.	()	()	()	()	()
12. Stays close to employees and remedies problems as they arise.	()	()	()	()	()
13. Recognizes that employees have different motives and abilities.	()	()	()	()	()
14. Prefers win-win solution in decisions conflict.	()	()	()	()	()
15. Demonstrates both friendliness and fairness to subordinates.	()	()	()	()	()
=====					

Managerial Attributes

(5) (4) (3) (2) (1)

E. Meeter

-
1. Shows ability to influence others to contribute to the attainment of group goals in face-to-face situation. () () () () ()
 2. Shows ability to state objectives or tasks to all concerned. () () () () ()
 3. Shows ability to inform others of what is expected of them. () () () () ()
 4. Directs and coordinates others in the group. () () () () ()
 5. Let others know of their importance to the success of the task at hand. () () () () ()
 6. Helps others know in the group to set and clarify goals. () () () () ()
 7. Deals with others in the group consistent with their needs and abilities. () () () () ()
 8. Holds oneself responsible for the quality and quantity of work. () () () () ()
 9. Comes into meeting with prepared but not flexible agenda. () () () () ()
 10. Evaluates and treats other group members as individuals consistent with their own goals and needs. () () () () ()
 11. Attempts to participate fully and sets high standards of performance for the group output. () () () () ()
 12. Aids the group in setting and measuring objectives consistent with their resources. () () () () ()

Managerial Attributes	(5)	(4)	(3)	(2)	(1)
13. Seeks cooperation of employees in improving the school output.	()	()	()	()	()
14. Deals with people other than subordinates such as: parents, clients, suppliers, visitors and other people outside the school.	()	()	()	()	()
15. Gives rewards related to performance, not to seniority or non-merit-based consideration.	()	()	()	()	()

F. Mentor

1. Develops and nurtures other individuals in order to allow them to grow to their maximum level of effectiveness.	()	()	()	()	()
2. Evaluates other individual's strengths and weaknesses.	()	()	()	()	()
3. Shows willingness to work with subordinates.	()	()	()	()	()
4. Offers other opportunities to try things and provides feedback on the quality to their attempts.	()	()	()	()	()
5. Gives feedback continuously, not only on results, but also on how people are accomplishing their tasks.	()	()	()	()	()
6. Continuously researches for learning situation and opportunities that will allow them to grow.	()	()	()	()	()
7. Develops another by establishing a close and trusting relationship.	()	()	()	()	()

Managerial Attributes	(5) (4) (3) (2) (1)

8. Establishes an environment in which the Individual feels comfortable making decisions and taking tasks.	() () () () ()
9. Understands his/her own strengths and limitations before attempting to modify those of others.	() () () () ()
10. Designs a job that offers challenges and variety.	() () () () ()
11. Supports scholarships, fellowships programs to employees both local and international level.	() () () () ()
12. Discusses with subordinates the importance of cooperativism and productivity for the institution's welfare.	() () () () ()
13. Tries to be helpful and does a little something extra for the employees when he/she can.	() () () () ()
14. Promotes intimacy with one another.	() () () () ()
15. Supports employees, parents, and alumni association as partners with the aim to improve curriculum.	() () () () ()
=====	
G. Aspirer	
1. Strives for goal.	() () () () ()
2. Looks toward the future.	() () () () ()
3. Works toward a greater level of Perfection.	() () () () ()

Managerial Attributes	(5) (4) (3) (2) (1)
4. Works toward a higher position on the job or in life.	() () () () ()
5. Demonstrates willingness to work.	() () () () ()
6. Focuses on a goal to attain great achievement.	() () () () ()
7. Gains pleasure from his/her achievement.	() () () () ()
8. Continuously asks questions, searches for alternative answer.	() () () () ()
9. Tries to be better in his/her achievement.	() () () () ()
10. Applies toward perfection in managerial situation.	() () () () ()
11. Shows creativity and vision.	() () () () ()
12. Works with efficiency and effectiveness.	() () () () ()
13. Aims to be comparative to all other educational administrators.	() () () () ()
14. Sets an example by working hard himself/herself.	() () () () ()
15. Tries to get what he/she asks for from higher authority.	() () () () ()

Suggestions and Recommendation:

Please specify other managerial attributes and qualities that the SUC's president must possess.

APPENDIX F

RESEARCH QUESTIONNAIRE
(FOR KEY OFFICIALS, TEACHERS, NON-TEACHING PERSONNEL, AND
STUDENTS)

Dear Respondents,

The undersigned researcher is presently conducting his dissertation entitled "Management Capabilities of SUC's Presidents: Inputs to Effective Management." In connection with this, please be informed that you were chosen as a respondent in this study. Hence, your valuable cooperation is solicited and honest response is earnestly enjoined in accomplishing the herewith attached questionnaire. Please feel assured that your anonymity and the information you will give will be treated with the strictest confidentiality.

Thank you very much for your support and sincere cooperation.

Very truly yours,

(SGD.) GENARO J. OSIAS
Researcher

MANAGERIAL ATTRIBUTES

Instruction: Please indicate your honest perception about the level of management capabilities of your president on managerial attributes by putting check mark (/) in the appropriate column of the five (5) point rating scale.

The rating system is shown below:

- 5 - Very High Level (VHL)
- 4 - High Level (HL)
- 3 - Moderate Level (ML)
- 2 - Low Level (LL)
- 1 - Very Low Level (VLL)

Managerial Attributes	Level Of Management Capabilities
	(5) (4) (3) (2) (1)
H. ADMINISTRATOR	
1. Demonstrates behavior associated with structuring tasks for oneself as well as for others.	() () () () ()
2. Establishes courses of action in order to achieve specific results.	() () () () ()
3. Delegates authority to others and establishes system by which people are held accountable to their performance.	() () () () ()
4. Establishes monitoring system for every activities/projects and performance of employees to accomplish objectives.	() () () () ()
5. Manages himself/herself as well as others by setting up systems through which tasks can be accomplished in most effective fashion.	() () () () ()
6. Rules with flexibility than rigidity.	() () () () ()

Managerial Attributes	(5) (4) (3) (2) (1)
7. Coordinates resources and clarify groups' objectives to achieve harmonious atmosphere in in the work place.	() () () () ()
8. Directs and control resources, both people and materials.	() () () () ()
9. Sees to it that everything is done in accordance with the rules that have been laid down and the instructions that have given.	() () () () ()
10. Acts as a figurehead by performing certain ceremonial duties.	() () () () ()
11. Fosters an organizational culture oriented to performance.	() () () () ()
12. Devotes more time to his/her duties.	() () () () ()
13. Practices and initiates raising the general ethical standard and conception of social justice.	() () () () ()
14. Establishes policies, conditions, and methods of industry that shall conduce to common well-being.	() () () () ()
15. Acts with the highest moral values in the service and in the community well-being.	() () () () ()
=====	

I. Analyzer

1. Shows ability to perceive and interpret information.	() () () () ()
---	---------------------

Managerial Attributes	(5) (4) (3) (2) (1)
2. Identifies critical elements or essential factors in a situation.	() () () () ()
3. Sees relationship between various pieces of information.	() () () () ()
4. Has ability to give sound and logical conclusions based on available information.	() () () () ()
5. Generates and identifies alternative decisions when necessary.	() () () () ()
6. Establishes strategies to implement decisions.	() () () () ()
7. Evaluates available information.	() () () () ()
8. Sees the separate parts of the problems.	() () () () ()
9. Draws appropriate conclusions.	() () () () ()
10. Follows necessary courses of action under the circumstances.	() () () () ()
11. Screens all important decisions on time made by others before they are put into effect.	() () () () ()
12. Seeks not only to be understood but to understand.	() () () () ()
13. Gathers feedback before making decisions.	() () () () ()
14. Determines strengths and weaknesses of own management.	() () () () ()
15. Draws differences between superiority and quality in dealing with people from within and outside the school.	() () () () ()

Managerial Attributes

(5) (4) (3) (2) (1)

J. Communicator

1. Shows ability to persuade through either written or oral communication. () () () () ()
2. Uses good voice inflection when speaking. () () () () ()
3. Chooses vocabulary appropriate to the audience. () () () () ()
4. Uses non-verbal communication such as hand gesture or eye contact to emphasize issues or points of discussion. () () () () ()
5. Integrates the materials around them and chooses the most effective words and phrases, whether to an audience of thousand or single individual. () () () () ()
6. Looks for information that can be used to advantage. () () () () ()
7. Talks cordially. () () () () ()
8. Distributes to subordinates important information that would otherwise be inaccessible to them. () () () () ()
9. Collects unsolicited information. () () () () ()
10. Transmits necessary information to subordinates collected from outside. () () () () ()
11. Communicates plans to others to be carried out. () () () () ()
12. Seeks to clarify ideas before communicating. () () () () ()
13. Communicates for tomorrow as well as today. () () () () ()

Managerial Attributes	(5)	(4)	(3)	(2)	(1)
14. Examines the true purpose of each communication.	()	()	()	()	()
15. Asks questions to follow-up communication.	()	()	()	()	()
=====					

K. Counselor

1. Develops desirable interpersonal relationship.	()	()	()	()	()
2. Establishes rapport with others.	()	()	()	()	()
3. Is always available to others when need arises.	()	()	()	()	()
4. Demonstrates concern for other problems.	()	()	()	()	()
5. Listen attentively and displays sensitivity to others.	()	()	()	()	()
6. Displays openness to the views and opinions of others.	()	()	()	()	()
7. Encourages others to express their ideas feelings.	()	()	()	()	()
8. Helps others to think things through.	()	()	()	()	()
9. Discusses problems objectively.	()	()	()	()	()
10. Presents feedback without damaging others self esteem.	()	()	()	()	()
11. Actively and intentionally motivates subordinates.	()	()	()	()	()
12. Stays close to employees and remedies problems as they arise.	()	()	()	()	()

Managerial Attributes

(5) (4) (3) (2) (1)

-
- | | |
|---|---------------------|
| 13. Recognizes that employees have different motives and abilities. | () () () () () |
| 14. Prefers win-win solution in decisions conflict. | () () () () () |
| 15. Demonstrates both friendliness and fairness to subordinates. | () () () () () |
-

L. Meeter

- | | |
|--|---------------------|
| 1. Shows ability to influence others to contribute to the attainment of group goals in face-to-face situation. | () () () () () |
| 2. Shows ability to state objectives or tasks to all concerned. | () () () () () |
| 3. Shows ability to inform others of what is expected of them. | () () () () () |
| 4. Directs and coordinates others in the group. | () () () () () |
| 5. Let others know of their importance to the success of the task at hand. | () () () () () |
| 6. Helps other know in the group to set and clarify goals. | () () () () () |
| 7. Deals with others in the group consistent with their needs and abilities. | () () () () () |
| 8. Holds oneself responsible for the quality and quantity of work. | () () () () () |
| 9. Comes into meeting with prepared but not flexible agenda. | () () () () () |

Managerial Attributes	(5) (4) (3) (2) (1)
10. Evaluates and treats other group members as individuals consistent with their own goals and needs.	() () () () ()
11. Attempts to participate fully and sets high standards of performance for the group output.	() () () () ()
12. Aids the group in setting and measuring objectives consistent with their resources.	() () () () ()
13. Seeks cooperation of employees in improving the school output.	() () () () ()
14. Deals with people other than subordinates such as: parents, clients, suppliers, visitors and other people outside the school.	() () () () ()
15. Gives rewards related to performance, not to seniority or non-merit-based consideration.	() () () () ()

F. Mentor

1. Develops and nurtures other individuals in order to allow them to grow to their maximum level of effectiveness.	() () () () ()
2. Evaluates other individual's strengths and weaknesses.	() () () () ()
3. Shows willingness to work with subordinates.	() () () () ()
4. Offers other opportunities to try things and provides feedback on the quality to their attempts.	() () () () ()

Managerial Attributes	(5) (4) (3) (2) (1)
5. Gives feedback continuously, not only on results, but also on how people are accomplishing their tasks.	() () () () ()
6. Continuously researches for learning situation and opportunities that will allow them to grow.	() () () () ()
7. Develops another by establishing a close and trusting relationship.	() () () () ()
8. Establishes an environment in which the individual feels comfortable making decisions and taking tasks.	() () () () ()
9. Understands his/her own strengths and limitations before attempting to modify those of others.	() () () () ()
10. Designs a job that offers challenges and variety.	() () () () ()
11. Supports scholarships, fellowships, programs to employees both local and international level.	() () () () ()
12. Discusses with subordinates the importance of cooperativism and productivity for the institution's welfare.	() () () () ()
13. Tries to be helpful and does a little something extra for the employees when he/she can.	() () () () ()
14. Promotes intimacy with one another.	() () () () ()
15. Supports employees, parents, and alumni association as partners with the aim to improve curriculum.	() () () () ()

Managerial Attributes

(5) (4) (3) (2) (1)

M. Aspirer

-
- | | |
|---|---------------------|
| 1. Strives for goal. | () () () () () |
| 2. Looks toward the future. | () () () () () |
| 3. Works toward a greater level of perfection. | () () () () () |
| 4. Works toward a higher position on the job or in life. | () () () () () |
| 5. Demonstrates willingness to work. | () () () () () |
| 6. Focuses on a goal to attain great achievement. | () () () () () |
| 7. Gains pleasure from his/her achievement. | () () () () () |
| 8. Continuously asks questions, searches for alternative answer. | () () () () () |
| 9. Tries to be better in his/her achievement. | () () () () () |
| 10. Aspires toward perfection in managerial situation. | () () () () () |
| 11. Shows creativity and vision. | () () () () () |
| 12. Works with efficiency and effectiveness. | () () () () () |
| 13. Aims to be comparative to all other educational administrators. | () () () () () |
| 14. Sets an example by working hard on himself/herself. | () () () () () |
| 15. Tries to get what he/she asks for from higher authority. | () () () () () |
-

Suggestions and Recommendation:

Please specify other managerial attributes and qualities that the SUC's president must possess.

APPENDIX G

Computation of Pearson Product-Moment Correlation Coefficient
on the Relationship of the First and Second Test of
Questionnaire

Formula:

$$\begin{aligned}
 r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}} \\
 &= \frac{[12 (192.82) - (48.06)]}{\sqrt{[12(195.76^2) - (48.06)^2][12(198.88^2) - (48.8)^2]}} \\
 &= \frac{2349.12 - 2345.33}{\sqrt{[2313.84 - 2309.76][2386.56 - 2381.44]}} \\
 &= \frac{3.79}{\sqrt{(4.08) (5.12)}}
 \end{aligned}$$

$$= \frac{3.79}{\sqrt{20.89}}$$

$$= \frac{3.79}{4.57}$$

$$r_{xy} = 0.83$$

With $r_{xy} = 0.83$ it can be said that the questionnaire is adequate for individual measurement as reflected in the table of reliability.

APPENDIX H

Sample Size of the Respondent Categorized
Into Five Groups

State Universities/Colleges	Groups of Respondents	Total No.		Sample Size	
Tomas Opus Normal College (TONC)	President	1		1	(1)
	Key Officials	3		3	(3)
	Teachers	50	20%	10	(10)
	Non-teaching				
	Personnel	20	50%	10	(8)
	Student leaders	15		15	(15)
Southern Leyte State College of Science and Technology (SLSCST)	President	1		1	(1)
	Key Officials	7		7	(7)
	Teachers	100	20%	20	(20)
	Non-teaching				
	Personnel	50	50%	25	(22)
	Student leaders	20		19	(19)
Eastern Samar State College (ESSC)	President	1		1	(1)
	Key Officials	10		7	(7)
	Teachers	110	20%	22	(19)
	Non-teaching				
	Personnel	30	50%	15	(11)
	Student leaders	18		16	(16)
Tiburcio Tancinco Memorial Institute of Science and Technology (TTMIST)	President	1		1	(1)
	Key Officials	12		10	(10)
	Teachers	140	20%	28	(15)
	Non-teaching				
	Personnel	30	50%	15	(7)
	Student leaders	20		16	(16)
Leyte Normal University (LNU)	President	1		1	(1)
	Key Officials	7		6	(6)
	Teachers	150	20%	30	(15)
	Non-teaching				
	Personnel	40	50%	20	(15)
	Student leaders	25		25	(12)

Sample Size cont'd.

State Universities/Colleges	Groups of Respondents	Total No.		Sample Size	
Naval Institute of Technology (NIT)	President	1		1	(1)
	Key Officials	11		11	(9)
	Teachers	125	20%	25	(18)
	Non-teaching Personnel	30	50%	15	(12)
	Student leaders	20		20	(19)
Palompon Institute of Technology (PIT)	President	1		1	(1)
	Key Officials	13		13	(8)
	Teachers	100	20%	20	(20)
	Non-teaching Personnel	50	50%	25	(19)
	Student leaders	15		15	(8)
Leyte Institute of Technology (LIT)	President	1		1	(1)
	Key Officials	16		16	(8)
	Teachers	265	20%	53	(43)
	Non-teaching Personnel	60	50%	30	(27)
	Student leaders	20		20	(15)
University of Eastern Philippines (UEP)	President	1		1	(1)
	Key Officials	20		20	(14)
	Teachers	475	20%	95	(70)
	Non-teaching Personnel	80	50%	40	(19)
	Student leaders	25		25	(19)
Visayas State College of Agriculture (VISCA)	President	1		1	(1)
	Key Officials	22		22	(18)
	Teachers	275	20%	55	(43)
	Non-teaching Personnel	130	50%	65	(56)
	Student leaders	25		25	(19)
TOTAL	President	10		10	(10)
	Key Officials	120		120	(91)
	Teachers	179	20%	358	(283)
	Non-teaching Personnel	520	50%	260	(196)
	Student leaders	203		203	(155)

Sloven's formula was used to determine the sample size for the group of teachers and non-teaching personnel. For the group of SUC's presidents, Key officials and student leaders, total enumeration was employed.

CURRICULUM VITAE

Name : GENARO J. OSIAS
 Home Address : BORONGAN, EASTERN SAMAR
 Address in Catbalogan : SSPC COMPOUND, CATBALOGAN, SAMAR
 Place of Birth : GAMAY, NORTHERN SAMAR
 Date of Birth : SEPTEMBER, 19, 1961
 Work Station : SAMAR STATE POLYTECHNIC COLLEGE
 Catbalogan, Samar
 Civil Status : MARRIED

EDUCATIONAL BACKGROUND

Elementary : Gamay Central Elementary School
 Gamay, Northern Samar
 Secondary : Gala Vocational School
 Gamay, Northern Samar
 College : Bachelor of Science in Industrial
 Education
 Major: Technical Drafting
 Leyte Institute of Technology
 Tacloban City
 Graduate Studies : Master of Education
 Major: Administration and
 Supervision
 Samar State Polytechnic College
 Catbalogan, Samar

Post Graduate : Doctor of Philosophy
Major: Educational Management

Samar State Polytechnic College
Catbalogan, Samar

CIVIL SERVICE ELIGIBILITY

Professional Board Examination for Teachers, Tacloban City,
October 26, 1986

POSITIONS HELD

Assistant Professor III : Samar State Polytechnic College
Catbalogan, Samar

Teacher-In -Charge : Samar State Polytechnic College-
Basey Campus
Basey, Samar

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