

EDUCATIONAL MANAGEMENT COMPETENCIES OF COMMISSIONED
OFFICERS OF THE 8TH INFANTRY DIVISION: INPUTS
TO A MANAGEMENT DEVELOPMENT PROGRAM

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APPROVAL SHEET

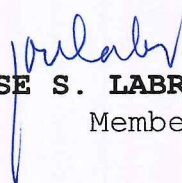
In partial fulfillment of the requirements for the degree of Doctor of Philosophy in Educational Management this dissertation entitled "**EDUCATIONAL MANAGEMENT COMPETENCIES OF COMMISSIONED OFFICERS OF THE 8TH INFANTRY DIVISION: INPUTS TO A MANAGEMENT DEVELOPMENT PROGRAM**" has been prepared and submitted by **TEODY S. PANELA**, who having passed the comprehensive examination, is hereby recommended for oral examination.


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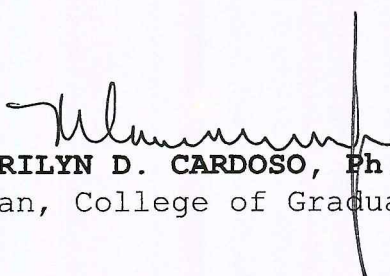

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DEDICATION

*To a very special and important person
who motivated and inspired me to do
what seems to be impossible,
this work is humbly
dedicated!!!*

Bong

ABSTRACT

This study attempted to evaluate the educational management competencies of the commissioned officers of the 8th Infantry Division, in which the findings were considered as inputs to management development programs. The descriptive-developmental research design was used in this study using the questionnaire adapted from Harris (1989) as a basic instrument. The difference by group of respondents based on weighted means of the seven management dimensions such as cultural awareness, communication/coordination, public relations, planning, programs/projects implementation, material resources management, and unit monitoring and supervision is not significant as proved by the computed z-value of -1.25 as against the critical z-value of 1.96 at 0.05 level of significance. For management competencies of Cos by geographical area it turned out that managing educational programs had a positive effect on Cos educational management competency level. Thus, more involvement in educational programs will more likely improve the management competencies of Cos. Among the seven Cos-related variates of educational qualification did not affect or influence the educational management competency level of the Cos while the rest play an important role in the management of educational programs of the 8th Infantry Division. Problems on cultural awareness and communication/ coordination affect the implementation of the educational programs of the 8th Infantry Division as evidenced by the data gathered on problems encountered by the Cos. There is a need for an educational management program.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

Today, organization be it small always has to consider an individual to occupy the post on top. One who can think for the group and lead this group to a destination that befits it. This individual manages the whole of the organization. Thus, management is the key concept in any organization.

Management as the word suggests, is one of the most crucial terms in modern living. It is a word, an idea, and a science, needed in government organizations, educational and non-educational and in almost all institutions. It involves the coordination of human and material resources toward objective accomplishment that would include four basic elements: 1) toward objective, 2) through people, 3) via techniques, and 4) in an organization (Kast and Roseinzweig, 1979: 6).

Like any other institution or organization, the Philippine Army particularly the Infantry Brigades and Infantry Battalions in the region are managed or commanded by a manager, which in this case the Brigade Commander and

Battalion Commander. Because of the enormous tasks, he delegates authority to subordinate commanders and staff who assist him in the performance of some of his duties to ensure efficient management and control of the unit. The commander discharges his responsibility through an established chain of command. The staff or staff officers who have specific areas of responsibility who at the same time are expected to possess enough knowledge and understanding of the commander's concepts and mode of operation to be able to act with complete confidence in his absence usually carry this out. The staff or staff officers basic functions are: a) provide information, b) estimate, c) recommend, d) prepare plans and orders, and e) supervise. Also, the commander is principally assisted by the Executive Officer aside from the previously mentioned staff or staff officers whose duties are based on his desires, which normally include material readiness and logistics. The executive officer is also responsible for insuring that coordination is effected within the staff and that work is complete, timely, and provides the commander with accurate information (FM 7-20 The Infantry Battalion: 24-29).

Clemente (1996: 36) claimed that many organizations are in trouble now because of these tremendous changes occurring in the workplace and in the organization's environment. This is so for not adjusting themselves to modern times. Everyday, we learn something new. The challenge is whether we can cope up with the new developments. Gaining management skills requires time and maturing process, as one would cure ham or age wine. But experience alone without learning, is fatal as one must constantly upgrade to the state of the art of technology and industry, and current state of trade.

The argument of Clemente indeed is very relevant in this study considering the fact that in the traditional way in the Army during the old days, concepts on educational management were never discussed or given focused by top officials. This time inevitable changes in society are taking place and are happening so fast and are alerting everyone to be equipped with skills to cope with survival demands. The Army is not an exemption to this when it started recognizing its group to be integrated with the lead government agency and non-government agencies in enlisting greater support for literacy development in our

country particularly the rural communities in order to win the battle against poverty and ignorance.

In the Philippines bureaucracy, at present, new trends and innovations have been effected that call for competent management from organization systems. The Philippine Army being deployed all over the countryside is in good position to serve as a catalyst in rural development through the organization of multi-purpose cooperatives and community-based projects (Philippine Army ACCORD Handbook: 8). This is being conducted through the Army Literacy Patrol System (ALPS), where organization of classes for out-of-school youth and adults whose focus are literacy and livelihood skills; the Army Concern on Community Organizing for Development (ACCORD) whose focus is people's organization and community resources management; the Army Community Assistance and Rural Empowerment through Social Services (CARES) Program where medical and health services come in; and the Special Operations Team (SOT) whose focus is more on the concept of Force Field Analysis where environmental scanning is at the fore.

Through the above-mentioned programs, it is where competencies in educational management of officials come in, where the very focus of this research is addressed. As

officials in an organization, expectedly they must be the mentors, the teachers, and the educators of their subordinate officials and men in the performance of their respective tasks. Experience tells that subordinate officials and men who composed the commissioned officers are charged with the responsibility of carrying out community-based programs, projects, and activities, which are supplementing and complementing the literacy programs of the national government.

To showcase the relevance of the efforts of the 81D, PA in addressing illiteracy which is the most pressing community problem in the region, it came up with a special program called the Army Literacy Patrol system (ALPS) where all battalions were directed to implement, utilizing the officials and men who are more or less have the training on education. The ALPS as it is shortly called is a program humanizing the approach to achieve peace and development, using flexible learning approaches, and providing committed service to the underserved, disadvantaged and unreached communities in the region. The focus is more on the basic and functional literacy program which is believed and found to be one important instrument for alleviating the economic

condition of the people at the grassroots and is expected as well in contributing to the development of the area.

This shift in serving the public within the Army has been recognized to a greater heights not only by the Regional Literacy Council but also more importantly by the National Literacy Council through the National Evaluation Committee for Outstanding Literacy Program in the country. In 1999, when the 8ID, PA for the first time joined the search through its units situated in the Samar Province, it was adjudged Fifth Place in the entire country. The following year, it represented again the region and was one of the top 10 Most Outstanding Literacy Programs in the country. Last 2001, when an effort for expansion has been done covering the priority areas, during the Regional Search, it topped thus represented Region VIII in the said most popular and publicized national literacy contest, though there was greater expectations of having it won the Most Outstanding Literacy Program in the country, still maintained its place as Number Two.

The above scenario pictures the reality that the personnel, more particularly the COs manning the literacy program of the different battalions in the Region are still wanting of the management competencies in running or

implementing the program. Also, from the feedback gathered during the National Awards conducted last September 3-5, 2003 at the Leyte Park Hotel in Tacloban City, the program managers need to focus more on effective communication and coordination and the expansion aspect of the program to have an edge on a wide range of impact on the learners. From these suggestions and recommendations brought to the fore by the evaluators themselves, there is a need to bring the program to a wider scope, only that there is going to be uncertainty in its effective implementation because of the human resources available in every battalion. (1) Are there enough soldiers to do the job? (2) Are they capable of effectively implementing the program? (3) Are they bent to teaching? (4) Do they have the management competencies in implementing the educational program? All these are questions the answer of which can only be derived out of the conduct of an extensive research. Hence, this study.

Statement of the Problem

This study attempted to evaluate the educational management competencies of the commissioned officers of the 8th Infantry Division, in which the findings were considered as inputs to management development program.

Specifically, it sought answers to the following questions, to wit:

1. What is the profile of the commissioned officers of the 8th Infantry Division as to:

- 1.1 age;
- 1.2 educational qualification;
- 1.3 length of service in the military;
- 1.4 number of years involvement in educational programs;
- 1.5 educational trainings / seminars / conferences attended;
- 1.6 rank; and
- 1.7 work orientation?

2. What is the educational management competency level of the commissioned officers as perceived by themselves and non-commissioned officers along the following management dimensions:

- 2.1 cultural awareness;
- 2.2 communication/coordination;
- 2.3 public relations;
- 2.4 planning;
- 2.5 programs/projects implementation;
- 2.6 material resource management; and

2.7 unit monitoring and supervision?

3. Is there a significant difference in the educational management competency level of the commissioned officers by:

3.1 group of respondents;

3.2 dimensions; and

3.3 geographical area (Leyte and Samar)?

4. Is there a significant relationship between the educational management competency level and the following variates:

4.1 age;

4.2 educational qualification;

4.3 length of service in the military;

4.4 number of years involvement in educational programs;

4.5 educational trainings / seminars / conferences attended;

4.6 rank; and

4.7 work orientation?

5. What are the problems encountered by commissioned officers as seen by themselves and non-commissioned officers?

6. Is there a significant difference between the perceptions of the two groups of respondents on the problems encountered by the commissioned officers?

7. What educational management development program can be developed to improve educational management competencies of commissioned officers?

Hypotheses

The following hypotheses were tested in the conduct of this study:

1. There is no significant difference in the educational management competency level of the commissioned officers by:

1.1 group of respondents;

1.2 dimension; and

1.3 geographical area.

2. There is no significant relationship between the educational management competency level of the commissioned officers and the following personal variates:

2.1 age;

2.2 educational qualification;

2.3 length of service in the military;

- 2.4 number of years involvement in educational programs;
- 2.5 educational trainings / seminars / conferences attended;
- 2.6 rank; and
- 2.7 work orientation.

3. There is no significant difference between the perceptions of the two groups of respondents on the problems encountered by the commissioned officers.

Theoretical Framework

The conduct of this study is founded on the concept of Kast and Roseinzweig (1979: 572-573) which states that "any organization must maintain enough stability to function satisfactorily, and yet not allow itself to become static, ultraconservative, or oblivious to the need to adapt to changing conditions." A realistic view of organizational change recognizes that both stability and adaptation are essential to survival and growth.

The above concept is strengthened by Wrapp (1972: 12) when he said:

Keeping the wheels turning in a direction already set is a relatively simple task, compared to that of directing the introduction of a continuing flow of changes and innovations, and

preventing the organization from flying apart under the pressure.

It has to be understood that stability/continuity and adaptation/innovation can be applied separately to the structures and processes of organizations. Changes in one do not necessarily mean significant changes in the other. The basic transformation process of producing goods and services can continue relatively unchanged while the organization structure is made more centralized or decentralized. The process can be changed significantly while the basic hierarchical structure remains intact. However, it is also quite likely that both structure and process are adjusted in the course of organization change to meet new external and/or internal conditions (Becket, 1971: 123-124).

Speaking of stability, this will help management to facilitate achievement of current goals. As to continuity, this will ensure orderly change in either ends or means. While adaptability will make a system react appropriately to external opportunities and demands as well as changing internal conditions and innovations will allow the organization to be proactive (initiate changes) when conditions warrant (Becket, 1971: 134).

Kast and Roseinzweig (1979: 620-621) also believed that the growing environmental and internal complexities would make organizations unmanageable if traditional bureaucratic-mechanistic approaches are used.

According to Stoner, et. al. (1995: 49-50), there is a need to recognize in an organization's management the dynamic engagement approach which recognizes that an organization's environment is not some sort of fixed, impersonal forces. Rather, it is a complex, dynamic web of people integrating with each other. As a result, managers must not only pay attention to their own concerns, but also understand what is important to other managers both within their organizations and in other organizations. They interact with these other managers to create jointly the conditions under which these organizations will prosper or struggle.

So, for an organization whose management should become viable, creative, and relevant, it must engage in the process of search that the renewal effort involves. Such renewal will not take place by chance. An organization renewal process takes time, energy, money, and skills and an individual, or what we called manager to lead and move

and bring out the latent capabilities and dreams of other human being (Kast and Roseinzweig, 1979: xi).

The above contention is supported by the concept of Thompson, et. al. (2003: 62-63) when they said that Managers choices are typically influenced by their own vision of how to compete and how to position the enterprise and by what image and standing they want the company to have. Both casual observation and formal studies indicate those managers' ambitions, values, business philosophies, attitudes toward risk, and ethical beliefs have important influences on their accomplishments or performances. In other words, as one expert noted, people have to have their hearts in what they do, to achieve their objectives.

Therefore, a soldier is not only a fighter but also a manager and a leader. He is expected not only to display fitness of mind and body that could withstand the physical, psychological challenges of combat but also to develop a sense of leadership and managerial talent that would serve in good stead as he climbs up the ladder of professional stability. A soldier plays the identical role of fighter and leader. To achieve this, he must be fully responsive to the imperatives and demands of national concerns (Buñales, 2002: 21).

All these concepts and their in-depth understanding are prerequisites to better equip the managers in putting all the resources in the organization in their proper perspectives. These suggest as well that managers should be able to focus on producing constructive change through dialogue and collaboration. In short, the organizations of today call for empowered leaders/managers. They are the ones who dictate the tempo in today's organization's trends. Moreover, they set the direction for success of any undertaking defined to be pursued by the organization, if only to address relevance.

Conceptual Framework

Figure 1 shows the conceptual framework of the study. This study predominantly made use of the human resources who composed the commissioned officers and the non-commissioned officers of the 8th Infantry Division, Philippine Army. They composed the two groups of respondents of the study who made an assessment of the educational competencies of the commissioned officers who are assigned in taking charge of the literacy programs of the different brigades and battalions in Region VIII. In short, they composed the inputs of the study.

In assessing the educational management competency level of the commissioned officers, the following management dimensions were considered: 1) cultural awareness; 2) communication/coordination; 3) public relations; 4) planning; 5) programs / projects implementation; 6) material resources management; and 7) unit monitoring and supervision. This particular phase or stage in the conduct of the study is the so-called throughput where the two groups of respondents were exposed.

The findings that were derived from the assessment done by the respondents were made as the basis in defining the output of this study which speaks of the Educational Management Development Program.

Also, shown on the framework are broken lines outside the major elements contained in the said framework depicting the feedback mechanism of the study, thus the educational management development program that would be evolved as pictured by the arrow would be considered for development efforts for the commissioned officers of the 8th Infantry Division, Philippine Army, who are into managing the educational programs of the different units.

Significance of the Study

This research was conducted because up to the present no statistical record has been established yet to show educational management competencies of COs of the 8th Infantry Division with respect to seven management dimensions mentioned under the statement of the problem. The researcher deemed it to be timely and relevant because at present time, the division needs highly trained, qualified, and competent COs who would be instrumental in achieving its goals and objectives for a highly literate community.

With the aim of benefiting COs at different levels not only in the 8th Infantry Division, but also in other divisions - not only in the Philippine Army, but also in the entire Armed Forces of the Philippines - this particular endeavor was undertaken.

More importantly, this study has the following significance:

To the Commissioned Officers. The result of this study would provide information to the commissioned officers of the 8th Infantry Division, Philippine Army, as to what they have realized or accomplished in terms of their competence and resources, environmental opportunities, managerial

interest and desires, and their responsibility to society as members of the Armed Forces of the Philippines. It would also guide them in effecting courses of action in the management of their respective units which would lead to better administration. Lastly, it would equip them the necessary skills needed for the effective and efficient implementation of the division's educational programs.

To the Non-Commissioned Officers. The result of this study would provide insights and learning to the Non-Commissioned Officers as to the specific tasks and functions of their officials in managing the educational programs of the different units. This would further serve as their guideposts in tackling the job in the future.

To Top Officials. This study would serve as reference for other leaders/managers in their policy making for their future organization educational management system's redirection/improvement.

To the Public/Community. This study would provide information for the public as well as the entire service community as to how far our commissioned officers of the 8th Infantry Division, Philippine Army in Samar Island have accomplished their task in managing their respective units and at the same time informing them the nature of their

jobs that aside from military operations, they are also involved in the implementation of community-based programs, projects, and activities.

To GOs and NGOs. This study would provide a clear picture to the GOs and NGOs the need to facilitate the conduct of educational programs like the ALPS and other community-oriented programs and projects where their support is most wanting.

To Future Researchers. The result of this study would serve as an avenue of information for other or future researchers as regards educational management in relation to effective and quality service.

Scope and Delimitation of the Study

This study focused on the assessment of the educational management competencies of the commissioned officers of the 8th Infantry Division, Philippine Army and subsequent development of educational management program for commissioned officers. Seven categories of management dimensions such as cultural awareness, communication / coordination, public relations, planning, programs/projects implementation, materials resource management, and unit

monitoring and supervision to determine the management competencies of the commissioned officers.

This study covered 42 commissioned officers composed of the following: 17 Lieutenants, 15 Captains, 6 Majors, 2 Lieutenant Colonel, and 2 Colonels of the 8th Infantry Division, Philippine Army who belonged to the first group of respondents. They are involved in the management of the educational programs defined in every unit.

For the second group of respondents, 219 non-commissioned officers, from the rank of Sergeant to Master Sergeant, who are assigned and/or involved in the implementation of literacy programs and other educational programs intended for the community folks in DDU areas.

This study involved 11 units geographically situated in Region VIII, to wit: Samar - 801st Brigade (6 COs/11 NCOs), 34th Infantry Battalion (4 COs/31 NCOs), and 52nd Infantry Battalion (3 COs/21 NCOs); Northern Samar - 803rd Infantry Brigade (3 COs/22 NCOs) and 63rd Infantry Battalion (3 COs/15 NCOs); Eastern Samar - 14th Infantry Battalion (3 COs/20 NCOs) and 62nd Infantry Battalion (3 COs/20 NCOs); Leyte - 802nd Infantry Brigade (3 COs/21 NCOs), 19th Infantry Battalion (5 COs/17 NCOs), and 46th Infantry Battalion (5

COs/24 NCOs); and Southern Leyte - 43rd Infantry Battalion (4 COs/17 NCOs).

This study was conducted within the school year 2003-2004.

Definition of Terms

The following terms that are used in this study are defined to provide a common frame of reference.

Army Concern on Community Organizing for Development (ACCORD). It is an agreement forged between the Philippine Army and the community. The Army, providing organizational and technical knowledge through its manpower, and the community, harnessing all its available resources, will harmonize to attain progress and development (ACCORD Handbook).

Army Literacy Patrol System (ALPS). A program which aims to provide basic literacy skills and continuing education to people in areas most likely threatened by insurgents as well as those out of reach by the formal education system.

Assessment. It is the breaking down of a complex intellectual or substantial whole into its constituent elements in order to examine the nature, significance, and

interrelationship, thereby giving an estimate of their value; and evaluation (Reader's Digest Great Illustrated Dictionary, 1984: 69). In this study, the term applies to the respondents' perceptions on the management competencies of the commissioned officers with the use of 5-point scale, where 5 is extremely competent, 4 highly competent, 3 moderately competent, 2 fairly competent, and 1 not competent.

Battalion Commander. One who commands the battalion usually holding the rank of Lieutenant Colonel.

Capital Intensive. It pertains to the production by a high ratio of equipment or other investment to the role of labor (Webster's, 1996: 146).

Chain of Command. This refers to an unbroken line of authority that links all individuals in the origin and specifics who reports to whom (Dalf, 2002: 738). In this study, it consists of the successive commanders and leaders through which command actions are directed (FM 7-20 The Infantry Battalion, 1993).

Commissioned Officers. They are officers appointed by the President, the Commander-In-Chief of the Armed Forces of the Philippines, either as regular or reserve and active

or inactive. They are holding the rank of 2nd Lieutenant up to the rank of a Colonel.

Communication. This refers to internal organizational communications and information exchanges, such as keeping subordinate informed, interpreting work unit activities and priorities, information interface with other units (Reader's Digest Great Illustrated Dictionary, 1984: 69). In this study, it refers to one dimension in management subjected to the respondents' perceptions as to how the commissioned officers put this in place in the unit's desire to effectively implement the literacy programs which is scaled from 1-5, where 1 is the lowest, representing Not Competent and 5 as highest, representing Extremely Competent.

Community Assistance and Rural Empowerment through Social Services (CARES). A program which seeks to coordinate a synchronized, integrated, and sustained civic action and development efforts with LGUs, LGAs, NGOs, and POs in order to help create a condition favorable for the long term delivery of basic goods and services by the government focusing on priority areas (Primer on the Army "CARES" Program).

Community Relations. This refers to the kinship that an enterprise, together with its plants, offices, and employees, establishes with the community in which it is located and does business (Bittel, 1974: 96). In this study, it refers to the relationship of COs to all stakeholders involved in the educational programs of the division.

Coordination. This means performing liaison functions and integrating work unit activities so as to create synergy with other organizational units, or with externals, such as suppliers, contractors, consultants, consumers, regulatory officials, etc. (Reader's Digest Great Illustrated Dictionary, 1984: 79). In this study, it refers to the interface of activities by the unit with other groups which is initiated by the commissioned officers and is subjected to the respondents perceptions scaled into: 5 for Extremely Competent, 4 for Highly Competent, 3 for Moderately Competent, 2 for Fairly Competent, and 1 for Not Competent, in relation to the implementation of literacy programs.

Cultural Awareness. Being conscious of and up-to-date on organizational culture, policies, priorities, and power

issues (micro culture) in relation to external issues on economics, political, technological conditions, and trends (Harris, 1989: 19). In this study, it refers to the degree of acquaintanship of commissioned officers with the issues affecting the unit in relation to the effectiveness in the literacy programs implementation.

Executive Officer. He is the principal assistant to the commander (FM 7-20 The Infantry Battalion, 1993: 29).

Extent of Competencies. This refers to the degree of effort expended by the commissioned officers in doing their functions relative to the implementation of literacy programs, which are expressed as follows: 5 for Extremely Competent, 4 for Highly Competent, 3 for Moderately Competent, 2 for Fairly Competent, and 1 for Not Competent.

Feedback. Is knowledge of the results that influence the selection of inputs during the next cycle of the process (Daft, 2002: 55).

Human Relations. This is frequently used as a general term to describe the ways in which managers interact with their subordinates (Stoner, et. al., 1987: 38). In this study, it is one of the work orientation's indicators of

the COs as facilitator of the educational programs of the 8th Infantry Division.

Implementation. It means converting the plans of the organization into short-term targets and activities by sequencing and/or scheduling and appropriate decision-making (FM 7-20 The Infantry Battalion, 1993: 29). A putting into effect, fulfillment, or carrying through, as of ideas, a program, etc (Webster's, 1999: 635). In this study, it is putting into actions educational programs and projects of the 8th Infantry Division designed to alleviate the living conditions of the less fortunate people in its area of responsibility.

Individual Competencies. It is the ability of the individual to analyze problems, make decisions, remained emotionally stable, and interpersonally competent (Stoner: 544). In this study, it is one of the work orientation's indicators of the COs as facilitator of the educational programs of the 8th Infantry Division.

Infantry Battalion Light. It is the light Infantry Division's close combat maneuver force. It is composed of foot mobile fighters, who are organized, equipped, and

trained to conduct effective combat actions against light enemy forces (Brochure, 1997: 4).

Input. Are the material, human, financial, or information resources used to produce goods or services (Daft, 2002: 55). In this study, it refers to the COs and NCOs of the 8th Infantry Division who are the two groups of respondents involved.

Leadership. This refers to the relationship in which one person influences others to work together willingly on related tasks to attain goals directed by group or leader (Terry and Franklin, 1982: 10). The office or position of a leader, guidance (Webster's, 1999: 724). In this study, it is leading personnel involved into achieving educational goals effectively and efficiently.

Management. This is the process by which organization's goals are attained in an efficient and effective manner and relate them to the environment (Kast and Roseinzweig, 1979: 6).

Management Competencies. This refers to the capabilities of individuals and/or leaders in managing and/or seeing to it that everything is put in its proper place.

Management Dimensions. Are the general and administrative duties carried out by managers in virtually all productive organizations (Kreitner, 1986: Chapter 1). In this study, it refers to the following seven dimensions, to wit: Cultural Awareness, Communication /Coordination, Public Relations, Planning, Programs /Projects Implementation, Material Resources Management, and Unit Monitoring and Supervision.

Material Resources Management. It is the process/ability to assure availability of adequate raw materials and/or supplies, equipment, and facilities to carry on the unit's activities; overseeing procurement/contracting functions of the unit.

Non-Commissioned Officers. They are the enlisted personnel holding the ranks of Sergeant to Chief Master Sergeant. In this study, they are the one that help in the implementation of educational programs of the 8th Infantry Division with ranks of Sergeant to Master Sergeant.

Orientation. The act of orienting, or the state of being oriented (Webster's, 1999: 890). In this study, it is knowing the duties and responsibilities of the commissioned officers to be effective educational facilitators.

Output. Anything produced or obtains as result of some operations or work, as by generation, growth, labor, study, or skill (Webster, 1999: 1006). In this study, it refers to the expected outcome of the study which is the educational management development program.

Planning. This refers to developing and deciding upon long-term objectives/goals, strategies, and priorities; planning for change or alternative courses of actions for the realization of unit's tasks.

Process. A course or method of operations in the production of something (Webster, 1999: 1005). In this study, it refers to the assessment of the two groups of respondents as to the educational management competencies of COs along the following seven management dimensions, to wit: Cultural Awareness, Communication/Coordination, Public Relations, Planning, Programs/Projects Implementation, Material Resources Management, and Unit Monitoring and Supervision.

Profile. This is the representation of the subject's most noteworthy characteristics and achievements (Reader's Digest Great Illustrated Dictionary, 1984: 1354). In this study, it refers to the biographical description of the

respondents as to age, educational qualification, length of service, and training and seminars attended.

Programs/Projects Implementation. This refers to conversion of plans into short-term targets and activities by sequencing/scheduling and appropriate decision-making.

Public Relations. This refers to work unit relations with its internal and external publics, or stakeholders in its professional activities; this involves representation of what the unit or team is doing to other managers or units within the organization, and to persons/groups outside in the community, industry, or government (Reader's Digest Great Illustrated Dictionary, 1984: 1364).

Special Operations Team. This is a one-stop shop program of the Philippine Army where different government agencies are invited to disseminate their respective programs to the community.

Supervision. This means providing continuous monitoring, guidance, and coaching of subordinates so that unit activities are accomplished, while recognizing and rewarding high performance, as well as correcting low productivity situations (Harris, 1989: 19).

Unit Monitoring. This refers to keeping informed on overall status of unit culture and activities, identifying problem areas for corrective actions; then being able to compare unit activity with performance or trends among comparable organizational units and industry or foreign competitors (Harris, 1989: 19).

Values. Ideals, customs, institutions, etc. of a society toward which the people of the group have an effective regard (Handout on the Military Values Education on Filipino Values System).

Work Orientation. This is the attitude to those who see work as important, meaningful, and leading to success (Stoner, et. al., 1987: 38). In this study, it refers to indicators of COs as facilitators, to wit: work values, individual competencies, and human relations.

Work Values. This is a mental state of readiness, learned and organized through experience, exerting a specific influenced on a person's response to people, objects, and situations with which it is related (Ivancevich, et. al., 1996: 126). In this study, it is one of the work orientation's indicators of the COs as

facilitator of the educational programs of the 8th Infantry Division.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter contains the different literature, opinions, and findings taken from several books; brochures and other documents that have bearing on the problem that was studied. Magazines, newspapers and other professional reading materials were also reviewed to enrich this study.

Related Literature

It is a truism that organization, be it small or big is an open socio-technical system in interaction with its environment. And because of this, change is inevitable. Change is any modification or alteration of the status quo. In the change process three things happen: 1) there is change in the status quo, or the way things exist currently, 2) some forces cause the change to come about, and 3) as a result of these forces, a new status quo results (Hodgetts, 1987: 126).

Military organization is one of those which needs to cope with the change because of the increased expansion of science and technology, its emphasis even on its achievement, and above all, by the growing aspirations for

people to control, rather than be victims of their surroundings (Emery, 1988: 22). Speaking of these changes taking place everywhere, particularly in organizations, then leaders are needed, and the Army is not an exemption. It has to have leaders who must be able to stand up to all kinds of pressures, see the big picture and keep the Army moving forward. As Moore (1966: 12) emphasizes: "Never in human history have so many people, or has such a large proportion of mankind, been engaged in attempting to remake the environment to increase our capacity to use the environment for human purposes, and to remodel the rules and social arrangement that govern man's interaction with his fellow."

Further, it can be noted that in these turbulent times of transition, a high-performance work environment requires continuous planned change by both the organization and its people. If change is inevitable, then mastery of change means being able to regulate its speed, rhythm and direction so that the growth and evolution of the organization can match the external pace of events. It has to be built in both institutional and individual systems, so that we learn to operate on the basis of a new work norm.

Management expresses the belief in the possibility of controlling man's livelihood through systematic organizations of economic resources. It expresses the belief that economic change can be made into the most powerful engine for human betterment and social justice. It is the organ of society specifically charged with making resources productive, that is, with the responsibility for organized economic advancement therefore, reflects the basic spirit of the modern age (Kast & Roseinzweig, 1979: 7-8).

As Drucker (1989: 231), puts it, there are specific jobs of management. First, is on economic performance where management must always, in every decision and action, put economic performance a priority. It can only justify its existence and its authority by the economic results it produces. Second is managing a business that implies a major responsibility for creative action. It means in the first place that the skills, the competence, the experience of management cannot, as such, be transferred and applied to the organization and running of other institution. Third is managing managers in which, to obtain economic performance there must be an enterprise out of human and material resources. The enterprise, by definition, must be

capable of producing more or better than all the resources that comprise it. Therefore, these resources capable of enlargement can only be human resource. And fourth is managing workers and work, which emphasizes that work has to be performed; and the resources to perform the said work are workers. It implies considerations of the human being as the resource; that is, as something having peculiar physiological properties, abilities and limitations that require the same amount of engineering attention as the properties of any other resources.

Under the Armed Forces of the Philippines' organizational structure wherein the Area Commands provide the operational guidelines to all forces in being with their respective area of responsibility, "the Major Services specifically the Philippine Army is relegated a mission to train, organize, equip and provide Army forces for the conduct of prompt and sustained security operations, independently or jointly with other AFP units to help uphold the sovereignty and integrity of the Republic". In other words, the AFP as an organization needs as well to consider the abovementioned specific jobs of management if only to respond to relevance.

In modern management, one of the most important skills required in a manager is to be able to cope with planning and controlling. Change happens at all levels - social, technological, financial, and individual forces are altering the way we live and do business. Peers as cited by Harris (1989: 161-162), maintains that tomorrow's winners learn to deal with chaos and learn to thrive on it. In support to this, Hodgetts (1987: 132), said that to win the future, the manager needs strategies for change implementation: 1) give explanations, 2) allow participation, 3) provide support, 4) use persuasion, and 5) apply power. In addition to these, Harris (1989: 47-49) enumerated the principal characteristics of the transformational leadership called for by the emerging post-industrial scene, which are as follows: (1) providing improved, more open communication and information to personnel, customers, and suppliers; (2) creating more autonomy and participation, so that workers have increasing control over their work space and opportunities for involvement in the enterprise; (3) promoting an entrepreneurial spirit in innovative ventures, especially of a technological or service nature; (4) enhancing the quality of work life, so that it is more meaningful,

fulfilling, and psychologically rewarding; (5) generating innovative, high performing norms and standards that foster competence and excellence, a means to productivity and profitability; (6) utilizing more informal, synergistic organizational relations, so that cooperation and trust are reinforced among the work force; and (7) advancing technology transfer and venturing, as well as research and development. It means investing in research and development, more technical training, and the use of technology for education of people, seeking more applications of new technologies to improve productivity and performance.

The above concepts are strengthened by Drucker (1989: 169) who reminded leaders that human resource is virtually unlimited in its potential. This becomes the leadership challenge of today especially in learning how to capitalize on human assets to enhance a system's effectiveness. Managers confront this task during times of unprecedented change when the use of technology increases and its cost seemingly decreases, while the number of workers decrease within organizations as their costs and quality go up.

To energize information and knowledge, workers and managers, therefore, have to exercise greater leadership

skills with people. It is even forecasted that we are moving away from a capital-intensive, physical-resource-based economy toward a human-resource-based, knowledge-based economy (Business Week, 1985). By the year 2010, Peter Strassman as cited by Bass (1968: 104), predicted that the world economy will experience a rapid growth in the work force. This though, will be likely among people who are classified as professionals, whereas growth in the managerial group will not be significant. The repositioning will result in a need for fewer managers, especially at the middle level, but for more managers who do truly leaders who are able to cope with the realities of the time because they are equipped with the necessary skills, knowledge and attitude which are most want for the job.

The above contention has been strengthened when Bass (1968: 104) said:

The managerial job will have many more intellectual and educational requirements. It will involve more technical, scientific and engineering problems, as well as more complex budgeting and financial decisions. The manager will be functioning in a world where his performance will be evaluated even more than it is today on his intellectual skills in bringing about increasing in rate of growth, in quality of services and output.

The position of the organization manager or leader carries with it a certain concept of status and three roles encompass much of his activities. These roles are: (1) The institution/organization leader/manager is an agent of society's social functions and head of a social institution, the organization to which has been committed a broad scope of social tasks to be performed; (2) The manager is the leader of a professional staff. His colleagues most of which are trained with certain areas of professional sovereignty, have certain administrative and leadership responsibilities as well as instructional duties; and (3) The institution leader is an educator in his own right and carries with this the responsibility and opportunity for creative activity in the advancement of the program or activity of the organization (Llagas, 1991).

Furthermore, the organization leader is more than an excellent executive or manager; he makes things happen to achieve organizational goals and influence planned change and organizational renewal (Harris, 1989: 1). He must be able to create "magic", is great at teambuilding, and should have vision, values, and is able to set his priorities and more importantly he must know how to really listen (Gazmin & Garde, 1999: 19).

We have seen that leadership establishes a creative organizational environment, which can boost performance and productivity. One corporate culture that inspires outstanding performance of this nature according to Groove as cited by Harris (1989: 13), adapts management style to personnel like structure decision-making; to enlist employee support; work hard at forecasting and resolving potential problems; enhance meeting performance and productivity; systematize performance indicators and reviews; encourage high performance through raises, bonuses and promotions; and improve employee career interviewing. There were others who just simply created a "performance culture" that was totally organized toward people and cutting costs. All were dedicated to life-style improvement and becoming better people by doing their work better.

So, what really works for high performing organizations? A search of management literature reveals some successful strategies for achieving maximum performance at work (Harris, 1989: 13-14): 1) joint goal-setting by managers and workers; objectives and targets are always a bit beyond current levels, so that people stretch themselves and strive toward greater achievement; 2) installing and sustaining norms of competence and high

performance in the system; 3) continual reinforcement of positive behavior and accomplishment, particularly with support services; 4) capitalizing on human assets and potential by giving individuals and work groups more flexibility, responsibility, and autonomy, while maintaining accountability for top performance and results; 5) recruiting, selecting, promoting and rewarding top performers, and highlighting them as role model to all employees; 6) fostering synergy among personnel, so that individual competition is replaced by teamwork and group achievements; 7) using training, education sessions, and self-learning methods to develop people's potential for success and meta-performance; 8) altering organizational structure so that it is more decentralized, mission-oriented, and responsive; 9) making work meaningful and fun by cultivating informality and fellowship in a context of production achievement and joyful accomplishment; and 10) leading by staying close to personnel, suppliers, and customers, so that managers respond quickly to market and employee needs.

Harris (1989: 13-14), further argued that reinforcement of high performance can be accomplished by other rewards in addition to money and has to be designed

to suit individual personality. For some, a leave from regular duties to pursue research, further education, or enriching travel can be more significant and prevent burnout. For others, psychological rewards are more desirable; these may come in various forms, including assignment to leadership position or membership in elite group. People are "turned on" by different rewards, and it is the responsibility of management to discover which "button to push", and to treat everyone as an individual. Also, the leader does more than just shape a creative environment. He must endeavor to understand and motivate people, beginning with himself. He must possess personal characteristics that will influence his subordinates, like: 1) superior mental ability, 2) emotional maturity, 3) need-achievement drive, 4) problem-solving skills, 5) empathy, which is the ability to identify with others emotionally, and 6) representation upward (Hodgetts, 1987: 231-233).

Leaders must always remember that individuals are also energy exchange systems in themselves; and as leaders, we must energize others and ourselves in goal achievement. The key to this is motivation. It is a mobilizing element of the energy forces, both physical and psychic, toward specific goals, objectives, and targets. It depends on his

needs and such needs vary according to immediacy and can be arranged in a hierarchy or graded rank, according to the order in which they must be met. Further, motivation theory explains that all humans must satisfy certain needs before they can act or achieve. But at the pinnacle of all these, is the inner drive for self-fulfillment or actualization of one's potential. This drive, therefore, propels individuals to strive to become what they are capable of becoming, to seek excellence of achievement. It leads to the highest expressions of human creativity and nobility of actions (Harris, 1989: 48).

Theory Y of McGregor (1985) holds that the expenditure of energy in work is as natural as play or rest, and high performance depends on self-direction and self-control. From this perspective, commitment to organizational objectives is a function of reward associated with their achievement; given the right organizational environment, the average worker learns to accept and seek responsibility. The leader's task is to create those conditions that unleash the human capacity for imagination, ingenuity, and innovation.

Herzberg as cited by Harris (1989: 31), proved to managers that it is not enough to take care of the needs of

employees relative to pay, benefits, and working conditions, instead, the real motivators are to be found in achievement, growth recognition, responsibility, and advancement. The manager's job, then, involves more than manipulating the work environment to induce and channel human energies. Workers themselves are changing in terms of their education and economic income, and they have a new set of needs and requirements for innovation.

In the Army, training is a primary concern. It is known to be the best means of molding the individual soldier to become an effective and efficient guardian of peace and catalyst of change. It is a process that consistently upgrades the quality of performance provided to the clienteles through the vigorous but uniform implementation of training doctrine, concepts, policies, guidelines, and procedures (Santiago, 1999: 1-2). And since the soldier continuously training, they are always prepared to meet any situation to include the uncertainties of any potential crisis or conflict. Such an ambitious effort allows a stair-step approach in building forces that are trained and ready to respond. This training effort permits the forces to be actively engaged in a robust training environment that is composed of various building blocks of

operational difficulty and complexity. Such a training effort allows Pacific Fleet forces to always be training, so that they can always be ready for emergent employment and prosecution of a diverse menu list of action (Asia Pacific Defense Forum, 2001: 4).

Quality training according to Gazmin and Garde (1999: 14) is dependent upon the quality of doctrines being taught to our personnel. Personnel career advancement is honed and nurtured in an environment that promotes the development of skills and the enhancement of knowledge that ultimately leads to professional and intellectual growth. It becomes an utmost necessity that training institutions and facilities are enhanced, as that training and education be properly enforced.

Schuler (1991: 331), said that when people clearly understand what is expected of them and are held accountable for fulfilling these expectations, performance improves and productivity increases. Employee training and development is useful because it can, when done correctly, remove performance deficiencies. As a consequence, employees will perform better and organizations will be more effective. Improving employee ability may also result in enhanced feelings of self-esteem, lower employee

turnover and absenteeism, and improved quality and quantity of work.

In the military parlance in particular, Expanded Relations Program (ERP) is a must that consists of reciprocal visits, personnel exchanges, medical and engineer exercises, attendance at selected service schools, conferences and seminars, on-the-job training, and combined command post and field training exercises. Army-to-Army dialogue enables the Army to enhance interoperability, increase professional understanding, and contribute to the development and modernization of Asia-Pacific nation's ground forces. The armies of the Asia-Pacific nations benefit from ERP by improving their capabilities, promoting their self-confidence and increasing their ability to work with the U.S. Army and other Asia-Pacific armies. In recent years, the ERP has made tremendous progress in building interactions with India and more recently with Russia and China (Asia Pacific Defense Forum, 1996: 20).

The largest and most unique Expanded Relations Program is the Pacific Armies Management Seminar (PAMS). This is conducted in a non-political basis; its purposes are to provide a forum for discussion of common military management problems in a professional environment, to

stimulate ideas, and to promote mutual understanding. Presentations and discussion panels are used to expose common problems to the widest range of tested or potential solutions (Asia Pacific Defense Forum, 1996: 42).

There is also the Humanitarian/Civic Action (H/CA) Mission which provides a form of cooperative engagement within the region that reaches far beyond the obvious military-to-military contacts and unit training involved. These missions formed lasting bonds with the civilian populace and provide a lasting and immediately recognizable service to the community. Also, in April 1 to May 20, 1995, members of the U.S. Army Special Troops Battalion were deployed to Tonga. The mission included rehabilitation and expansion of a traditional school, including toilet/shower facilities provision (Asia Pacific Defense Forum, 1996: 44).

Blair (2001: 7), argued that as soldiers work together on these tasks, disaster response, humanitarian assistance, non-combatant evacuation, UN-sanctioned peace enforcement operations and other vitally important new areas of opportunity, each of them vital to the people's security and well-being, not only do officers and men develop a better way to do them, they also develop habits of

cooperation. They can isolate points of friction and disagreements in a surrounding environment of cooperation, which provides us with inspired ways of thinking about each other, not as potential opponents in arms races or conflicts, but as friends and comrades. They are military organizations cooperating for the common good - and this can bring inestimable benefit to all countries and the region.

In the Philippines, particularly in Region VIII, the 8th Infantry Division, Philippine Army is also doing its part in the implementation of programs and projects designed for humanitarian as well as Civic Action missions. This is an evidence or proof that even in this part of the country, changes are taking place and all kinds of organizations are keeping pace with the so-called changes.

Related Studies

Educational management as a field is at a delicately critical phase. In fact, if we will look around us in all our institutions, problems here and there seemed to have no end. With the prevailing situation in our society, there is urgency in the need for any institution of whatever size,

to have a periodic evaluation of their operations, thus the following studies are cited hereto.

Anagaran (1997) of the Philippine National Police has conducted a study entitled "An Assessment of the Managerial Capabilities of Officers of the Baguio City Police Office", where salient findings revealed that: 1) the PNP officers and supervisors of Baguio City were significantly capable as police managers; 2) the leadership traits had high influence on the performance of the police officers and supervisors; 3) organizational indicators along preparedness, discipline, productivity and upliftment of moral of subordinates were significantly important for effective police management according to the PNP officers/supervisors, their subordinates and the community residents; and 4) serious problems like overlapping of activities in a period of time, inadequate knowledge and techniques in management, and insufficient coordination between officers and subordinates, among others, as they dispensed their functions, were experienced.

In this same study, the following were recommended: 1) leadership styles and concerns should be consistently adopted by the officers and supervisors so these could objectively enhance their managerial capabilities; 2) the

PNP officers and supervisors should be well-versed with organizational indicators/dimensions to enable them to use these in further enhancing their leadership styles for effective police management; and 3) to minimize the problems experienced by the officers and supervisors, they should periodically attend crash courses in management and human resources administration, communication lines between officers and subordinates should be consistently open for efficient coordination of all those participating, whether directly and indirectly in every activity, and they should both work towards attaining favorable working relationship between them.

The present study has semblance with the previous study in many respect, like they focused both on managerial capabilities of officers in their system, training and/or development of the staff is likewise being emphasized to be given attention, and problems experienced by the officers are treated well. Their difference on the other hand lies on the fact that the present study is with the Philippine Army while the previous study is with the Philippine National Police.

Amboy (1999), in his study entitled "An Alternative Officer Recruitment and Training Model for the AFP", cited

that if military training will be given to college graduates, the candidates could handle the course/training more successfully and effectively, because of their higher level of maturity, emotional stability and confidence. He further argued by saying that the present systems should be a burning desire in bringing about changes for the better, to continuously develop a core and ethical values, and with a deeper understanding of the inter-play of the political, psycho-social, economic and military dimensions in providing national security for the country.

The present study is similar to the previous study because they both deal with training of officers in the military; that they should not just confine themselves within the parameters of military training but so much so in understanding the inter-relationship of the political, psycho-social, economic and military aspects of the AFP. Both are also developmental researches. The difference on one hand, lies on the locale since the present study is confined within the geographical setting of Eastern Visayas region during the year 2003 while the previous study was done in Quezon City sometime in 1999.

Tuniray in 1998, conducted a study on "Human Resource Development Model for the National Police College" and

recommended the following: 1) although status and profile of the group of respondents indicated that they are qualified professionally and academically to hold their present positions, still there is a felt need for them to undergo training by attending and participating more seminars, conferences, and workshops; and 2) training and development programs to be more responsive should be geared towards enhancing the skills and competencies of those involved and empowering them in the process of selecting their more perceived relevant and responsive programs.

The present study and the study of Tuniray are similar considering that both made focus on the following: a) number of years the key personnel have been holding their present position; b) educational attainment; and 3) the staff development programs both have emphasized. They differ because the former considered the Army while the latter had studied the PNP personnel and faculty. Also this present study has situated its concerns in the environment of the Eastern Visayas region this 2003 whereas the previous study took place in Makati in the year 1998.

The study "An Evaluation of the Effectiveness of PNP Personnel Management Evolving a Doctrine of Stress Management" was conducted by Balmaceda (1999). Salient

findings were noted: 1) the respondents favored the doctrine focused on stress prevention maintenance of the members' well-being, creation of quality work through team spirit, and enhancing life spaces; 2) they support special media relation approval, special public relation technique, and pre and post briefing to program members after an encounter; and 3) they all rally for the organization's genuine and sincere interest for the welfare of its members.

In this study, it was concluded that: 1) the contemporary workplace of the members of the PNP is a source of stress; 2) it is the responsibility of the group to understand and work out the problems of change from the perspective of all parties involved in social disaster encounter; and 3) the workforce needs to adopt a strong doctrine on stress management to reduce anxiety and insecurity that block effective performance.

In this same study, the following recommendations were made: 1) Establish an environment in which the culture tone is focused on acceptance, trust and genuine belief to organization's shared humanness and support; 2) Everybody must feel part and ownership of the change. The group must invest time and effort to erase the issue of imposition; 3)

The Administrators of PNP must create positive values on dedicated service, honor, integrity, people's importance and individual's welfare; and 4) Allow/permit open discussion, contribution, modification and classification of concerns at PNP workplace.

The present study is related to the previous study because they both deal with evaluation of personnel effectiveness in performing their tasks. They both addressed to specific programs, projects and activities' implementation and mentioned as well cherished values that should be possessed by the officers. The difference lays on the subjects since the present study involved the Army officers while the previous study had involved the Police officers.

Panganiban (1991), conducted a study on the Effectiveness of the National Bureau of Investigation Special Investigative Units. In this study, it was found out that the leadership style of the Division Chiefs was that of participative style that had caused high level of morale and discipline of the investigators.

The respondents recommended highly the following: 1) To sustain and improve the officers effectiveness, refresher courses and other in-service trainings must be

afforded; 2) Conduct regular consultations/conferences with the investigators to assess the prevailing morale of the men in the units; and 3) Each unit has to come up with programs and projects attuned to their annual goals and objectives.

The present study is similar with the study of Panganiban because they both deal with officers' effectiveness in relation to their specific work functions. They differed in terms of focus since specific unit had paid attention to a defined task: literacy program implementation with the PA and investigative work with the NBI.

Callelero (2000) of the Philippine Air Force, conducted a study on "Career Development for the Philippine Air Force Non-Pilot Reserve Officers: An Assessment." The study came up with the following salient findings: 1) promotions of Philippine Air Force officers includes career courses needed for them to earn points required to move to higher positions. Pilots and non-pilots must undergo those career courses to compete for positions at higher levels; 2) non-pilots do not have equal chances with the pilots in attending school or advanced studies. Non-pilots attributed this condition to lack of quota from their group, "bata-

bata" system, and favoritism; and 3) non-pilots officers felt deprived in attending career development program.

From the above findings, it was concluded that: 1) Disproportionate quotas across officer types affect the delayed promotion or the non-promotion at all of non-pilots; 2) Early retirement of non-pilots because of lack of opportunities for promotion since they are considered "second-class citizens" in the PAF when it comes to staff development courses or programs; and 3) absence of a distinct and clearly defined career ladder made possible these inequities experienced by the non-pilot officers in the PAF.

The relationship of the present study with that of the study of Callelero has bearing on the following: 1) both studies deal on the trainings attended by the officers; 2) they are both studies under the Armed Forces of the Philippines; and 3) the two studies have made focus on the officers of their units. With respect to their differences, the two differ on the following: 1) this present study is with the Army while the previous study is with the Air Force; 2) the locale of the present study is the Eastern Visayas region while the previous took place in Quezon City.

The study of Alcaneses (2001) on Actual Work Performance and Perceived Work Values of Chiefs of Police in Calabarzon: Basis for a Strategic Plan, found out that the police force is composed of qualified, economically stable and satisfied, and experienced in the police operations and management. The Chiefs of Police specifically are work performers with strong coordinative mechanism among agencies. They have established career development and management system operated by a set of rules and procedures. They created lasting working relationship with the community and their associates. Also, they possessed observable work values that can be translated to work performance which are shaped by both external and internal factors.

In this same study, the following were recommended: 1) Implement the values performance system for the Chiefs of Police and other Philippine National Police personnel in order that this may be capitalized for work-oriented programs and projects; 2) The PNP through the Human Resource and Doctrine Development should organize staff development programs on Values Performance to all PNP personnel to assess their value system and other factors that influence their attitude, behavior, interest and

preferred levels of performance and amount of outputs in relation to the benefits, organizational standing, status leadership role, interpersonal relationship and community recognition; and 3) Develop systems and procedures including appropriate policies that would lead to the work value improvement of PNP officers.

This study has similarities with the study of Alcaneses on the following grounds: 1) they both addressed the officers of the unit; 2) work performance was the subject of both studies; 3) work values were specific concepts that were dealt with in both studies; 4) the studies were both descriptive-correlational researches; and 5) both are developmental researches.

Their differences, on the other hand lie on the following: 1) the present study is with the Philippine Army while the previous study was with the Philippine National Police; 2) the present study's locale is in Eastern Visayas while the previous study was done in Calabarzon; and 3) the focus of the present study is the competency level of COs in relation to the seven dimensions of management while the previous study focused on the performance of the Chiefs of Police in relation to their perceived work values.

In the study of Ason (1999), entitled "Managerial Skills of High School Principals: Their Influence on the Morale of Teachers" she recommended that graduate studies/education should be availed by all teachers through scholarship grants which should be done in scheduled basis. The least trained should be considered priority if only to improve instructions in the classrooms.

Del Rosario (1999) in his study, "Leadership Styles of Head Teachers in Selected Districts in the Division of Samar: Its Influence on Teachers Performance", ably supported the need for professional growth of teachers when he concluded that professional development of the teachers was strongly recommended through undergoing MA classes during weekends and summer.

The present study and the studies of Ason and Del Rosario are all focusing on the manager's competencies in leading an organization. They differ in matters like the subject of the study because the present study focuses on commissioned officers of the 8th Infantry Division while the two cited studies had taken teachers as their subject.

The study on "Motivational Styles of School Principals: Their Implications to the Development of Effective Elementary School" (Apolinario, 1999),

recommended that there was a need to further reinforce the desire of principals to pursue professional advancement to enhance their administrative and/or managerial skills. One way to do this was by granting them scholarship to enable them to finish their graduate and post-graduate courses. Food, transportation as well as book allowances should be afforded to them as one way of giving them incentives for their good performance as principal's gift.

Panela (1998) in his study "Management Competencies of Second Level Managers of the 8th Infantry Division, Philippine Army in Eastern Samar supported this concept when he recommended the following: 1) develop a system of management where there is an improved means and ways in the delivery of management functions of the personnel involved within the system; 2) non-commissioned officers should never be allowed or assigned to occupy a key position other than his specialty to avoid incompetence or sub-par performance; 3) for those non-commissioned officers who have been in the service for several years must be given the chance to occupy key position aside from sending them to scholarship grants or trainings to rekindle the interest and enthusiasm they once have; 4) young non-commissioned officers who composed the most number in the 8th Infantry

Division, Philippine Army in Eastern Samar should have a career path developed for them to prepare them to handle key positions or major tasks/assignments; 5) schedule of training should be designed by the higher-ups in the organization so as to give everybody the chance to better themselves. Such schedule should be implemented religiously to promote fairness and objectiveness; 6) the non-commissioned officers who have earned very satisfactory performance and units in advanced studies should be considered in the ranking for promotion; and 7) outstanding performance of subordinates should be recognized by giving them awards or citations so that they will be inspired more in doing their job. In this way, the other subordinates will also be encouraged to perform better.

Awareness of the management competency level of commissioned officers will give management the knowledge of how to further enhance their professional growth to be more effective and productive. This is the reason why Apolinario and Panela's study were taken into consideration because both have the same objective that is the professional advancement of principals and non-commissioned officers. The difference lies in the fact that the former considered

commissioned officers as respondents while the latter took school principals and non-commissioned officers.

Doroja (2000) in her study "Interpersonal Values and Competency Needs of Public Elementary Schools Principals: Inputs to a Model Supervisory Enhancement Program", it was found out that along organizing, the competency needs of the elementary school principals were: 1) develop strong working unit or team culture that enhances high performance; 2) exercise maximum tolerance of sharing one's ideas, innovations and education that can help the school grow more effectively; and 3) provide work responsibilities related to teacher potentials, develop their skills and capacities.

As regards leading/directing, it was also found out that the elementary school principals needed the following competencies: 1) focus on the attainment of the objectives, goals, mission and vision of the school; 2) establish and maintain an adequate and relevant monitoring/supervisory and evaluation system for all school plans, programs and projects.

On controlling/coordinating, Doroja found out that the following competency needs surfaced among the elementary school principals: 1) maintain productive work relationship

within the school, and 2) obtain cooperation from those who are not under their control.

The present study and the study of Doroja are related because both deal on the supervisory skills of managers only that the former took military officers as respondents while the latter deals with school principals.

Ogario (1992) in his study "Management Development Programs of DECS, Region VIII Supervised Tertiary Schools: Its Antecedents and Consequences", stressed that for effectiveness and efficiency of faculty development programs, the manager needs to strengthen their implementation through intensive supervision and focusing more attention on operational details.

The present study and the study of Ogario are the same because they both postulated in their theoretical and conceptual frameworks the emphasis on resource management as one key factor in attaining success in an organization. They differ of course, in the sense that while the former took the military officers of the 8th Infantry Division as respondents, the latter specifically addressed the teachers' development programs in Region 8.

Caveiro (1997), on the other hand, concluded in his study "Administrative Styles Employed by the Secondary

School Administrators: Basis for Policy Redirection", that administrative styles are not related with supervisory styles. He stressed that any supervisory style maybe employed with any administrative style or vice-versa. Further, it was pointed out that any type of secondary school administrator, whether democratic, autocratic or free rein, can use or apply any supervisory style and would not make any difference at all.

In this same study, it was recommended that secondary school administrators must be properly acquainted through training, seminars, and other related activities regarding administrative and supervisory styles.

The present study and the study of Caveiro are related in the sense that these two are focused on managerial competencies of the leader/manager. They differ only on their subjects, because while the present study has involved military leaders the latter involved school leaders.

Oliva (1991) in her study "Secondary School Chemistry Teachers' Competencies: Inputs to a Proposed Model for Staff Development", recommended that the staff selection of participants to the training program should give priority to teachers teaching chemistry who are not chemistry major.

Oliva also recommended that the training programs should progressively offer advance chemistry courses that will raise the teacher competencies in knowledge and laboratory skills beyond just the fundamentals in general chemistry. Training programs should train participant in improvising set-up or models, which can be used to demonstrate and allow students to investigate principles using indigenous materials instead of relying on high precision instrument which local schools do not have.

In the study of Quitaig (1993) "Management System of Newly Nationalized High Schools in Samar: Basis for a Development Plan", it was concluded that the perceptions of the three groups of respondents on the extent of performance of the school heads showed a significant difference on the variables under study. This implied that the school heads rated themselves in an ideal setting while the faculty and the students rated their superiors in the actual setting.

In this same study, it was further concluded that there is a need, therefore, in coming up with an innovation of something new or an adaptation of a workable and effective system of management of the 29 newly nationalized high schools in the Division of Samar. She then recommended

the following: a) that a system of management where there is an improved means and ways in the delivery of management functions of the personnel involved within the system must be developed; b) school heads should exert efforts in the maximum development/improvement of the individuals under their charge even with the very scarce resources at hand; and c) school heads need to be exposed in the actual management of their respective units/schools thereby developing in them the sense of responsibility and accountability.

The present study and the studies of Oliva and Quitalg are related because all are focused on management competencies of the leaders in the concerned organizations. The difference lies in the respondents and the kind of organizations where the respondents belonged.

Cadiong (1990) asserted that there existed a relationship between the in-service training, namely: seminar-workshops and conventions and evaluation skills of school administrators themselves. This meant that those forms of in-service training affected or influenced their supervisory skills to a certain extent, thus, improving or enhancing their professional growth. Professional meetings (conferences, scholarship grants or study leaves) and

professional readings showed significant relationship with the supervisory skills of the administrators.

The present study and the study of Cadiong are the same in the sense that both are focused on in-service training of personnel. They differ in the sense that while the former has addressed commissioned officers of the 8th Infantry Division the latter is addressed to school administrators.

The preceding studies are worth mentioning in this research work since they postulated very important and relevant concepts that have provided specific insights in generating course of actions that were laid and/or defined in the development plan described in Chapter VI of this research.

Chapter 3

METHODOLOGY

This chapter includes the methods, techniques, the research design, and the instrument that was used in gathering the data, a discussion of the respondents, the sampling procedure and the statistics that were used in interpreting the data that were gathered.

Research Design

The descriptive-developmental research design was used in this study using the questionnaire as the basic instrument in gathering the data and documentary analysis of the data needed in answering the problems posed in this study.

This particular research method ascertained the educational management competencies of the commissioned officers of the 8th Infantry Division, Philippine Army in Region VIII with respect to seven different dimensions of management. Two groups of respondents had supplied such information asked in the questionnaire.

The data that were gathered through the above named instrument were tabulated, analyzed, and interpreted with

the use of statistical tools such as frequency count, percentages, averaging, z-test (two-tailed), One-Way ANOVA, Pearson Product Moment Correlation (Pearson r), and Fisher's t-test.

Instrumentation

In obtaining data and other information for use in this study, the researcher employed the survey questionnaire as well as documentary analysis of the official records of the three infantry brigades and eight infantry battalions of the 8th Infantry Division situated in Eastern Visayas. Unstructured interviews and observation were also conducted to the two groups of respondents for problems on the competencies of the commissioned officers.

Questionnaire. This basic instrument that was adapted from Harris (1989) with some modifications was used in gathering the information/data needed in this study. Concepts and other indicators on cultural awareness, communication and coordination, public relations, planning, implementation of programs and projects, materials resource management, and unit monitoring and supervision were the ones quoted from Harris cited above. The specific indicators under each dimension were defined by the

researcher as they relate and/or describe the dimension, based on the researcher exposure in handling and implementing the literacy program.

Part I was intended to gather information about the respondents profile as to their age, educational qualification, length of service in the military, number of years involvement in educational program, educational trainings / seminars / conferences attended, rank, and their work orientation.

Part II on the other hand, was designed to gather perceptions on the extent of educational management competencies of commissioned officers of the three infantry brigades and eight infantry battalions on the different dimensions of management mentioned above. These seven management dimensions had specific indicators under each which required the respondents to answer using a 5-point scale where 5 is for Extremely Competent, 4 - Highly Competent, 3 - Moderately Competent, 2 - Fairly Competent, and 1 - Not Competent.

Part III was intended to elicit information regarding the problems encountered by the commissioned officers as regards their educational management function and frequency

of occurrence using 5 - point scale where 5 is for Always, 4 - Often, 3 - Occasional, 2 - Seldom, and 1 - Never.

Documentary Analysis. Important documents of the personnel in the three infantry brigades and eight infantry battalions of the 8th Infantry Division, Philippine Army located in Eastern Visayas were carefully analyzed and collected as part of this study. Such documents were mostly on personal bio-data where age, position/designation, educational qualification, length of service, number of years involvement in educational program, educational trainings / seminars / conferences attended, rank, and work orientation were obtained.

Validation of Instrument

Since the instrument was designed by the researcher based on the indicators describing the effective implementation of the literacy programs plus some adaptation from the instrument of Harris mentioned earlier in this chapter under Instrumentation, it was submitted to an expert who was a professor in the graduate school of this college and at present a professor of Samar College and one of the key officials in the Department of Education and then it was tried out with 10 officers and men from the

8th Regional Community Defense Group located at Ormoc City. There were no suggestions given during the dry run thus it was submitted to his adviser for final check. There being none, the final copy was reproduced for the actual gathering of the data.

Sampling Procedure

This study involved two groups of respondents from the three infantry brigades and eight infantry battalions which are geographically situated in Eastern Visayas.

Table 1
The Respondents

Unit	Respondents		Total	Percent
	COs	NCOs		
801 Bde	6	11	17	6.51
802 Bde	3	21	24	9.20
803 Bde	3	22	25	9.58
14IB	3	20	23	8.81
19IB	5	17	22	8.43
34IB	4	31	35	13.41
43IB	4	17	21	8.05
46IB	5	24	29	11.11
52IB	3	21	24	9.20
62IB	3	20	23	8.81
63IB	3	15	18	6.90
Total	42	219	261	100.00

The first group of respondents was the commissioned officers composed of Colonel, Lt Colonel, Major, Captain,

and Lieutenant. The second group of respondents was the non-commissioned officers composed of Master Sergeant, Technical Sergeant, Staff Sergeant, and Sergeant.

In the selection of respondents, total enumeration was considered since in every unit there are specific officers and men who are involved as well as trained in handling the special program on literacy. For specific information, Table 1 on the preceding page is shown.

Data Gathering Procedure

After the approval of the final copy of the questionnaire, it was reproduced according to the number required in this study. After that, permission to field the questionnaire was sought from the Commanding General of the 8th Infantry Division, Philippine Army located at Camp Lukban, Maulong, Catbalogan, Samar. When this was done, the researcher personally administered the fielding of the questionnaire from December 31, 2003 to January 13, 2004. In the administration of the questionnaire in every unit, the researcher gathered all those involved in the conduct of the literacy program and they altogether responded the questionnaire in one setting, not necessarily within the same number of minutes or hours as they were given enough

time to finish the items in the questionnaire. Once finished, the instrument was collected from each respondent, thus 100% retrieval was experienced.

Unstructured interviews were made to the two groups of respondents as well as to other commissioned officers and non-commissioned officers who were not included in this study to verify or cross-check the educational management competencies of the commissioned officers and to know the problems of the two groups of respondents as regards the performance of the commissioned officers.

Moreover, observation was used during the conduct of the study while the respondents were answering the questionnaire. It was done to augment the information needed in this study and also to crosscheck some data found in some important documents of the brigades and battalions.

Statistical Treatment of Data

The data that were gathered from the two groups of respondents through the use of the questionnaire were carefully tallied, tabulated, analyzed, interpreted, and subjected to appropriate statistical treatment. The results, were presented through textual explanations and tables. In the analyses of the results, the following

statistical tools were used: frequency count, percentages, averaging, z-test (two-tailed), One-Way ANOVA, Pearson Product Moment Correlation (Pearson r), and Fisher's t-test.

To interpret the results of the weighted responses on the specific variables on competency level, the rating followed the following scales:

- 4.51 - 5.00 - Extremely Competent
- 3.51 - 4.50 - Highly Competent
- 2.51 - 3.50 - Moderately Competent
- 1.51 - 2.50 - Fairly Competent
- 1.00 - 1.50 - Not Competent

For determining the degree of occurrence of the problems encountered by the respondents while performing their job, the following 5-point scale assessment was used:

- 4.51 - 5.00 - Always
- 3.51 - 4.50 - Often
- 2.51 - 3.50 - Occasional
- 1.51 - 2.50 - Seldom
- 1.00 - 1.50 - Never

z-test (two-tailed). This statistical tool was used to find out the significant difference in the perceptions of the two groups of respondents on the educational management competencies of the commissioned officers of the 8th Infantry Division, Philippine Army in Eastern Visayas. This

was further used to test the null hypotheses that there is no significant difference in the educational management competency level of the commissioned officers by: group of respondents, dimension, and geographical area; and there is no significant difference between the perceptions of the two groups of respondents on the problems encountered by the commissioned officers. The z-test (two-tailed) is obtained by the following formula (Popham and Sirotnik, 1973: 139)

$$z = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Where:

\bar{X}_1 refers to the grand weighted mean of the responses of the commissioned officers (2LT - COL)

\bar{X}_2 refers to the grand weighted mean of the responses of the non-commissioned officers (Sgt-MSg)

N_1 refers to the number of commissioned officers (2LT - COL)

N_2 refers to the number of non-commissioned officers (Sgt-MSg)

S_1^2 refers to the variance of commissioned officers (2LT - COL)

S_2^2 refers to the variance of non-commissioned officers (Sgt-MSg)

Analysis of Variance (ANOVA). For the purpose of determining significant difference between the perceptions of the two groups of respondents by geographical area, the Analysis of Variance (ANOVA) for One-Way Classification was used. The formulas utilized in the analysis are reflected below as suggested by Popham and Sirotnik (1973: 166-170).

Computational Formula for One-Way ANOVA

Source of Variation (S.V.)	Degrees of freedom	Sum of Squares (SS)	Mean Squares (MS)	Computed F
Between Groups	$k - 1$	$SSB = \sum \frac{\Sigma X^2}{n_g} - CF$	$MSB = \frac{MSB}{k-1}$	$F_c = \frac{MSB}{MSW}$
Within Groups	$N - k$	$SSW = \Sigma \Sigma X^2 - CF$	$MSW = \frac{SSW}{N-k}$	
Total	$N - 1$	$SST = \frac{\Sigma X_{ij}^2}{n} - CF$		

where:

k refers to the number of groups compared

n_g refers to the number of cases/subjects in the group

N refers to the total number of cases

X is a random variable which refers to the responses of the respondents

CF refers to the correction factor of the values equal to
$$\frac{(\sum X_{ij}^2)}{n}$$

The computed F-values, symbolized by F was compared with the critical value of F at $\alpha = .05$ with $k - 1$ and $N - k$ degrees of freedom, in determining of whether the hypothesis posed in the study was to be rejected or accepted.

Inasmuch the corresponding hypothesis was accepted, no Posteriori test was applied.

Pearson Product Moment Correlation (Pearson r). To establish the relationship between the personal variates on age, educational qualification, length of service in the military, number of years involvement in educational programs, educational training / seminars / conferences attended, rank, and work orientation and the educational management competency level of the commissioned officers, the Pearson Product Moment of Correlation Coefficient (Walpole, 1982: 375) was used, using the formula on the following page:

$$r = \frac{NXY - (\Sigma X)(\Sigma Y)}{\sqrt{[(N\sum X^2 - (\Sigma X)^2)][(N\sum Y^2 - (\Sigma Y)^2)]}}$$

Where:

r refers to Pearson Product Moment Correlation Coefficients

N refers to number of paired variables

X refers to the first independent variables

Y refers to the second independent variables

To test the hypothesis on the significance of the relationship between the personal variates and the educational management competency level of the commissioned officers, Fisher's t-test was used whose formula appears below:

$$t = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

Where:

t refers to the computed Fisher's t-test

N refers to the number of paired variables

r refers to the computed correlation coefficients using Pearson's formula

The .05 level of significance was used in all hypothesis testing.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter covers the presentation, analysis and interpretation of data gathered basically through survey questionnaire sent to the field and also through documentary analysis.

Profile of the Commissioned Officers

The profile of the commissioned officers which are made focus on this study are as follows: age and sex; educational qualification; length of service; number of years involvement in educational programs; trainings attended; rank; and work orientation.

Age Profile. Table 2 contains data on the age distribution of COs involved in this study. As shown in this table, 9 or 21.43 percent belonged to age bracket of 28-31 years of age. This was followed by the 40-43 years old with 7 or 16.67 percent. The lowest number is that of the age bracket of 20-23 and 52-55 with one apiece or 2.38 percent. On the average, the COs were 36.32 years old and standard deviation of 8.44 years.

Table 2

Age Profile of Commissioned Officers
of the 8th Infantry Division

Age in Years	Frequency	Percent
52 - 55	1	2.38
48 - 51	4	9.52
44 - 47	5	11.91
40 - 43	7	16.67
36 - 39	3	7.14
32 - 35	6	14.29
28 - 31	9	21.43
24 - 27	6	14.29
20 - 23	1	2.38
Total	42	100.00
Mean Age (in years)	36.32 years old	
SD	8.44 years	

Educational qualification. Table 3 contains data relative to the educational qualification of the COs involved in this study. Of the 42 respondents involved, only 3 or 7.14 percent were holders of MBA/MNSA/MA, 1 or 2.38 percent with MA units while the rest, 38 or 90.48 percent were BS degree holders.

This is due to the fact that involvement in educational programs does not need one to be MA or Ph.D. degree holder. Another reason is the nature of the profession where the COs were constantly assigned from one unit to another, thus attending school had never been given

enough space and consideration by the officials, even if they are interested to.

Table 3

Educational Profile of
Commission Officers

Degree Earned	Frequency	Percent
MBA/MA/MNSA	3	7.14
BS with MA Units	1	2.38
BS	38	90.48
Total	42	100.00

Length of service. Table 4 shows the length of service profile of the COs of the 8th Infantry Division. From the table, it can be deduced that the highest number of COs involved in the study had been in the service for 5-9 years with 12 or 28.57 percent.

This was followed by 10-14 years in the service with 9 or 21.43 of the respondents and 20-24 years in the service with 6 or 14.29 percent respectively. COs with 15-19 years in the service had 5 or 11.91 percent while 30-34 and 0-4 years in the service each with 4 or 9.52 percent. The lowest were the 25-29 years in the service with 2 or 4.76 percent each.

The average length of service of the COs was 13.81 years and standard deviation of 8.82 years.

Table 4

Length of Service Profile of the
Commissioned Officers

Number of Years	Frequency	Percent
30 - 34	4	9.52
25 - 29	2	4.76
20 - 24	6	14.29
15 - 19	5	11.91
10 - 14	9	21.43
5 - 9	12	28.57
0 - 4	4	9.52
Total	42	100.00
Ave Length of Service	13.81 years	
SD	8.82 years	

Number of years involvement in Educational Program.

Table 5 shows the number of years involvement in educational program of the COs.

As revealed by this table, most of the COs involved in the study, that is, 23 COs or 54.76 percent were relatively new in the program with 0-1 year experience, followed by 2-3 years experience with 15 or 35.71 percent.

Meanwhile, 4-5 years and 10-11 years experiences had 1 or 2.38 percent each from the 42 COs involved and none on

the 6-7 years experience. Also the average number of years involvement of COs in the educational programs was 2.14 years and standard deviation of 2.29 years.

Table 5

Number of Years Involvement
in Educational Programs

Number of Years Involvement	Frequency	Percent
10 - 11	1	2.38
8 - 9	2	4.76
6 - 7	0	0.00
4 - 5	1	2.38
2 - 3	15	35.71
0 - 1	23	54.76
Total	42	100.00
Average Number of Years Involvement	2.14 years	
SD	2.29 years	

Trainings attended. The profile of the trainings attended by COs is depicted in table 6 on the following page. Trainings were classified into levels, namely: a) international, b) national, c) regional, d) local, and e) none.

As revealed by this table, 15 of the respondents involved or 35.71 percent attended local level training, 11 respondents or 26.19 percent regional level and 10 respondents or 23.81 percent national level trainings.

Meanwhile, of the 42 COs involved, 5 respondents or 11.91 percent has no training and 1 respondent or 2.38 percent attended an international level training. The average numbers of trainings attended by commissioned officers of the 8th Infantry Division were 4.71 trainings.

Table 6

**Educational Trainings/Seminars/Conferences
Attended by Commissioned Officers**

Level of Training/ Number of Trainings	Frequency	Percent
International	1	2.38
National	10	23.81
Regional	11	26.19
Local	15	35.71
None	5	11.91
Total	42	100.00
Mean	4.71	

Rank profile. Table 7 contained data on the rank profile of the 42 COs of the 8th Infantry Division involved in the educational programs.

As revealed by the table, the highest number of COs involved in the programs were the lieutenants with 17 respondents or 40.48 percent, followed closely by captains with 15 respondents or 35.71 percent and major with 6

respondents or 14.29 percent. Lowest numbers were the LTC and COL with 2 respondents each or 4.76 percent.

Based from the data gathered pertaining to the commissioned officer involved in this study, the front liners in the implementation of the educational programs of the 8th Infantry Division were mostly young bloods.

Table 7

Rank Profile of Commissioned Officers

Rank	Frequency	Percent
Colonel	2	4.76
Lt Colonel	2	4.76
Major	6	14.29
Captain	15	35.71
Lieutenant	17	40.48
Total	42	100.00

Work orientation. Reflected in table 8 are data on the work orientation of commissioned officers of the 8th Infantry Division.

As revealed by this table, work values, individual competencies, and human relations of the commissioned officers involved in the educational programs were all considered "highly oriented" with weighted means of 4.26, 4.20, and 4.26 respectively.

Table 8

Work Orientation of Commissioned Officers

Indicators	Responses					Total	Weighted Mean and Interpretation	
	5 (FO)	4 (HO)	3 (MO)	2 (FO)	1 (NO)			
A. Work Values								
1. Personal knowledge of the forces and factors that influence one's behavior.	(50) 10	(104) 26	(15) 5	(2) 1	(0) 0	(171) 42	4.07	HO
2. Leadership or one's ability to influence positively people and situation.	(60) 12	(100) 25	(12) 4	(2) 1	(0) 0	(174) 42	4.14	HO
3. Responsibility or one's ability to persevere, to be dedicated and committed to the goals of the organization.	(70) 14	(100) 25	(6) 2	(2) 1	(0) 0	(178) 42	4.24	HO
4. Initiative or one's ability to accomplish things.	(80) 16	(92) 23	(6) 2	(2) 1	(0) 0	(180) 42	4.29	HO
5. Trust and confidence in others.	(70) 14	(92) 23	(12) 4	(2) 1	(0) 0	(176) 42	4.19	HO
6. Cooperativeness or one's ability to work with others.	(90) 18	(92) 23	(3) 1	(0) 0	(0) 0	(185) 42	4.41	HO
7. Helpfulness or one's capacity to be concerned about others and render assistance.	(95) 19	(80) 20	(6) 2	(2) 1	(0) 0	(183) 42	4.36	HO
8. Recognition of one's ability to achieve or be seen as a valuable person in the organization.	(95) 19	(80) 20	(6) 2	(2) 1	(0) 0	(183) 42	4.36	HO
9. Human service or one's seeking to serve the welfare and advancement of mankind in a meaningful fashion.	(80) 16	(92) 23	(9) 3	(0) 0	(0) 0	(181) 42	4.31	HO
Sub-total	(690) 138	(832) 208	(75) 25	(14) 7	(0) 0	(1611) 378	4.26	HO
B. Individual Competencies								
1. Professional attainment or one's major vocational and professional success.	(60) 12	(104) 26	(12) 4	(0) 0	(0) 0	(176) 42	4.19	HO
2. Intellectual competencies or one's intelligence or ability to conceptualize and perceive relationships, etc.	(45) 9	(120) 30	(9) 3	(0) 0	(0) 0	(174) 42	4.14	HO
3. Judgment competencies or one's ability to make reasonable decisions and solve problems.	(85) 17	(92) 23	(3) 1	(2) 1	(0) 0	182 42	4.33	HO
4. Social competencies or one's skills to deal with people.	(70) 14	(92) 23	(12) 4	(2) 1	(0) 0	(176) 42	4.19	HO
5. Physical competencies or one's physical prowess or outdoor abilities.	(55) 11	(104) 26	(15) 5	(0) 0	(0) 0	(174) 42	4.14	HO

6. Aesthetic competencies or one's responsiveness and appreciation of beauty.	(60) 12	(104) 26	(12) 4	(0) 0	(0) 0	(176) 42	4.19	HO
7. Actualizing competencies or one's ability to motivate self beyond present level of accomplishment.	(60) 12	(104) 26	(12) 4	(0) 0	(0) 0	(174) 42	4.19	HO
Sub-total	(435) 87	(720) 180	(75) 25	(4) 2	(0) 0	(1234) 294	4.20	HO
C. Human Relations								
1. One's role and good relationship with the team members and other functional units.	(85) 17	(92) 23	(6) 2	(0) 0	(0) 0	(183) 42	4.36	HO
2. The team shares with one's sense of being accountable individually for the group's results.	(90) 18	(72) 18	(15) 5	(2) 1	(0) 0	(179) 42	4.26	HO
3. The team works well together and has cohesion.	(60) 12	(108) 27	(9) 3	(0) 0	(0) 0	(177) 42	4.21	HO
4. The team provides individual support to members when needed.	(75) 15	(80) 20	(21) 7	(0) 0	(0) 0	(176) 42	4.19	HO
5. The leadership in one's team is shared.	(95) 19	(72) 18	(12) 4	(2) 1	(0) 0	(181) 42	4.31	HO
6. Members play a variety of roles in one's group.	(80) 16	(96) 24	(3) 1	(2) 1	(0) 0	(181) 42	4.31	HO
7. The team is committed to cooperation and collaboration among members and with other groups.	(80) 16	(68) 17	(24) 8	(2) 1	(0) 0	(174) 42	4.14	HO
Sub-total	(565) 113	(588) 147	(90) 30	(8) 4	(0) 0	(1251) 294	4.26	HO
Grand Total	(1690) 338	(2140) 535	(240) 30	(26) 13	(0) 0	(4096) 966	12.72	
Grand Mean	-	-	-	-	-	-	4.24	HO

Legend: 4.31 - 5.00 - Extremely Oriented
 3.31 - 4.30 - Highly Oriented
 2.31 - 3.30 - Moderately Oriented
 1.31 - 2.30 - Fairly Oriented
 1.00 - 1.30 - Not Oriented

As a whole, the commissioned officers deemed their work orientation in the management and implementation of educational management programs of the 8th Infantry Division as "highly oriented" as evidenced by the grand mean of 4.24.

Educational Management Competency Level of
Commissioned Officers as Perceived by
Themselves and the Non-Commissioned
Officers

In this portion contained the analysis of the two groups of respondents on the extent of management competency level of COs as perceived by themselves and the NCOs along the following management dimensions: 1) cultural awareness, 2) communication/coordination, 3) public relations, 4) planning, 5) programs / projects implementation, 6) material resources management, and 7) unit monitoring and supervision. The responses of these respondents varied from 5 to 1 which referred to extremely competent (EC), highly competent (HC), moderately competent (MC), fairly competent (FC), and not competent (NC), respectively.

Cultural Awareness. As can be gleaned from table 9, items "Language skills in facilitating the understanding of community folks for easy implementation of the literacy programs" and "Knowledge of the pedagogy in adult learning," both got a weighted mean of 3.69 from the COs. Overall, the COs rated themselves with a grand mean of 3.95 on cultural awareness indicating a "highly competent" level or condition.

Table 9

**Educational Management Competencies of Commissioned
Officers Along Cultural Awareness**

Indicators	Res- pon- dents	Responses					Total	Weighted Mean and Inter- pretation	
		5 (EC)	4 (HC)	3 (MC)	2 (FC)	1 (NC)			
1. Ability in bringing about the objectives of the programs on literacy like ALPS, CARES, ACCORD, and SOT.	COs	(55)	(100)	(18)	(0)	(0)	(173)	4.12	HC
	NCOs	11	25	6	0	0	42		
		(425)	(294)	(144)	(16)	(4)	(885)	4.04	HC
2. Skill or ability in identifying which literacy programs is feasible in the community.	COs	85	74	48	9	4	219	4.05	HC
	NCOs	(45)	(104)	(21)	(0)	(0)	(170)		
		9	26	7	0	0	42		
3. Aware of and sensitive to the sentiments and aspirations of the community folks in which the unit operates.	COs	(355)	(356)	(141)	(20)	(2)	(874)	3.99	HC
	NCOs	71	89	47	10	2	219		
		(75)	(68)	(30)	(0)	(0)	(173)	4.12	HC
4. Ability to develop a strong team culture that enhances high performance.	COs	15	17	10	0	0	42		
	NCOs	(280)	(372)	(171)	(22)	(2)	(847)	3.87	HC
		56	93	57	11	2	219		
5. Language skills in facilitating the understanding of community folks for easy implementation of the literacy programs.	COs	(65)	(92)	(15)	(2)	(0)	(174)	4.14	HC
	NCOs	13	23	5	1	0	42		
		(475)	(316)	(117)	(8)	(2)	(918)	4.19	HC
6. Knowledge of the pedagogy in adult learning.	COs	95	79	39	4	2	219		
	NCOs	(30)	(76)	(45)	(4)	(0)	(155)	3.69	HC
		6	19	15	2	0	42		
7. Facility in the use of appropriate teaching devices for adult learning.	COs	(290)	(384)	(150)	(28)	(1)	(853)	3.90	HC
	NCOs	58	96	50	14	1	219		
		(30)	(76)	(45)	(4)	(0)	(155)	3.69	HC
8. Ability to make learning meaningful to the learners.	COs	6	19	15	2	0	42		
	NCOs	(245)	(368)	(180)	(32)	(2)	(827)	3.78	HC
		49	92	60	16	2	219		
Grand Total	COs	(40)	(88)	(27)	(6)	(0)	(161)	3.83	HC
	NCOs	8	22	9	3	0	42		
		(285)	(352)	(171)	(30)	(2)	(840)	3.84	HC
Grand Mean	COs	57	88	57	15	2	219		
	NCOs	(50)	(88)	(24)	(4)	(0)	(166)	3.95	HC
		10	22	8	2	0	42		
Grand Total	COs	(300)	(376)	(168)	(16)	(1)	(861)	3.93	HC
	NCOs	60	94	56	8	1	219		
		(390)	(692)	(225)	(20)	(0)	(1327)	31.59	
Grand Total	COs	78	173	75	10	0	336		
	NCOs	(2655)	(2820)	(1242)	(172)	(16)	(6905)	31.54	
		531	705	414	86	16	1752		
Grand Mean	COs	-	-	-	-	-	-	3.95	HC
	NCOs	-	-	-	-	-	-	3.94	HC

Legend: 4.51 - 5.00 - Extremely Competent
 3.51 - 4.50 - Highly Competent
 2.51 - 3.50 - Moderately Competent
 1.51 - 2.50 - Fairly Competent
 1.00 - 1.50 - Not Competent

On the other hand, the NCOs rated the COs on "Knowledge of the pedagogy in adult learning" and "Facility in the use of appropriate teaching devices for adult learning" with a weighted mean of 3.78 and 3.84, respectively both indicating "highly competent" level.

Overall, the NCOs rated the COs handling the educational programs of the division with a grand mean of 3.94 indicating also a "highly competent" level. This means that they agreed on the level of competence of the COs along this line.

On the whole, the commissioned officers did very well in cultural awareness as assessed by themselves and the non-commissioned officers of the 8th Infantry Division.

Communication/Coordination. Under communication / coordination, the COs of the 8th Infantry Division rated "Prepare required written and oral communication for unit with conciseness, accuracy, competence, and cultural sensitivity" and "Ensure that the activities defined by the unit are attuned with the goals and objectives of the organization relative to literacy programs" with a weighted mean of 3.81 and 3.93, respectively, which both signified "highly competent".

Table 10

**Educational Management Competencies of Commissioned
Officers Along Communication/Coordination**

Indicators	Res- pon- dents	Responses					Total	Weighted Mean and Inter- pretation	
		5 (EC)	4 (HC)	3 (MC)	2 (FC)	1 (NC)			
1. Explain/clarify the goals and objectives of the programs.	COs	(65) 13	(96) 24	(15) 5	(0) 0	(0) 0	(176) 42	4.19	HC
	NCOs	(375) 75	(332) 83	(147) 49	(22) 11	(1) 1	(877) 219		
2. Explain and apply communication lines set for in the organization to carry out the directive in line with the program implementation.	COs	(65) 13	(88) 22	(21) 7	(0) 0	(0) 0	(174) 42	4.14	HC
	NCOs	(385) 77	(320) 80	(156) 52	(18) 9	(1) 1	(880) 219		
3. Keep unit members informed of latest issues and developments affecting the effective implementation of literacy programs?	COs	(55) 11	(76) 19	(30) 10	(4) 2	(0) 0	(167) 42	3.98	HC
	NCOs	(335) 67	(360) 90	(156) 52	(18) 9	(1) 1	(870) 219		
4. Ensure that the activities defined by the unit are attuned with the goals and objectives of the organization relative to literacy programs.	COs	(50) 10	(80) 20	(33) 11	(2) 1	(0) 0	(165) 42	3.93	HC
	NCOs	(315) 63	(356) 89	(162) 54	(24) 12	(1) 1	(858) 219		
5. Prepare required written and oral communication for unit with conciseness, accuracy, competence, and cultural sensitivity.	COs	(50) 10	(64) 16	(42) 14	(4) 2	(0) 0	(160) 42	3.81	HC
	NCOs	(280) 56	(416) 104	(141) 47	(24) 12	(0) 0	(861) 219		
6. Communicate changes in organizational policies relative to new programs defined for external clients.	COs	(50) 10	(92) 23	(27) 9	(0) 0	(0) 0	(169) 42	4.02	HC
	NCOs	(375) 75	(324) 81	(150) 50	(26) 13	(0) 0	(875) 219		
Grand Total	COs	(335) 67	(496) 124	(168) 56	(10) 5	(0) 0	(1011) 252	24.07	
	NCOs	(2065) 413	(2108) 527	(912) 304	(132) 66	(4) 4	(5221) 1314		
Grand Mean	COs	-	-	-	-	-	-	4.01	HC
	NCOs	-	-	-	-	-	-	3.97	HC

Legend: 4.51 - 5.00 - Extremely Competent
 3.51 - 4.50 - Highly Competent
 2.51 - 3.50 - Moderately Competent
 1.51 - 2.50 - Fairly Competent
 1.00 - 1.50 - Not Competent

As a whole, the Commissioned Officers of the 8th Infantry Division rated themselves on this management

dimension with a grand mean of 4.01 signifying "highly competent" level of performance.

With regards to the perceptions of NCOs on the educational management competencies of COs, "Ensure that the activities defined by the unit are attuned with the goals and objectives of the organization relative to literacy programs" and "Prepare required written and oral communication for unit with conciseness, accuracy, competence, and cultural sensitivity" with a weighted mean of 3.92 and 3.93, respectively, both indicating "highly competent" level.

Overall, the NCOs rated the COs of the 8th Infantry Division on Communication / Coordination with a grand mean of 3.97 or "highly competent" performance.

In other words, they both agreed that this dimension of management was really the area of expertise of the COs.

Public Relations. Table 11 revealed that the COs rated "Identify unit's diverse publics or stakeholders (DepEd, TESDA, DTI, LGUs, NGOs, POs, etc) that are relevant to effective implementation of literacy programs" and "Promote the work unit and its objectives in community development before groups and learners in the barangay" with a weighted mean of 3.93 and 4.00, respectively, both indicating

"highly competent". Overall, the COs rated themselves with a grand mean of 4.07 which signified "highly competent".

Table 11

Educational Management Competencies of Commissioned Officers Along Public Relations

Indicators	Res- pon- dents	Responses					Total	Weighted Mean and Inter- pretation
		5 (EC)	4 (HC)	3 (MC)	2 (FC)	1 (NC)		
1. Identify unit's diverse publics or stakeholders (DepEd, TESDA, DTL, LGUs, NGOs, POs, etc) that are relevant to effective implementation of literacy programs.	COs	(45)	(84)	(36)	(0)	(0)	(165)	3.93 HC
	NCOs	9 (495)	21 (252)	12 (135)	0 (20)	0 (2)	42 (904)	
		99	63	45	10	2	219	
2. Promote the work unit and its objectives in community development before groups and learners in the barangay.	COs	(55)	(84)	(27)	(2)	(0)	(168)	4.00 HC
	NCOs	11 (320)	21 (356)	9 (168)	1 (18)	0 (1)	42 (863)	
		64	89	56	9	1	219	
3. Respond effectively to inquiries and requests for unit information and service.	COs	(60)	(92)	(18)	(2)	(0)	(172)	4.10 HC
	NCOs	12 (340)	23 (328)	6 (174)	1 (20)	0 (1)	42 (863)	
		68	82	58	10	1	219	
4. Use formal and informal resource networks available in the community to achieve the objective of the program or to obtain information.	COs	(60)	(84)	(24)	(2)	(0)	(170)	4.05 HC
	NCOs	12 (300)	21 (360)	8 (159)	1 (26)	0 (3)	42 (848)	
		60	90	53	13	3	219	
5. Demonstrate unit respect for host community/barangay or area locals and work habits.	COs	(70)	(100)	(9)	(0)	(0)	(179)	4.26 HC
	NCOs	14 (485)	25 (296)	3 (114)	0 (16)	0 (2)	42 (913)	
		97	74	38	8	2	219	
Grand Total	COs	(290)	(444)	(114)	(6)	(0)	(854)	20.34
	NCOs	58 (1940)	111 (1592)	38 (750)	3 (100)	0 (9)	210 (4391)	
		388	398	250	50	9	1095	
Grand Mean	COs	-	-	-	-	-	-	4.07 HC
	NCOs	-	-	-	-	-	-	4.01 HC

Legend: 4.31 - 5.00 - Extremely Competent
 3.31 - 4.30 - Highly Competent
 2.31 - 3.30 - Moderately Competent
 1.31 - 2.30 - Fairly Competent
 1.00 - 1.30 - Not Competent

The NCOs rated the COs on "Use formal and informal resource networks available in the community to achieve the

objective of the program or to obtain information" with a weighted mean of 3.87, "Promote the work unit and its objectives in community development before groups and learners in the barangays" and "Respond effectively to inquiries and requests for unit information and service" both with a weighted mean of 3.94 all indicating "highly competent" level of performance.

Overall, the NCOs rated the COs of the 8th Infantry Division with a grand mean of 4.01 or "highly competent" performance along this management dimension.

This means that collaboration with stakeholders and the community is given emphasis in the effective implementation of the educational programs of the division.

Planning. Under this, the Commissioned Officers of the 8th Infantry Division rated themselves on "Assess technical feasibility for alternative courses of actions in the effective implementation of literacy programs" and "Plan specifically for changes in learner's schedule and activities that they desire most to learn" with a weighted mean of 3.76 and 3.79, respectively, both indicating "highly competent" level. Overall, the Commissioned Officers rated themselves with a grand mean of 3.85 indicating "highly competent" performance.

Table 12

**Educational Management Competencies of
Commissioned Officers Along Planning**

Indicators	Res- pon- dents	Responses					Total	Weighted Mean and Inter- pretation
		5 (EC)	4 (HC)	3 (MC)	2 (FC)	1 (NC)		
1. Utilize established dynamic planning techniques, environmental scanning, technological forecasting, or even future studies to develop unit goals in literacy programs implementation.	COs	(45)	(92)	(30)	(0)	(0)	(167)	
	NCOs	9 (305)	23 (388)	10 (147)	0 (22)	0 (1)	42 (863)	3.98 HC
2. Assess technical feasibility for alternative courses of action in the effective implementation of literacy programs.	COs	(30)	(84)	(42)	(2)	(0)	(158)	
	NCOs	6 (270)	21 (380)	14 (168)	1 (28)	0 (0)	42 (846)	3.76 HC
3. Anticipate obstacles to achieving work unit goals, identify means for overcoming them, and apply contingency plans when necessary.	COs	(50)	(64)	(45)	(2)	(0)	(161)	
	NCOs	10 (300)	16 (368)	15 (159)	1 (28)	0 (0)	42 (859)	3.83 HC
4. Plan specifically for changes in learner's schedule and activities that they desire most to learn.	COs	(40)	(72)	(45)	(2)	(0)	(159)	
	NCOs	8 (250)	18 (392)	15 (171)	1 (28)	0 (0)	42 (841)	3.79 HC
5. Maintain a balance between the goals of the unit and that of the learner's needs.	COs	(45)	(80)	(36)	(2)	(0)	(163)	
	NCOs	9 (315)	20 (396)	12 (138)	1 (22)	0 (0)	42 (871)	3.88 HC
Grand Total	COs	(210)	(392)	(198)	(8)	(0)	(808)	19.24
	NCOs	42 (1440)	98 (1924)	66 (783)	4 (128)	0 (1)	210 (4276)	19.54
Grand Mean	COs	-	-	-	-	-	-	3.85 HC
	NCOs	-	-	-	-	-	-	3.91 HC

Legend: 4.51 - 5.00 - Extremely Competent
 3.51 - 4.50 - Highly Competent
 2.51 - 3.50 - Moderately Competent
 1.51 - 2.50 - Fairly Competent
 1.00 - 1.50 - Not Competent

The NCOs rated the COs on "Plan specifically for changes in learner's schedule and activities that they

desire most to learn" and "Assess technical feasibility for alternative courses of actions in the effective implementation of literacy programs" with a weighted mean of 3.84 and 3.86, respectively, both indicating "highly competent" performance.

Overall, they rated the COs along this management dimension with a grand mean of 3.91 or "highly competent" level of performance.

This tend to show that the commissioned officers of the 8th Infantry Division have an orderly system in planning for the effective accomplishment of unit's mission, because their rating of themselves were confirmed by their subordinates.

Programs/Projects Implementation. The commissioned officers involved rated themselves on "Establish priorities among competing unit projects and activities defined to effectively implement the literacy programs" and "Set challenging but realistic deadlines for competing work unit projects" both with a weighted mean of 3.81 signifying "highly competent" level.

Overall, they rated themselves with a grand mean of 3.90 or "highly competent" performance.

Table 13

**Educational Management Competencies of Commissioned
Officers Along Programs/Projects Implementation**

Indicators	Res- pon- dents	Responses					Total	Weighted Mean and Inter- pretation
		5 (FC)	4 (HC)	3 (MC)	2 (FC)	1 (NC)		
1. Identify specific activities, which are fitting to the needs and interests of the learners.	COs	(55)	(52)	(54)	(0)	(0)	(161)	3.83 HC
	NCOs	11 (245)	13 (380)	18 (165)	0 (20)	0 (0)	42 (860)	
2. Establish priorities among competing unit projects and activities defined to effectively implement the literacy programs.	COs	59 (40)	95 (76)	55 (42)	10 (2)	0 (0)	219 (160)	3.81 HC
	NCOs	8 (325)	19 (336)	14 (177)	1 (22)	0 (0)	42 (860)	
3. Set challenging but realistic deadlines for competing work unit projects.	COs	65 (50)	84 (60)	59 (48)	11 (2)	0 (0)	219 (160)	3.81 HC
	NCOs	62 (310)	83 (332)	61 (183)	12 (24)	1 (1)	219 (850)	
4. Sequence and schedule work unit activities to maximize efficient use of available resources.	COs	62 (60)	83 (68)	61 (36)	12 (2)	1 (0)	219 (166)	3.95 HC
	NCOs	61 (305)	81 (324)	64 (192)	12 (24)	1 (1)	219 (846)	
5. Provide guidance to every facilitator and learner on how to assess or measure goal accomplishment.	COs	61 (60)	81 (88)	64 (24)	12 (0)	1 (0)	219 (172)	4.10 HC
	NCOs	63 (315)	93 (372)	50 (150)	13 (26)	0 (0)	219 (863)	
Grand total	COs	(265)	(344)	(204)	(6)	(0)	(819)	19.50
	NCOs	53 (1550)	86 (1744)	68 (867)	3 (116)	0 (2)	210 (4279)	
		310	436	289	58	2	1095	
Grand Mean	COs	-	-	-	-	-	-	3.90 HC
	NCOs	-	-	-	-	-	-	3.91 HC

Legend: 4.31 - 5.00 - Extremely Competent
 3.31 - 4.30 - Highly Competent
 2.31 - 3.30 - Moderately Competent
 1.31 - 2.30 - Fairly Competent
 1.00 - 1.30 - Not Competent

Meanwhile, the non-commissioned officers involved in the study rated the commissioned officers handling the educational programs along this management dimension on "Sequence and schedule work unit activities to maximize efficient use of available resources" and "Set challenging

but realistic deadlines for competing work unit projects" with a weighted mean of 3.86 and 3.88, respectively, both indicating "highly competent" level. Overall, the non-commissioned officers rated those 3.91 or "highly competent" performance in managing the educational programs of the division along this management dimension.

Based on these data, the commissioned officers of the 8th Infantry Division implement educational management programs effectively.

Material Resources Management. The COs rated themselves along this management dimension on "Oversee or participate in procurement management of material resources for use, both by facilitators and learners" and "Oversee or participate in managing and evaluating the utilization aspect of material resources by the facilitator and learners" with a weighted mean of 3.69 and 3.71, respectively, indicating "highly competent" level. Overall, the COs rated themselves with a grand mean of 3.86 indicating "highly competent" description.

The NCOs rated the COs on "Ensure that the use of funds is intended solely for the identified projects or activities" and "Oversee or participate in managing and evaluating the utilization aspect of material resources by

the facilitator and learners" with a weighted mean of 3.80 and 3.82, respectively, both indicating "highly competent" level.

Table 14

Educational Management Competencies of Commissioned Officers Along Material Resources Management

Indicators	Respondents	Responses					Total	Weighted Mean and Interpretation	
		5 (EC)	4 (HC)	3 (MC)	2 (FC)	1 (NC)			
1. Oversee or participate in procurement management of material resources for use, both by facilitators and learners.	COs	(30)	(76)	(45)	(4)	(0)	(155)	3.69	HC
	NCOs	6 (295) 59	19 (356) 89	15 (165) 55	2 (28) 14	0 (2) 2	42 (846) 219	3.86	HC
2. Oversee or participate in managing and evaluating the utilization aspect of material resources by the facilitator and learners.	COs	(35)	(68)	(51)	(2)	(0)	(156)	3.71	HC
	NCOs	7 (245) 49	17 (388) 97	17 (174) 58	1 (30) 15	0 (0) 0	42 (837) 219	3.82	HC
3. Ensure that use of local and/or available resources in the community is given top priority in identifying projects / activities for the learners.	COs	(60)	(64)	(36)	(4)	(0)	(164)	3.91	HC
	NCOs	12 (315) 63	16 (328) 82	12 (186) 62	2 (24) 12	0 (0) 0	42 (853) 219	3.90	HC
4. Ensure that the use of funds is intended solely for the identified projects or activities.	COs	(60)	(84)	(15)	(8)	(0)	(167)	3.98	HC
	NCOs	12 (265) 53	21 (340) 85	5 (204) 68	4 (22) 11	0 (2) 2	42 (833) 219	3.80	HC
5. Encourage learners to maximize the use of low-cost materials for identified projects or activities.	COs	(50)	(100)	(12)	(6)	(0)	(168)	4.00	HC
	NCOs	10 (380) 76	25 (300) 75	4 (180) 60	3 (14) 7	0 (1) 1	42 (875) 219	4.00	HC
Grand Total	COs	(235)	(392)	(159)	(24)	(0)	(810)	19.29	
	NCOs	47 (1500) 300	98 (1712) 428	53 (909) 303	12 (118) 59	0 (5) 5	210 (4244) 1695	19.38	
Grand Mean	COs	-	-	-	-	-	-	3.86	HC
	NCOs	-	-	-	-	-	-	3.88	HC

Legend: 4.51 - 5.00 - Extremely Competent
 3.51 - 4.50 - Highly Competent
 2.51 - 3.50 - Moderately Competent
 1.51 - 2.50 - Fairly Competent
 1.00 - 1.50 - Not Competent

Overall, the NCOs rated the COs with a grand mean of 3.88 or "highly competent" level of performance.

This means that even with the very limited resources intended for the educational management programs of the division, still they were able to come up with quality output.

Unit Monitoring and Supervision. The COs rated themselves on "Adjust to changes in workload, resources priorities and schedule of learners" and "Use cooperative relations, direct observation, or informal contacts with learners and other stakeholders (DepEd, TESDA, DTI, LGUs, NGOs, POs, etc) to ascertain needs" both with a weighted mean of 3.83 indicating "highly competent" level. Overall, the COs of the 8th Infantry Division rated themselves on this area at 3.90 which signified a "highly competent" performance.

The NCOs rated them on "Adjust to changes in workload, resources priorities and schedule of learners" and "Use cooperative relations, direct observation, or informal contacts with learners and other stakeholders (DepEd, TESDA, DTI, LGUs, NGOs, POs, etc) to ascertain needs" with a weighted mean of 3.87 and 4.00, respectively, both indicating "highly competent" level. Overall, the NCOs

rated the COs with a grand mean of 3.99 which is also a "highly competent" description.

Table 15

Educational Management Competencies of Commissioned Officers Along Unit Monitoring and Supervision

Indicators	Res- pon- dents	Responses					Total	Weighted Mean and Inter- pretation
		5 (EC)	4 (HC)	3 (MC)	2 (FC)	1 (NC)		
1. Establish/define a system or scheme in monitoring work accomplishment so as to ensure excellence in program implementation.	COs	(60) 12	(80) 20	(27) 9	(2) 1	(0) 0	(169) 42	4.02 HC
	NCOs	(370) 74	(352) 88	(129) 43	(26) 13	(1) 1	(878) 219	4.01 HC
2. Adjust to changes in workload, resources priorities and schedule of learners.	COs	(45) 9	(72) 18	(42) 14	(2) 1	(0) 0	(161) 42	3.83 HC
	NCOs	(245) 49	(412) 103	(171) 57	(18) 9	(1) 1	(847) 219	3.87 HC
3. Use cooperative relations, direct observation, or informal contacts with learners and other stakeholders (DepEd, TESDA, DTI, LGUs, NGOs, POs, etc) to ascertain needs.	COs	(50) 10	(72) 18	(33) 11	(6) 3	(0) 0	(161) 42	3.83 HC
	NCOs	(350) 50	(348) 87	(162) 54	(14) 7	(1) 1	(875) 219	4.00 HC
4. Clarify roles and responsibilities, so all unit members and learners understand work assignments and expectations.	COs	(60) 12	(60) 15	(45) 15	(0) 0	(0) 0	(165) 42	3.93 HC
	NCOs	(400) 80	(332) 83	(132) 44	(20) 10	(2) 2	(886) 219	4.05 HC
5. Encourage innovation and entrepreneurial spirit/interest among facilitators and learners.	COs	(45) 9	(80) 20	(39) 13	(0) 0	(0) 0	(164) 42	3.91 HC
	NCOs	(325) 65	(404) 101	(132) 44	(16) 8	(1) 1	(878) 219	4.01 HC
Grand Total	COs	(260) 52	(364) 91	(186) 62	(10) 5	(0) 0	(820) 210	19.52
	NCOs	(1690) 338	(1848) 462	(726) 242	(94) 47	(4) 4	(4362) 1095	19.94
Grand Mean	COs	-	-	-	-	-	-	3.90 HC
	NCOs	-	-	-	-	-	-	3.99 HC

Legend: 4.51 - 5.00 - Extremely Competent
 3.51 - 4.50 - Highly Competent
 2.51 - 3.50 - Moderately Competent
 1.51 - 2.50 - Fairly Competent
 1.00 - 1.50 - Not Competent

Based on these data, it is implied that there is consistency in the supervision and monitoring activities of the COs of the 8th Infantry Division.

Comparison of the Perceptions of the Educational
Management Competency Level of the
Commissioned Officers

The difference between the perceptions of the two groups of respondents on the educational management competency level of the commissioned officers is presented here. They are grouped into the following: 1) by group of respondents; 2) by dimension; and 3) by geographical area.

By Group of Respondents. Below are the textual explanations of the comparison of perceptions of the two groups of respondents on the educational management competency level of the COs of the 8th Infantry Division by group of respondents.

Based on the data gathered shown in table 16, the commissioned officers rated themselves on the seven management dimensions of cultural awareness, communication/coordination, public relations, planning, programs/projects implementation, material resources management, and unit monitoring and supervision with an average of 3.94 while they were rated by the non-

commissioned officers with the same score both indicating "highly competent" performance.

Table 16

**Significant Difference in the Educational Management
Competency Level of Commissioned Officers
by Group of Respondents**

Dimension	Respondents Perceptions				Average Weighted Mean	Interpretation
	COs		NCOs			
	Mean	Interpre- tation	Mean	Interpre- tation		
Cultural Awareness	3.95	HC	3.94	HC	3.945	HC
Communication/Coordination	4.01	HC	3.97	HC	3.99	HC
Public Relations	4.07	HC	4.01	HC	4.04	HC
Planning	3.85	HC	3.91	HC	3.88	HC
Programs/Projects Implementation	3.90	HC	3.91	HC	3.905	HC
Material Resources Management	3.86	HC	3.88	HC	3.87	HC
Unit Monitoring and Supervision	3.91	HC	3.98	HC	3.945	HC
Grand Average	3.94	HC	3.94	HC	3.94	HC
z-test					-1.25	
z-value $\alpha = .05$					1.96	
Interpretation: Not Significant (Accept Ho)						

The null hypothesis stating that there is no significant difference between the perceptions of the two groups of respondents on the educational management competency level of the commissioned officers of the 8th Infantry Division by group of respondents, therefore, is accepted, as further proved by the computed z-test of -1.25

which is lower than the critical z-value of 1.96 at .05 level of significance.

By Dimension. Below are the textual explanations of the comparison of perceptions of the two groups of respondents on the educational management competency level of the COs of the 8th Infantry Division by dimension.

On cultural awareness, the computed value of the z-test which is 0.02 is lower than 1.96 which is the critical z-value at the .05 level of significance. Based on these findings, this implies that the null hypothesis stating that there is no significant difference between the perceptions of the two groups of respondents on the educational management competency level of the commissioned officers of the 8th Infantry Division along cultural awareness is true.

Likewise, on communication/coordination, the null hypothesis stating that there is no significant difference between the perceptions of the two groups of respondents on the educational management competency level of the commissioned officers of the 8th Infantry Division along communication/coordination is accepted on the ground that the computed value of z-test is 0.67 and is very much lower

than the critical value of z at the .05 level of significance, which is 1.96.

Table 17

**Significant Difference in the Educational Management
Competency Level of Commissioned Officers
by Dimension**

Dimension	Grand Weighted Mean		Computed z -value	Critical z -value at .05 df	Evaluation	Decision
	COs	NCOs				
Cultural Awareness	3.95	3.94	0.02	1.96	Insignificant	Accept Ho
Communication/Coordination	4.01	3.97	0.67	1.96	Insignificant	Accept Ho
Public Relations	4.07	4.01	0.67	1.96	Insignificant	Accept Ho
Planning	3.85	3.91	-1.09	1.96	Insignificant	Accept Ho
Programs/Projects Implementation	3.90	3.91	-0.17	1.96	Insignificant	Accept Ho
Material Resources Management	3.86	3.88	-0.26	1.96	Insignificant	Accept Ho
Unit Monitoring and Supervision	3.90	3.99	-1.92	1.96	Insignificant	Accept Ho

On public relations, the computed z -test of 0.67 is insignificant at the .05 level of significance, which has a critical z -value of 1.96. Based on the foregoing findings, the null hypothesis stating that there is no significant difference between the perceptions of the two groups of respondents on the educational management competency level of the commissioned officers of the 8th Infantry Division along public relations has been proven to be true and therefore accepted at the .05 level of significance.

Table 17 contains the data on the perceptions of the two groups of respondents as regards their assessment on planning. The data presented on said table are the average ratings wherein they were subjected to statistical test to find out if there exists a significant difference. It will be noted that the value of z-test, which is -1.09, is lower when compared with the critical z-value at .05 level of significance, which is 1.96.

The computed z-test of 0.24 therefore, proves that the null hypothesis stating that there is no significant difference between the perceptions of the two groups of respondents on the educational management competency level of the commissioned officers along planning is true.

On programs/projects implementation, the z-value of -0.17 is lower compared with the critical z-value of 1.96 at the .05 level of significance and is therefore insignificant. This proved the null hypothesis of the study to be true which states that there is no significant difference between the perceptions of the two groups of respondents on the educational management competency level of the commissioned officers along programs/projects implementation.

The null hypothesis stating that there is no significant difference between the perceptions of the two groups of respondents on the educational management competency level of the commissioned officers along material resources management is accepted on the ground that the computed z-value of the z-test is -0.26 and is very much lower than the critical z-value at .05 level of significance, which is 1.96.

Also, on unit monitoring and supervision, the computed z-test of -1.92 is insignificant at the .05 level of significance, which has a z-value of 1.96. Hence, it proved that the null hypothesis stating that there is no significant difference between the perceptions of the two groups of respondents on the educational management competency level of the commissioned officers of the 8th Infantry Division along this dimension is true.

By Geographical Area. The areas covered in this research are as follows: a) Samar; b) Northern Samar; c) Eastern Samar; d) Leyte; and e) Southern Leyte. They are presented on Table 18 on the following page.

Data gathered revealed that the two groups of respondents in Samar rated their COs highest in public relations with a weighted mean of 4.08, described as

"Highly Competent". The least perceived dimension is the material resources management with a weighted mean of 3.85 also described "Highly Competent". Overall, they rated them with a grand mean of 3.99 also indicating "Highly Competent" performance.

Table 18

**Significant Difference in the Educational Management
Competency Level of Commissioned Officers
by Geographical Area**

Dimension	Samar	Northern Samar	Eastern Samar	Leyte	Southern Leyte	Grand Weighted Mean	Inter- pretation
Cultural Awareness	3.94	3.93	3.82	3.90	4.40	3.998	HC
Communication/Coordination	4.01	3.92	3.84	3.96	4.53	4.052	HC
Public Relations	4.08	3.96	3.87	4.03	4.44	4.076	HC
Planning	3.96	3.74	3.73	3.79	4.41	3.926	HC
Programs/Projects Implementation	4.02	3.79	3.70	3.85	4.35	3.942	HC
Material Resources Management	3.85	3.61	3.72	3.81	4.50	3.898	HC
Unit Monitoring and Supervision	4.04	3.71	3.79	3.87	4.56	3.994	HC
Grand Mean	3.99	3.84	3.78	3.89	4.45	3.99	HC

Legend: 4.51 - 5.00 - Extremely Competent
 3.51 - 4.50 - Highly Competent
 2.51 - 3.50 - Moderately Competent
 1.51 - 2.50 - Fairly Competent
 1.00 - 1.50 - Not Competent

In Northern Samar, the COs and NCOs rated the educational management competencies of COs in "Material Resources Management" and "Unit Monitoring and Supervision" with a weighted mean of 3.61 and 3.71, respectively, or a "Highly Competent" level. Overall, they rated them with a

grand mean of 3.84, also indicating "Highly Competent" performance.

In Eastern Samar, the two groups of respondents rated the educational management competencies of COs in "Programs / Projects Implementation" and "Material Resources Management" with a weighted mean of 3.20 and 3.72, respectively, or "Highly Competent" performance. Overall, they rated the COs with a grand mean of 3.78 or a performance assessed as "Highly Competent".

In Leyte, data revealed that the COs and NCOs rated the COs in "Planning" and "Material Resources Management" with a weighted mean of 3.79 and 3.81, respectively, and a grand mean of 3.89 all indicating "Highly Competent" level of performance.

In Southern Leyte, the two groups of respondents rated the COs in "Programs/Projects Implementation" and "Cultural Awareness" with a weighted mean of 4.35 and 4.40, both indicating "Highly Competent" level. Overall, they rated the educational management competency of COs with a grand mean of 4.45 or "Highly Competent" performance.

Overall, the two groups of respondents rated the educational management competency level of COs in 8th Infantry Division in "Material Resources Management" and

"Planning" with a weighted mean of 3.898 and 3.926, respectively, and a grand mean of 3.99 all indicating "Highly Competent" level of performance.

To ascertain whether there is significant difference between the perceptions of the two groups of respondents on the educational management competency level of the COs by geographical area, analysis of variance for one-way classification was applied.

Table 19

ANOVA for Comparing the Perceptions of the Two Groups
of Respondents Relative to Educational Management
Competencies of Commissioned Officers
by Geographical Area

Source of Variation	Sum of Squares SS	Degrees of Freedom df	Mean Squares MS	Computed F-value	Critical F-value	Evaluation
Between Groups	0.1295371	6	0.02159	0.268956	2.4452618	NS
Within Groups	2.23928	28	0.079974			
Total	2.3688171	34				

It can be gleaned from table 19 that the variation between groups as represented by the mean square of 0.02159 was smaller than the variation within groups with MS value of 0.079974 which turned out to be smaller than the critical or tabular value of 2.445 at degrees of freedom

equivalent to 6 and 28 for between groups and within groups, respectively. Therefore, the hypothesis that "There is no significant difference between the perceptions of the two groups of respondents on the educational management competency level of the COs by geographical area" was accepted.

This result indicates that the assessment by the COs was confirmed by the NCOs throughout Region VII. Hence, their responses were deemed objective and are therefore reliable and accurate measure of the educational management competencies of the COs of the 8th Infantry Division.

The Relationship Between the Educational
Management Competency Level of the
Commissioned Officers and Their
Personal Variates

The influence of the commissioned officers' profile relative to their age, educational qualification, length of service, number of years involvement in educational programs, trainings, rank, and work orientation was determined in this study.

Age. In table 20, it is shown the correlation coefficient of -0.08, an indication of the relationship between educational management competency level of COs and their ages, is considered negligible negative correlation.

Correspondingly, the Fisher's t-value for testing the significance of this relationship was -0.51 and 40 degrees of freedom. Hence, the hypothesis that "There is no significant relationship between the educational management competency level of COs and the age variate" was accepted. This means that the capabilities of the COs in managing the educational program of the 8th Infantry Division are not so much affected by their age.

Educational Qualification. For this variate, the computed correlation coefficient was found to be -0.23, which resulted to a computed Fisher's t-value of -1.51. Hence the corresponding hypothesis was accepted. This further implies that the educational qualification is not so much influencing the COs' skills in managing their educational programs.

Length of Service. The Pearson r and Fisher's t for this variate were 0.42 and 2.92, respectively. The computed Fisher's t turned out to be higher than the tabular t-value of 2.021. This led to the rejection of the null hypothesis that "There is no significant relationship between the educational management competency level of COs and their length of service." This result showed that being in the service for quite some time is a guarantee of effective

implementation of educational program of the 8th Infantry Division. In short, experience is still the best teacher.

Table 20

Correlation Coefficient Between the Educational Management Competency Levels of the Commissioned Officers and Their Personal Variates

Variates Considered	Computed r	Interpretation (Correlation)	Fisher's t	Critical t-value (.05) df -40	Evaluation	Decision
Age	-0.08	Negligible	-0.51	2.021	Insignificant	Accept Ho
Educational Qualification	-0.23	Low/Slight	-1.51	2.021	Insignificant	Accept Ho
Length of Service	0.42	Marked/Moderate	2.92	2.021	Significant	Reject Ho
Number of Years Involvement	0.46	Marked/Moderate	3.27	2.021	Significant	Reject Ho
Trainings	0.42	Marked/Moderate	2.92	2.021	Significant	Reject Ho
Rank	-0.57	Marked/Moderate	-5.31	2.021	Significant	Reject Ho
Work Orientation	-0.33	Low/Slight	-2.35	2.021	Significant	Reject Ho

Number of Years Involvement in Educational Programs.

Table 20 revealed that the computed r of 0.46 was found to be significant. This was evidenced by the computed Fisher's t-value of 3.27 which was greater than the tabular t-value of 2.021. This means the rejection of the corresponding hypothesis. This means that implementers of the educational programs should be given more time to ensure quality output.

Trainings. For this variate, the correlation coefficient was found to be 0.42 with a Fisher's t-value of

2.92 higher than the critical t-value of 2.021. Hence, the corresponding hypothesis was rejected. This result showed that trainings play an important role in managing the educational programs of the division. More attendance in in-service trainings make COs better managers.

Rank. The Pearson r for the variate was pegged at -0.57 with a Fisher's t-value of -5.31 which was way above the tabular t-value of 2.021. This led to the rejection of the null hypothesis that "There is no significant relationship between the educational management competency level of COs and their Rank" was rejected. This denotes that the relationship between these two independent variables was inverse. Those who had higher ranks or senior COs (Major to Colonel) are less competent in managing the educational programs of the division than those who had lower ranks (Lt-Captain). When this phenomenon was clarified, the researcher learned that those lower in ranks were given the authority to manage these educational programs. The senior COs were preoccupied with other programs or mission of the division.

Work Orientation. For this variate, the computed Pearson r and Fisher's t were -0.33 and -2.35 respectively. The computed Fisher's t-value turned out to be higher than

the critical t-value of 2.021, which led to the rejection of the corresponding hypothesis. This denotes that the relationship between these two independent variables was inverse. Those who were long involved in the implementation of the educational programs are tending to relax thus becoming less ineffective than those who are new in the programs. When this phenomenon was clarified, the researcher learned that those newly assigned COs want to give an impression in managing these educational programs. The old ones were preoccupied with other programs or mission of the division.

From the discussion presented, it is very significant to note that educational management competencies of COs are related to their level of competency. It was revealed that those who are involved more in educational programs had higher level of competency. This could be attributed to the fact that exposure in management dimensions like cultural awareness, communication/coordination, public relations, planning, programs/projects implementation, material resources management, and unit monitoring and supervision enabled the COs to gain more insights and acquire skills that enhance their capabilities in the management/implementation of educational programs.

The findings of the study showed the necessity of formulating a development plan in order to improve the COs educational management competency level.

Moreover, this indicated that measures be done by top officials to compel COs to attend trainings/seminars for adult learning. The strategy is to make attendance to said trainings mandatory requirements for promotion.

Problems Encountered by the Commissioned
Officers as Regard their Educational
Management Functions

Part III of the questionnaire provided a listing of perceived problems for each management dimension encountered by commissioned officers of the 8th Infantry Division.

It was revealed by the COs that the problems under cultural awareness on "Untrained facilitators in the conduct of literacy programs" and "Lack of scheduled trainings for adult learning where new facilitator can partake" both rated a weighted mean of 2.93 or "occasionally" happening. Overall, the Commissioned Officers of the 8th Infantry Division rated the occurrence of these problems along this management dimension "occasional" as evidenced by the grand mean of 2.79.

Table 21

**Problems Encountered by Commissioned Officers as
Seen by Themselves along Cultural Awareness**

Indicators	Res- pon- dents	Responses					Total	Weighted Mean and Inter- pretation
		5 (A)	4 (O)	3 (O)	2 (S)	1 (N)		
1. Untrained facilitators in the conduct of literacy programs.	COs	(25) 5	(36) 9	(30) 10	(28) 14	(4) 4	(123) 42	2.93 O
	NCOs	(80) 16	(296) 74	(213) 71	(40) 20	(38) 38	(667) 219	3.05 O
2. Lack of scheduled trainings for adult learning where new facilitators can partake.	COs	(20) 4	(44) 11	(24) 8	(32) 16	(3) 3	(123) 42	2.93 O
	NCOs	(105) 21	(264) 66	(210) 70	(62) 31	(31) 31	(672) 219	3.07 O
3. Tagalog speaking facilitators handling the zero-level learners, thus creates difficulty to both in facilitating learning.	COs	(5) 1	(44) 11	(42) 14	(26) 13	(3) 3	(120) 42	2.86 O
	NCOs	(145) 29	(256) 64	(207) 69	(62) 31	(26) 26	(696) 219	3.18 O
4. Shy type facilitators or facilitators who are unable to relate themselves effectively with the barangay officials and the learners themselves.	COs	(5) 1	(36) 9	(39) 13	(14) 7	(12) 12	(106) 42	2.52 O
	NCOs	(105) 21	(268) 67	(174) 58	(60) 30	(43) 43	(650) 219	2.97 O
5. Autocratic or strict personality of some facilitators.	COs	(20) 4	(32) 8	(36) 12	(16) 8	(10) 10	(114) 42	2.71 O
	NCOs	(90) 18	(240) 60	(207) 69	(56) 28	(44) 44	(637) 219	2.91 O
Grand Total	COs	(75) 15	(192) 48	(171) 57	(116) 58	(32) 32	(586) 210	13.95
	NCOs	(525) 105	(1324) 331	(1011) 337	(280) 140	(182) 182	(3322) 1095	15.18
Grand Mean	COs	-	-	-	-	-	-	2.79 O
	NCOs	-	-	-	-	-	-	3.03 O

Legend: 4.51 - 5.00 - Always
3.51 - 4.50 - Often
2.51 - 3.50 - Occasional
1.51 - 2.50 - Seldom
1.50 - 1.50 - Never

The NCOs rated the occurrence of problems "Tagalog speaking facilitators handling the zero-level learners, thus creates difficulty to both in facilitating learning" and "Lack of scheduled trainings for adult learning where

new facilitators can partake" with a weighted mean of 3.18 and 3.07, respectively, or "occasional". Overall, the NCOs rated the occurrence of these problems encountered by COs with a grand mean of 3.03 indicating "occasional".

As regards communication/coordination, the COs rated problems "Top management is slow in disseminating information to field units" and "Facilitators who are not conversant of communication process/lines" with a weighted mean of 2.90 and 2.67, respectively indicating "occasional" occurrence.

Overall, the Commissioned Officers of the 8th Infantry Division rated the perceived problems with an average rating of 2.61 indicating "occasional".

As for the NCOs, they rated "Top management is slow in disseminating information to field units" and "Facilitators who are not conversant of communication process/lines" with a weighted mean of 3.06 and 2.95, respectively, both indicating "occasional" occurrence.

Overall, the non-commissioned officers rated the occurrence of these problems encountered by the commissioned officers of the 8th Infantry Division as "occasional" with a weighted mean of 2.94.

Table 22

**Problems Encountered by Commissioned Officers as Seen
by Themselves along Communication/Coordination**

Indicators	Res- pon- dents	Responses					Total	Weighted Mean and Inter- pretation
		5 (A)	4 (O)	3 (O)	2 (S)	1 (N)		
1. Facilitators who are not conversant of communication process/lines.	COs	(10) 2	(44) 11	(36) 12	(10) 5	(12) 12	(112) 42	2.67 O
	NCOs	(105) 21	(232) 58	(198) 66	(10) 5	(38) 38	(645) 219	2.95 O
2. Ineffective communicators among facilitators.	COs	(5) 1	(40) 10	(33) 11	(14) 7	(13) 13	(105) 42	2.50 S
	NCOs	(90) 18	(224) 56	(192) 64	(76) 38	(43) 43	(625) 219	2.85 O
3. Misinformed facilitators or they lack the necessary knowledge in the program implementation.	COs	(5) 1	(28) 7	(36) 12	(20) 10	(12) 12	(101) 42	2.40 S
	NCOs	(105) 21	(248) 62	(183) 61	(52) 26	(49) 49	(637) 219	2.91 O
4. Too much "red-tape" in implementing a task/project.	COs	(15) 3	(28) 7	(33) 11	(24) 12	(9) 9	(109) 42	2.60 O
	NCOs	(95) 19	(238) 57	(234) 78	(42) 21	(44) 44	(643) 219	2.94 O
5. Top management is slow in disseminating information to field units.	COs	(15) 3	(40) 10	(45) 15	(16) 8	(6) 6	(122) 42	2.90 O
	NCOs	(125) 25	(240) 60	(222) 74	(46) 23	(37) 37	(670) 219	3.06 O
Grand Total	COs	(50) 10	(180) 45	(183) 61	(84) 42	(52) 52	(549) 210	13.07
	NCOs	(520) 104	(1172) 293	(1029) 343	(288) 144	(211) 211	(3220) 1095	14.71
Grand Mean	COs	-	-	-	-	-	-	2.61 O
	NCOs	-	-	-	-	-	-	2.94 O

Legend: 4.31 - 5.00 - Always
3.31 - 4.30 - Often
2.31 - 3.30 - Occasional
1.31 - 2.30 - Seldom
1.30 - 1.30 - Never

In public relations, "Uncooperative publics" and "Uncooperative learners" got a weighted mean of 3.10 and 2.95, respectively, or "occasional" occurrence from the COs. Overall, they perceived these problems "occasionally" felt with a grand mean of 2.75.

Table 23

**Problems Encountered by Commissioned Officers as
Seen by Themselves along Public Relations**

Indicators	Res- pon- dents	Responses					Total	Weighted Mean and Inter- pretation
		5 (A)	4 (O)	3 (O)	2 (S)	1 (N)		
1. Program facilitators who are unaware of other stakeholders (DepEd, DTI, LGUs, NGOs, POs, etc) of literacy programs.	COs	(15)	(36)	(30)	(30)	(5)	(116)	2.76 O
	NCOs	3	4	10	15	5	42	
		(120)	(268)	(162)	(52)	(48)	(650)	2.97 O
2. Shy type personalities of some facilitators thus find program implementation difficult.	COs	(10)	(24)	(33)	(24)	(11)	(102)	2.43 S
	NCOs	2	6	11	12	11	42	
		(70)	(236)	(192)	(88)	(38)	(624)	2.85 O
3. Facilitators who lack the initiative and resourcefulness in carrying out the activity.	COs	(10)	(32)	(30)	(22)	(11)	(105)	2.50 S
	NCOs	2	8	10	11	11	42	
		(105)	(192)	(219)	(66)	(44)	(626)	2.86 O
4. Uncooperative publics.	COs	(25)	(36)	(48)	(18)	(3)	(130)	3.10 O
	NCOs	5	9	16	9	3	42	
		(120)	(228)	(237)	(56)	(31)	(672)	3.07 O
5. Uncooperative learners.	COs	(20)	(40)	(33)	(28)	(3)	(124)	2.95 O
	NCOs	4	10	11	14	3	42	
		(125)	(212)	(246)	(66)	(26)	(675)	3.08 O
Grand Total	COs	(80)	(168)	(174)	(122)	(33)	(577)	13.74
	NCOs	16	42	58	61	33	210	
		(540)	(1136)	(1056)	(328)	(187)	(3247)	14.83
Grand Mean	COs	-	-	-	-	-	-	2.75 O
	NCOs	-	-	-	-	-	-	2.97 O

Legend: 4.31 - 5.00 - Always
 3.31 - 4.30 - Often
 2.31 - 3.30 - Occasional
 1.31 - 2.30 - Seldom
 1.30 - 1.30 - Never

The NCOs perceived "Uncooperative learners" and "Uncooperative publics" in their degree of occurrence "occasional" with a rating of 3.08 and 3.07, respectively. Generally, problems relative to public relations were "occasionally" felt with a weighted mean of 2.97.

As for problems in planning, "Lack logistics to relate to effective conduct of planning" and "Lack of training for a greater number of facilitators" got a weighted mean of 3.38 and 2.76, respectively, or "occasional" occurrence.

Table 24

**Problems Encountered by Commissioned Officers
as Seen by Themselves along Planning**

Indicators	Res- pon- dents	Responses					Total	Weighted Mean and Inter- pretation
		5 (A)	4 (O)	3 (O)	2 (S)	1 (N)		
1. Lack of training in planning for a greater number of facilitators.	COs	(10) 2	(40) 10	(30) 10	(32) 16	(4) 4	(116) 42	2.76 O
	NCOs	(100) 20	(292) 73	(186) 62	(70) 35	(29) 29	(677) 219	3.09 O
2. Lack logistics to relate to effective conduct of planning.	COs	(35) 7	(64) 16	(24) 8	(16) 8	(3) 3	(142) 42	3.38 O
	NCOs	(135) 27	(244) 61	(213) 71	(82) 41	(19) 19	(693) 219	3.16 O
3. Planning in programs implementation is only delegated to a lower-level official thus the leader himself is not involved.	COs	(5) 1	(40) 10	(18) 6	(22) 11	(14) 14	(99) 42	2.36 S
	NCOs	(105) 21	(276) 69	(201) 67	(54) 27	(35) 35	(671) 219	3.06 O
4. Uncertain schedule on the part of the learners, thus synchronizing it with the facilitator becomes difficult.	COs	(25) 5	(32) 8	(21) 7	(24) 12	(10) 10	(112) 42	2.67 O
	NCOs	(105) 21	(260) 65	(213) 71	(70) 35	(27) 27	(675) 219	3.08 O
5. The "hit-and miss" scheme in implementing a program / project / activities.	COs	(15) 3	(32) 8	(27) 9	(26) 13	(9) 9	(109) 42	2.60 O
	NCOs	(90) 18	(244) 61	(225) 75	(70) 35	(30) 30	(659) 219	3.01 O
Grand Total	COs	(90) 18	(268) 52	(120) 40	(120) 60	(40) 40	(578) 210	13.77
	NCOs	(535) 107	(1316) 329	(1038) 346	(346) 173	(140) 140	(3375) 1095	15.40
Grand Mean	COs	-	-	-	-	-	-	2.75 O
	NCOs	-	-	-	-	-	-	3.08 O

Legend: 4.51 - 5.00 - Always
 3.51 - 4.50 - Often
 2.51 - 3.50 - Occasional
 1.51 - 2.50 - Seldom
 1.50 - 1.50 - Never

Overall, the problems were rated in their degree of occurrence "occasional" from the COs.

On the other hand, the NCOs rated "Lack logistics to relate to effective conduct of planning" and "Lack of training in planning for a greater number of facilitators" with a weighted mean of 3.16 and 3.09, respectively, or "occasionally" occurred.

Overall, the NCOs rated all these problems "occasional" with a grand mean of 3.08.

As for problems in programs/projects implementation, the COs rated "Lack of logistics" and "So many intervening tasks/activities that literacy program implementation is at a disadvantaged situation" with a weighted mean of 3.45 and 3.19, respectively. Overall, all problems encountered by COs themselves were rated in their degree of occurrence "occasional" with a grand mean of 2.95.

The Non-Commissioned Officers of the 8th Infantry Division rated "Lack of logistics" and "When the program is implemented, there are instances when they are stopped due to conflicting schedule, both by top management and field officers" with a weighted mean of 3.40 and 3.28, respectively, or "occasional" in their occurrence.

Table 25

**Problems Encountered by Commissioned Officers as Seen by
Themselves along Programs/Projects Implementation**

Indicators	Res- pon- dents	Responses					Total	Weighted Mean and Inter- pretation	
		5 (A)	4 (O)	3 (O)	2 (S)	1 (N)			
1. So many intervening tasks/activities that literacy program implementation is at a disadvantaged situation.	COs	(20)	(68)	(24)	(18)	(4)	(134)	3.19	O
	NCOs	4 (135)	17 (260)	8 (237)	9 (46)	4 (25)	42 (703)	3.21	O
2. Untrained facilitators especially the new ones.	COs	(10)	(36)	(24)	(22)	(12)	(104)	2.48	S
	NCOs	2 (100)	9 (232)	8 (276)	11 (84)	12 (30)	42 (653)	2.98	O
3. Facilitators who are unable to identify priority projects or activities.	COs	(5)	(44)	(30)	(20)	(10)	(109)	2.60	O
	NCOs	1 (125)	11 (232)	10 (210)	10 (60)	10 (36)	42 (663)	3.03	O
4. Lack of logistics.	COs	(30)	(80)	(18)	(14)	(3)	(145)	3.45	O
	NCOs	6 (185)	20 (288)	3 (195)	7 (62)	3 (14)	42 (744)	3.40	O
5. When the program is implemented, there are instances when they are stopped due to conflicting schedule, both by top management and field officers.	COs	(30)	(48)	(15)	(32)	(3)	(128)	3.05	O
	NCOs	6 (165)	12 (248)	5 (222)	16 (68)	3 (16)	42 (719)	3.28	O
Grand Total	COs	(95)	(276)	(111)	(106)	(32)	(620)	14.77	
	NCOs	19 (710)	69 (1260)	37 (1071)	53 (320)	32 (121)	210 (3482)	15.90	
Grand Mean	COs	-	-	-	-	-	-	2.95	O
	NCOs	-	-	-	-	-	-	3.18	O

Legend: 4.31 - 5.00 - Always
 3.31 - 4.30 - Often
 2.31 - 3.30 - Occasional
 1.31 - 2.30 - Seldom
 1.30 - 1.30 - Never

Overall, the non-commissioned officers rated the occurrence of these problems encountered by commissioned

officers of the 8th Infantry Division "occasional" with an average mean of 3.18.

Data on Table 26 revealed the problems encountered by COs along material resources management.

Table 26

Problems Encountered by Commissioned Officers as Seen by Themselves along Material Resources Management

Indicators	Res- pon- dents	Responses					Total	Weighted Mean and Inter- pretation
		5 (A)	4 (O)	3 (O)	2 (S)	1 (N)		
1. Unavailability of materials for use by the facilitator and learners.	COs	(25) 5	(56) 14	(45) 15	(14) 7	(1) 1	(141) 42	3.36 O
	NCOs	(185) 37	(236) 59	(210) 70	(88) 44	(9) 9	(738) 219	3.32 O
2. Local Executives, or mayors who found financing literacy programs irrelevant.	COs	(30) 6	(68) 17	(24) 8	(14) 7	(4) 4	(140) 42	3.33 O
	NCOs	(110) 22	(208) 52	(273) 91	(74) 37	(17) 17	(682) 219	3.11 O
3. Lack material time among facilitators to be going to the office of the mayor to follow-up the early release of funds for materials.	COs	(20) 4	(48) 12	(48) 16	(10) 5	(5) 5	(131) 42	3.12 O
	NCOs	(125) 25	(192) 48	(258) 86	(84) 42	(18) 18	(677) 219	3.09 O
4. Scarcity of low-cost instructional materials for use by both facilitator and learners.	COs	(20) 4	(68) 17	(24) 8	(20) 10	(3) 3	(135) 42	3.21 O
	NCOs	(125) 25	(232) 58	(240) 80	(74) 37	(19) 19	(690) 219	3.15 O
5. Procurement of materials, often, is not done by facilitators thus he is unable to manage it.	COs	(20) 4	(80) 20	(18) 6	(14) 7	(5) 5	(137) 42	3.26 O
	NCOs	(130) 26	(224) 56	(246) 82	(72) 36	(19) 19	(691) 219	3.16 O
Grand Total	COs	(115) 23	(320) 80	(159) 53	(72) 36	(18) 18	(684) 210	16.28
	NCOs	(675) 135	(1092) 273	(1227) 409	(392) 196	(82) 82	(3468) 1095	15.83
Grand Mean	COs	-	-	-	-	-	-	3.26 O
	NCOs	-	-	-	-	-	-	3.17 O

Legend: 4.31 - 5.00 - Always
 3.31 - 4.30 - Often
 2.31 - 3.30 - Occasional
 1.31 - 2.30 - Seldom
 1.30 - 1.30 - Never

The COs rated "Unavailability of materials for use by the facilitator and learners" and "Local executives, or mayors who found financing literacy programs irrelevant" with a weighted mean of 3.36 and 3.33, respectively.

Overall, the occurrence of problems encountered by COs on material resources management is "occasional" as evidenced by the grand mean of 3.26.

On the other hand, the NCOs rated "Unavailability of materials for use by the facilitator and learners" and "Procurement of materials, often, is not done by facilitators thus he is unable to manage it" got a weighted mean of 3.32 and 3.16, respectively, indicating "occasional" occurrence. Overall, they rated these problems 3.17 or "occasionally" occurred.

With regards to problems on unit monitoring and supervision, the COs rated "Differing of learner's schedule thus, monitoring and evaluation is time consuming" and "Lack of personnel to personally attend to monitoring and evaluation of program implementation" with a weighted mean of 3.24 and 3.21, respectively, or "occasional". Overall, they rated problems encountered by themselves along this management dimension with a grand mean of 3.09 or "occasional".

Meanwhile, the NCOs rated the occurrence of "Lack of personnel to personally attend to monitoring and evaluation of program implementation" and "Differing of learner's schedule thus, monitoring and evaluation is time consuming" both with a weighted mean of 3.23 or "occasional". Overall, they rated these problems "occasional" with a grand mean of 3.18.

Table 27

Problems Encountered by Commissioned Officers as Seen by Themselves along Unit Monitoring and Supervision

Indicators	Res- pon- dents	Responses					Total	Weighted Mean and Inter- pretation	
		5 (A)	4 (O)	3 (O)	2 (S)	1 (N)			
1. Lack of personnel to personally attend to monitoring and evaluation of program implementation.	COs	(20) 4	(52) 13	(51) 17	(8) 4	(4) 4	(135) 42	3.21	O
	NCOs	(160) 32	(244) 61	(204) 68	(82) 41	(17) 17	(707) 219	3.23	O
2. Untrained personnel on the use of monitoring and evaluation instruments.	COs	(10) 2	(56) 14	(24) 8	(32) 16	(2) 2	(124) 42	2.95	O
	NCOs	(105) 21	(260) 65	(192) 64	(80) 40	(29) 29	(666) 219	3.04	O
3. Unavailability of monitoring and evaluation instruments.	COs	(10) 2	(52) 13	(30) 10	(30) 15	(2) 2	(124) 42	2.95	O
	NCOs	(125) 25	(268) 67	(216) 72	(74) 37	(18) 18	(701) 219	3.20	O
4. Differing of learners' schedule thus, monitoring and evaluation is time consuming.	COs	(10) 2	(60) 15	(54) 18	(10) 5	(2) 2	(136) 42	3.24	O
	NCOs	(120) 24	(260) 65	(240) 80	(76) 38	(12) 12	(708) 219	3.23	O
Grand Total	COs	(50) 10	(220) 55	(159) 53	(80) 40	(10) 10	(519) 168	12.35	
	NCOs	(510) 102	(1032) 258	(852) 284	(312) 156	(76) 76	(2782) 876	12.70	
Grand Mean	COs	-	-	-	-	-	-	3.09	O
	NCOs	-	-	-	-	-	-	3.18	O

Legend: 4.31 - 5.00 - Always
 3.31 - 4.30 - Often
 2.31 - 3.30 - Occasional
 1.31 - 2.30 - Seldom
 1.30 - 1.30 - Never

All in all, the COs gave an overall rating of "occasional" for perceived problems on seven management dimensions.

Meanwhile, the NCOs rated "occasional" the occurrence of these problems as regards the educational management functions of COs in all management dimensions with an overall mean of 3.08.

It can be observed from the responses of the COs themselves and the NCOs that problems were perceived by the two groups of respondents to be "occasional", implying that these problems can be solved within their level.

Comparison of the Perceptions of Respondents
Relative to Frequency of Occurrence of
Educational Management Problems

The difference between the perceptions of the two groups of respondents on the frequency of occurrence of educational management problems of the commissioned officers along the following management dimensions: 1) cultural awareness, 2) communication/coordination, 3) public relations, 4) planning, 5) programs/projects implementation, 6) material resources management, and 7) unit monitoring and supervision is presented here.

Cultural Awareness. The computed z-value of -2.72 is very much higher compared with the critical z-value of 1.96 at -05 level of significance. The null hypothesis stating that there is no significant difference between the perceptions of the two groups of respondents on the problems encountered by the COs on cultural awareness is therefore rejected which means that both respondents do not agree on the occurrence of educational management problems of their respective units.

Communication/Coordination. The computed z-value of -3.59 is very much higher compared with the critical z-value of 1.96 at -05 level of significance. The null hypothesis stating that there is no significant difference between the perceptions of the two groups of respondents on the problems encountered by the COs on communication/coordination is therefore rejected which means that this management dimension should be given more focus in the implementation of educational programs of the 8th Infantry Division.

Public Relations. The computed z-value of -1.61 is lower compared with the critical z-value of 1.96 at -05 level of significance. The null hypothesis stating that there is no significant difference between the perceptions

of the two groups of respondents on the problems encountered by the COs on public relations is therefore accepted which means that perceived problems in this dimension will not affect the implementation of educational programs.

Planning. The computed z-value of -1.89 is lower compared with the critical z-value of 1.96 at -05 level of significance. The null hypothesis stating that there is no significant difference between the perceptions of the two groups of respondents on the problems encountered by the COs on planning is therefore accepted which means that both respondents agree on the occurrence of educational management problems of their respective units.

Programs/Projects Implementation. The computed z-value of -1.14 is lower compared with the critical z-value of 1.96 at -05 level of significance. The null hypothesis stating that there is no significant difference between the perceptions of the two groups of respondents on the problems encountered by the COs on programs/projects implementation is therefore accepted.

Material Resources Management. The computed z-value of 1.55 is lower compared with the critical z-value of 1.96 at -05 level of significance. The null hypothesis stating that

there is no significant difference between the perceptions of the two groups of respondents on the problems encountered by the COs on material resources management is therefore accepted which means that both respondents agree on the occurrence of educational management problems of their respective units.

Unit Monitoring and Supervision. The computed z-value of -0.98 is very much lower compared with the critical z-value of 1.96 at -05 level of significance. The null hypothesis stating that there is no significant difference between the perceptions of the two groups of respondents on the problems encountered by the COs on unit monitoring and supervision is therefore accepted which means that both respondents do not agree on the occurrence of educational management problems of their respective units.

The Result of the Z-test of Comparison
on the Problems Encountered by
Commissioned Officers

Table 28 shows the comparative picture of the perceptions of the two groups of respondents relative to the problems encountered by the COs. As depicted on the table, more management dimensions did not have a varying results as portrayed further by data on columns under

computed z-value and that of critical z-value at .05 level of significance, except on cultural awareness and communication/coordination where the computed z-value of -2.72 and -3.59 are higher than the critical z-value at .05 level of significance which is 1.96, thus the null hypotheses for these areas are rejected which would mean that the two group of respondents did not agree on the competence of the COs. Impliedly, they should exert more on making themselves effective in cultural awareness and communication/coordination.

Table 28

**The Result of the Z-test of Comparison on the Problems
Encountered by Commissioned Officers**

Dimension	Grand Weighted Mean		Computed z-value	Critical z-value at .05 df	Evaluation	Decision
	COs	NCOs				
Cultural Awareness	2.79	3.04	-2.72	1.96	Significant	Reject Ho
Communication/Coordination	2.61	2.94	-3.59	1.96	Significant	Reject Ho
Public Relations	2.75	2.97	-1.61	1.96	Insignificant	Accept Ho
Planning	2.75	3.08	-1.89	1.96	Insignificant	Accept Ho
Programs/Projects Implementation	2.95	3.18	-1.14	1.96	Insignificant	Accept Ho
Material Resources Management	3.26	3.17	1.55	1.96	Insignificant	Accept Ho
Unit Monitoring and Supervision	3.09	3.18	-0.98	1.96	Insignificant	Accept Ho

Table 29 shows the summary of perceptions of the two groups of respondents on the problems encountered by COs.

As gleaned from the table, the COs and NCOs rated the occurrence of these problems 2.89 and 3.08 indicating "occasional."

Table 29

Summary of Perceptions of the Two Groups
of Respondents on the Problems
of Commissioned officers

Dim ension	Respondents Perceptions				Grand Weighted Mean	Interpretation
	COs		NCOs			
	Weighted Mean	Interpre- tation	Weighted Mean	Interpre- tation		
Cultural Awareness	2.79	O	3.03	O	2.91	O
Communication/Coordination	2.61	O	2.94	O	2.78	O
Public Relations	2.75	O	2.97	O	2.86	O
Planning	2.75	O	3.08	O	2.92	O
Programs/Projects Implementation	2.95	O	3.18	O	3.07	O
Material Resources Management	3.26	O	3.17	O	3.22	O
Unit Monitoring and Supervision	3.09	O	3.18	O	3.14	O
Grand Average	2.89	O	3.08	O	2.99	O
z-test					2.065	
z-value at .05					1.96	
Interpretation: Significant (Reject Ho)						

Also, the null hypothesis that "There is no significance difference between the perceptions of the two

groups of respondents on the problems encountered by the COs on seven management dimensions" is therefore rejected because the computed z-test value of 2.065 is greater than the critical z-value of 1.96 at .05 level of significance.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter comprises of the summary of findings, conclusions, and recommendations of the study. The findings are treated in such a way that the variates including their component parts are presented in this particular section. From here, the conclusions were drawn which subsequently became the basis in defining recommendations for the improvement of the management competencies of the COs.

Summary of Findings

The data gathered were analyzed and statistically treated to be able to answer the problems posed in this study. The following are the salient findings of the study, to wit:

1. On the age profile, generally speaking, the COs are having an average age of 36.32 years old and standard deviation of 8.44 years which means that in charge of the educational programs of the 8th Infantry Division are young bloods.

2. On the educational qualification, three or 7.14 percent were MBA/MA/MNSA degree holders, one or 2.38 percent had MA units and majority, that is, 38 or 90.48 percent were BS degree holders.

3. On the length of service profile, the COs involved in the study posted an average length of service of 13.81 years and standard deviation of 8.82 years.

4. On the number of years involvement in educational programs, 23 or 54.76 percent had 0-1 year experience and only 1 or 2.38 percent had 10-11 years of involvement. Overall, the average number of years involvement is 2.14 and standard deviation of 2.29 years.

5. On the trainings attended by COs, data gathered revealed that local trainings has the highest with 15 or 35.71 percent and only one or 2.38 percent attended an international level of training. Mean for the training is 5 trainings.

6. On the rank profile, 17 or 40.48 percent were Lieutenants while 15 or 35.71 percent were Captains. The remaining few were distributed among the higher ranks of Major, Lieutenant Colonel, and Colonel.

7. On work orientation, as perceived by COs, their work orientation were: Work values - 4.26 or "highly

oriented", Individual competencies - 4.20 or "highly oriented", and Human relations - 4.26 or "highly oriented".

8. On cultural awareness, it was observed that the perceptions of the two groups of respondents do not differ as proven by the computed z-value of 0.02 which is lesser than the critical z-value of 1.96 at .05 level of significance.

9. On communication/coordination, the two groups of respondents perceived the COs as "highly competent". The perceptions showed no significant difference as shown in Table 17.

10. On public relations, the COs and NCOs indicated the educational management of COs as "highly competent". These perceptions did not differ significantly since the computed z-value of 0.67 was lesser than the critical z-value of 1.96 at .05 level of significance.

11. On planning, the perceptions of both the COs and NCOs with respect to planning is "highly competent". These perceptions showed no significant difference as proven by the z-test computed result.

12. On programs/projects implementation, the two groups of respondents' perceptions as to this management dimension

are "highly competent". Their perceptions do not differ as proven by the computed z-value of -0.17 which is lower than the critical z-value of 1.96 at .05 level of significance.

13. On material resources management, the COs and NCOs both perceived the COs of 8ID as "highly competent". As gleaned from table 17, there was no significant difference in the perceptions because the critical z-value of 1.96 at .05 level of significance is very much higher than the computed z-value of -0.26.

14. On unit monitoring and supervision, the two groups of respondents perceived the management competency of COs on unit monitoring and supervision as "highly competent". These perceptions showed no significant difference as proven by the z-test computed result of -1.92 which is lesser than the critical z-value of 1.96 at .05 level of significance.

15. The difference by group of respondents based on weighted means of the seven management dimensions such as cultural awareness, communication/coordination, public relations, planning, programs/projects implementation, material resources management, and unit monitoring and supervision is not significant as proved by the computed z-

value of -1.25 as against the critical z-value of 1.96 at .05 level of significance.

16. The difference between the perceptions of the two groups of respondents on the educational management competency level of the COs of 8th Infantry Division by dimensions gave the following results: 1) cultural awareness = 0.02, 2) communication/coordination = 0.67, 3) public relations = 0.67, 4) planning = -1.09, 5) programs / projects implementation = 0.17, 6) material resources management = -0.26, and 7) unit monitoring and supervision = -1.92. Thus, the hypothesis that "There is no significant difference on the perceptions of the two groups of respondents on educational management competency level by dimension is accepted.

17. The computed F-value for comparing the responses of the two groups of respondents relative to the extent of educational management competencies of the COs by geographical area turned out to be 0.270. This value proved to be smaller than the critical F-value of 2.445 at degrees of freedom equivalent to 6 and 28 for between groups and within groups. This led to the acceptance of the hypothesis that "There is no significant difference on the perceptions

of the two groups of respondents on educational management competency level by geographical area."

18. The correlational analysis undertaken between the educational management competency level of the COs and the seven variates gave the following results: 1) age - Pearson $r = -0.08$ with Fisher's t -value = -0.51 ; 2) educational qualification - Pearson $r = -0.23$ with Fisher's t -value = -1.51 ; 3) length of service - Pearson $r = 0.42$ with Fisher's t -value = 2.92 ; 4) number of years involvement in educational programs - Pearson $r = 0.46$ with Fisher's t -value = 3.27 ; 5) trainings - Pearson $r = 0.42$ with Fisher's t -value = 2.92 ; 6) rank - Pearson $r = -0.57$ with Fisher's t -value = -5.31 ; 7) work orientation - Pearson $r = -0.33$ with Fisher's t -value = -2.35 . These values denote that the computed Fisher's t -values for age and educational qualification were lesser than the critical t -value of 1.645 at $.05$ level of significance and $df = 40$. On the other hand, the computed t -value for length of service, number of years involvement in educational programs, trainings, rank, and work orientation were greater than the aforesaid critical t -value. Thus, the hypothesis that "There is no significant relationship between the educational management competency level and the age and

educational qualification of the COs" was rejected, while for the five remaining variates; length of service, number of years involvement in educational programs, training, rank, and work orientation and educational management competency level the hypothesis was rejected.

19. As regards the problems encountered by the COs relative to educational management functions, data gathered revealed the following as compared with z-critical value of 1.96 at .05 level of significance: 1) cultural awareness - z-test = -2.72 (Significant), 2) communication/coordination z-test = -3.59 (Significant), 3) public relations z-test = -1.61 (Insignificant), 4) planning - z-test = -1.89 (Insignificant), 5) programs/projects implementation - z-test = -1.14 (Insignificant), 6) material resources management - z-test = 1.55 (Insignificant), and 7) unit monitoring and supervision - z-test = -0.98 (Insignificant).

From these data, the hypothesis stating that "There is no significant difference between the perceptions of the two groups of respondents on the problems encountered by the COs was rejected because the computed z-value of 2.065 is greater than the critical z-value of 1.96 at .05 level of significance.

Conclusions

Based on the above findings, the following conclusions were drawn, to wit:

1. Data on the age of COs of the 8th Infantry Division revealed that they were in their mid 30's which means that they were physically capable to perform not only literacy programs but also combat operations, intelligence work, and even engineering work.

2. As regards their educational qualification, most of the COs are BS degree holders because this is the basic requirement asked of an applicant for commissionship in the in the officer corps of the Philippine Army.

3. The length of service profile of the COs of the 8th Infantry Division revealed that they were experienced COs because their average length of service was posted at 13.81 years.

4. Relative to number of years involvement in educational programs, the COs involved in the study were relatively new in the program with an average number of years involvement of 2.14 years. This is so, because of the rotation policy of higher headquarters to maintain enthusiasm at work and avoid familiarization in the area.

5. As to trainings attended by COs show that they had attended adequate number of trainings at the local/regional level but they were wanting more on educational management training at the national as well as international level.

6. As regards the COs rank profile, majority are young officers with ranks of Lieutenants and Captains because they are young, expectedly, they can carry the mission with vigor and enthusiasm.

7. The findings on the work orientation were indicative of COs' knowledge about the educational programs of the 8th Infantry Division. This is because managing educational programs need a lot of common sense.

8. The perceptions of the COs and the NCOs on the educational management competency level of COs by group of respondents had not shown a significant difference manifesting the objectivity of the two groups of respondents in assessing the educational management competency level of the COs.

9. The perceptions of the COs and the NCOs on the educational management competency level of COs by dimension are accepted. This is a manifestation that COs have yet to achieve their maximum potential in the implementation of the educational programs of the 8th Infantry Division.

10. For management competencies of COs by geographical area it turned out that managing educational programs had a positive effect on COs educational management competency level. Thus, more involvement in educational programs will more likely improve the management competencies of COs.

11. Among the seven COs-related variates of educational management competency level, age and educational qualification did not affect nor influence the educational management competency level of the COs while the rest play an important role in the management of educational programs of the 8th Infantry Division.

12. Problems on cultural awareness and communication / coordination affect the implementation of the educational programs of the 8th Infantry Division as evidenced by the data gathered on problems encountered by the COs.

13. There is a need for educational management program.

Recommendations

The following recommendations are suggested which are anchored on the results of this study.

1. The 8th Infantry Division should consider implementing the values-performance system for the COs in order that this maybe capitalized for work-oriented

programs and projects. Furthermore, there is a need to organize staff development programs on values-performance to all COs to assess their value system and other factors that influence their attitude, behavior, interest, and preferred levels of performance and amount of outputs in relation to the implementation of educational programs.

2. Priorities should be set to what is most needed among the methodologies and strategies so as to ensure effective, efficient and responsive implementation of the educational programs. Intensified development of doctrines should continuously undertake to ensure efficiency in all undertakings.

3. Graduate studies should be availed by COs in the 8th Infantry Division through scholarship grants which should be done in scheduled basis. The least trained should be considered priority if only to improve management of educational programs of the division.

4. COs should never be allowed or assigned to occupy a position other than his specialty to avoid incompetence or sub-par performance. There should be a criteria in the assignment of COs reflective of his real working aptitude and attitude.

5. Educational programs should be given equal footing with other programs of the 8th Infantry Division to encourage competitiveness thus ensuring quality performance and outputs. Moreover, performers should be given an incentive/award to encourage and motivate them.

6. A parallel study should be conducted in other divisions to validate the result of this study.

7. A similar study should be conducted, this time effects on the clienteles/beneficiaries will be the focus.

8. Recommend Chapter 6.

Chapter 6

DEVELOPMENT PROGRAM: EDUCATIONAL MANAGEMENT COURSE FOR COMMISSIONED OFFICERS

I - Rationale

Inevitable changes in society nowadays are taking place and are happening so fast that everyone should get alerted. Everyone therefore needs to be equipped with skills to cope with survival demands.

The above scenario necessitates literacy efforts to come to the fore in the lives of community folks. Literacy enhances one's ability to participate in the community. It gives people a greater voice in social and political processes which are prerequisites for enhanced productivity and sustainable development.

It is therefore in the above context where the Philippine Army is convinced that getting involved in creating opportunities for our unlucky brothers and sisters in our rural communities because they were not able to go to school, is an endeavor possible for them to take part, though unfamiliar and nontraditional job for their group.

But, they can only be effective by way of establishing/organizing a Staff Development Program for Commissioned Officers.

II. Course Description

A. Objectives

To be able to accomplish the task in helping as well as making the disadvantaged people become literate, the program "Educational Management Course for Commissioned Officers" shall be evolved where the following objectives shall become the guiding posts:

1. Organize a literacy program committee/special task force in the Division as well as battalions whose concerns are only for the purpose.

2. define a criteria or requirements in the selection of teacher-soldiers to handle adult learning.

3. establish a strong linkage with the Department of Education (DepEd), Department of Trade and Industry (DTI), Local Government Units (LGUs), Non-government Organizations (NGOs), People's Organizations (POs), etc. in defining as well as conducting a training program for teacher-soldiers.

4. provide or set aside logistics intended for literacy as a special program of the division and in every battalion in the unit's annual budget.

5. develop a 15-day Literacy Course for Teacher-Soldiers which shall be implemented or availed of annually by qualified Army.

6. Organize literacy classes in barangays whose literacy rate is very low.

B. Expected Outputs

1. Established course to COs
2. Trained COs to conduct echo-seminar and workshops for NCOs
3. Established Pool of Trainers-COs
4. Increased literacy rate in recipient barangays
5. Enhance socio-economic status of families in recipient barangays and/or improved communities
6. Reduced rate of insurgents
7. Active/involved local leaders and populace in community development efforts

III. The People Involved

The people/groups, who will be involved in carrying out this program aside from the program proponent, are as follows:

1. Local government officials. They compose the municipal officials who will be responsible in defining policies that support the Army in implementing literacy classes in far-flung and disadvantaged communities in their municipalities. It is also expected from this group the logistics that will support the operation of the classes.

2. DepEd, Regional/Division/School Offices. The group will provide the necessary assistance in defining the training matrix, the program specialists who will help conduct the training especially in terms of IMs production and how learning episodes for adults shall become productive/effective; and experts who will assist the Army in the conduct of monitoring and evaluation.

3. Other Agencies. They will compose the DTI, DSWD, NGOs, POs, DENR, DAR, DA, PIA, etc. who will assist the Army in the conduct of the training in terms of lecturers or discussants, skills trainers, and in making possible the information-dissemination, provision of resources (pamphlets, brochures, and other reading materials), and others.

4. The Community. They are all the individuals and groups who believe in the program, thus expected to support it by enrolling in literacy classes, giving donations in

cash or in kind, and moral as well as inspirational support.

IV. Target Beneficiaries of the Program

1. Officers who are assigned in ALPS and needs updating on trends and issues affecting the program.

2. Officers who are involved in the educational program.

V. Program Strategies

1. Provide sufficient instructional facilities

2. Improve organization and management

3. Provide logistical support

4. Provide facilities

5. Network with other stakeholders like LGUs, LGAs, NGOs and civic-spirited individuals.

VI. Program Implementation

Phase I: Training design preparation: its approval and the preparation of material resources and making ready of the human resources who will run the training for 15 days, to include information-dissemination for public knowledge and support.

Phase II: Staff training for 15 days through lecture discussions/ panel discussion/ simulation/ in-basket exercises on topics of adult learning; skills demonstration by the trainers and hands-on exposure of the trainees to project preparation. This phase will include theoretical and dynamic lectures as well as practical application of these in real-life situations that will help trainees discriminate positive actions from negative ones. The trainees will be required to design a Plan of Action as to how they will implement the literacy program effectively.

VII. Program Organizational Structure

Following are the terms of reference of the different government agencies that will be involved in the program.

1. Headquarters Philippine Army (HPA)

- 1.1 Provides the incidental expenses for each ALPS class.
- 1.2 Acts as ALPS facilitators.
- 1.3 Provides funds for advocacy and social mobilization activities.

- 1.4 Develops and disseminates ALPS information and communication (IEC) through airing in the nine radio Radio Programs in seven radio stations region-wide of the division.
- 1.5 Networks with other support agencies to generate support for the ALPS through attending Provincial Peace and Order Council and inviting LGU's for the launching of the program.
- 1.6 Organizes completion ceremonies for ALPS completers.

2. Local Government Units (LGUs)

- 2.1 Provide training materials for the training of ALPS Trainers.
- 2.2 Provide school supplies and materials for livelihood training.
- 2.3 Assist in the conduct of community assemblies in the project sites to generate awareness and support of the people in the community.
- 2.4 Provide funds for Income Generating activities to the community.
- 2.5 Assist in the creation of cooperatives to ensure sustainability of the program.

2.6 Provide ALPS Learning Center.

3. Department of Education - Bureau of Non-Formal Education (DepEd-BNFE)

3.1 Provides training materials, aids, references and assessment test materials.

3.2 Provides services in the conduct of training (Lecturer and demonstrations).

3.3 Facilitates in the conduct of Community assemblies in the project sites.

3.4 Assists in the conduct of community assemblies in the project sites.

3.5 Recruit/enroll potential learners in coordination with the Philippine Army.

3.6 Monitors, checks and assess the activities pertaining to the implementation of the program.

4. Philippine Business for Social Progress (PBSP)

4.1 Provides training materials, references for the ALPS facilitators.

4.2 Assists in the conduct of pre-membership education seminar to the qualified ALPS graduates as required by the Cooperative Development Authority (CDA).

- 4.3 Facilitates in the conduct of Trainors Training of ALPS facilitators on Plant Propagation and Environmental Management.
- 5. Department of Environment and Natural Resources (DENR), and Department of Agriculture (DA)
 - 5.1 Provides reading materials, posters and pamphlets on the environmental protection.
 - 5.2 Assists in the conduct of ALPS Trainors Training.
 - 5.3 Facilitates in the reforestation activities and nursery establishment operations in the project site.
- 6. Philippine Information Agency (PIA)
 - 6.1 Conducts information dissemination to ALPS facilitators regarding government program for peace and development.
 - 6.2 Provides newsletter for military awareness regarding community issues and concerns.

VIII. Monitoring and Evaluation

The monitoring and evaluation phase of the program will be based on the effectiveness of its conduct using the following instruments:

- 1) Questionnaire - checklist

2) Interview (structured/unstructured)

3) Observation

This phase will be considered periodically, to make sure of the necessary steps to take from Phase I to Phase II to ensure the attainment of the defined objectives.

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APPENDICES

APPENDIX A

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar

February 27, 2002

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

S i r:

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

1. MANAGEMENT COMPETENCIES OF COMMISSIONED OFFICERS OF THE 8TH INFANTRY DIVISION, PHILIPPINE ARMY IN SAMAR ISLAND.

2. A STUDY OF THE ADMINISTRATIVE AND LEADERSHIP STYLES OF BRIGADE COMMANDERS OF THE THREE INFANTRY BRIGADES OF THE 8TH INFANTRY DIVISION, PHILIPPINE ARMY.

3. ADMINISTRATIVE AND SUPERVISORY PROGRAMS OF THE 8TH INFANTRY DIVISION, PHILIPPINE ARMY: BASIS FOR A DEVELOPMENT PLAN.

Hoping for your consideration and approval regarding this matter.

Very truly yours,

(SGD.) TEDDY S. PANELA
Post Graduate Student

Approved:

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

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME: PANELA TEODY SORIANO
(Surname) (First Name) (Middle Name)

CANDIDATE FOR DEGREE DOCTOR OF PHILOSOPHY

AREA OF SPECIALIZATION EDUCATIONAL MANAGEMENT

TITLE OF PROPOSED THESIS/DISSERTATION: EDUCATIONAL
MANAGEMENT COMPETENCIES OF COMMISSIONED OFFICERS OF
THE 8TH INFANTRY DIVISION: INPUTS TO A MANAGEMENT
DEVELOPMENT PROGRAM

(SGD.) TEODY S. PANELA
Post Graduate Student

THELMA C. QUITALIG, Ph.D., CESO V
Name of Designated Adviser

APPROVED:

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

CONFORME:

(SGD.) THELMA C. QUITALIG, Ph.D., CESO V
Adviser

In 3 copies: 1st copy - for the Dean
2nd copy - for the Adviser
3rd copy - for the Applicant

APPENDIX C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

August 6, 2003

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

Sir:

I have the honor to apply for Pre-Oral Defense of my Dissertation Proposal entitled: "The Management Competencies of Commissioned Officers of the 8th Infantry Division, Philippine Army in Samar Island", on a date convenient for your good office.

Thank you.

Very truly yours,

(SGD.) TEDDY S. PANELA
Post Graduate Student

Recommending Approval:

(SGD.) THELMA C. QUITALIG, Ph.D., CESO V
Adviser

APPROVED:

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

APPENDIX D

EDUCATIONAL SURVEY QUESTIONNAIRE
(For both COs and NCOs)

Dear Respondents:

In this modern age where management is considered as the organ of society and is the primary force within organizations which coordinates the activities of the subsystems and relates them to the environment, a study entitled: "Educational Management Competencies of Commissioned Officers of the 8th Infantry Division: Inputs to a Management Development Program" will be conducted.

To help make this study meaningful, you have been chosen as one of the respondents, wherein your responses will be used in evaluating/assessing said organizations at the same time in proposing plan for its future improvement. Please answer the questions accurately and be assured that they will be held confidential.

Thank you very much.

TEODY S. PANELA
 Researcher

=====

Part I - Respondents Profile

Direction: Please fill-in all the blanks with the information called for.

1. Name: _____ 2. Age: _____ 3. Sex: _____

4. Educational Qualification:

Baccalaureate Degree: _____ Specialization/Major: _____

Master's Degree: _____ Specialization/Major: _____

Doctorate's Degree: _____ Specialization/Major: _____

5. Length of Service in the Military:_____

6. Number of Years Involvement in Educational Programs:_____

7. Seminars/Trainings/Conferences Relevant to Educational Management

Title of Seminar/	Period	Sponsoring Agency
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

8. Present Rank/Position:_____

9. Work orientation (To be able to answer this, consider the directions below).

Directions: Below are several indicators grouped into three components: 1) work values, 2) individual competencies, and 3) human relations. All of these will determine your work orientation as a facilitator. What you need to do is read each item carefully and personally evaluates yourself using the 5-point scale provided for. Check the numerical value that best described the level of orientation you have for each indicator.

Numerical Value	Description
5	- Extremely Oriented (EO)
4	- Highly Oriented (HO)
3	- Moderately Oriented (MO)
2	- Fairly Oriented (FO)
1	- Not Oriented (NO)

A: Work Values

Indicators	Responses				
1. Personal knowledge of the forces and factors that influence one's behavior.	(5)	(4)	(3)	(2)	(1)
2. Leadership or one's ability to influence positively people and situation.	(5)	(4)	(3)	(2)	(1)
3. Responsibility or one's ability to persevere, to be dedicated and committed to the goals of the organization.	(5)	(4)	(3)	(2)	(1)
4. Initiative or one's ability to accomplish things.	(5)	(4)	(3)	(2)	(1)
5. Trust and confidence in others.	(5)	(4)	(3)	(2)	(1)
6. Cooperativeness or one's ability to work with others.	(5)	(4)	(3)	(2)	(1)
7. Helpfulness or one's capacity to be concerned about others and render assistance.	(5)	(4)	(3)	(2)	(1)
8. Recognition of one's ability to achieve or be seen as a valuable person in the organization.	(5)	(4)	(3)	(2)	(1)
9. Human service or one's seeking to serve the welfare and advancement of mankind in a meaningful fashion.	(5)	(4)	(3)	(2)	(1)

B: Individual Competencies

Indicators	Responses				
1. Professional attainment or one's major vocational and professional success.	(5)	(4)	(3)	(2)	(1)
2. Intellectual competencies or one's intelligence or ability to conceptualize and perceive relationships, etc.	(5)	(4)	(3)	(2)	(1)
3. Judgment competencies or one's ability to make reasonable decisions and solve problems.	(5)	(4)	(3)	(2)	(1)
4. Social competencies or one's	(5)	(4)	(3)	(2)	(1)

- skills to deal with people.
5. Physical competencies or one's physical prowess or outdoor abilities. (5) (4) (3) (2) (1)
 6. Aesthetic competencies or one's responsiveness and appreciation of beauty. (5) (4) (3) (2) (1)
 7. Actualizing competencies or one's ability to motivate self beyond present level of accomplishment. (5) (4) (3) (2) (1)

C: Human Relations

Indicators	Responses				
1. One's role and good relationship with the team members and other functional units.	(5)	(4)	(3)	(2)	(1)
2. The team shares with one's sense of being accountable individually for the group's results.	(5)	(4)	(3)	(2)	(1)
3. The team works well together and has cohesion.	(5)	(4)	(3)	(2)	(1)
4. The team provides individual support to members when needed.	(5)	(4)	(3)	(2)	(1)
5. The leadership in one's team is shared.	(5)	(4)	(3)	(2)	(1)
6. Members play a variety of roles in one's group.	(5)	(4)	(3)	(2)	(1)
7. The team is committed to cooperation and collaboration among members and with other groups.	(5)	(4)	(3)	(2)	(1)

Part II - Educational Management Competencies

Direction: Below are the seven dimensions of management adopted from Harris (1989), which was applied in the context of literacy program indicators as they are implemented by the different units within Eastern Visayas region. You are to assess them in terms of how you as commissioned officer or your commissioned officers competencies are applied in each indicator. Whatever is your evaluation will be treated confidential.

Check the most appropriate rating using the 5-point scale on the space provided at the right of each numbered item using the following scale:

- 5 - Extremely Competent (EC)
- 4 - Highly Competent (HC)
- 3 - Moderately Competent (MC)
- 2 - Fairly Competent (FC)
- 1 - Not Competent (NC)

Thank you for your cooperation. Please begin the assessment process, on the following pages.

A: Cultural Awareness

Indicators	Responses				
1. Ability in bringing about the objectives of the programs on literacy like ALPS, CARES, ACCORD, and SOT.	(5)	(4)	(3)	(2)	(1)
2. Skill or ability in identifying which literacy programs is feasible in the community.	(5)	(4)	(3)	(2)	(1)
3. Aware of and sensitive to the sentiments and aspirations of the community folks in which the unit operates.	(5)	(4)	(3)	(2)	(1)
4. Ability to develop a strong team culture that enhances high performance.	(5)	(4)	(3)	(2)	(1)
5. Language skills in facilitating the understanding of community folks for easy implementation of the literacy programs.	(5)	(4)	(3)	(2)	(1)
6. Knowledge of the pedagogy in adult learning.	(5)	(4)	(3)	(2)	(1)
7. Facility in the use of appropriate teaching devices for adult learning.	(5)	(4)	(3)	(2)	(1)
8. Ability to make learning meaningful to the learners.	(5)	(4)	(3)	(2)	(1)

B: Communication/Coordination

Indicators	Responses				
1. Explain/clarify the goals and objectives of the programs.	(5)	(4)	(3)	(2)	(1)
2. Explain and apply communication lines set for in the organization to carry out the directive in line with the program implementation.	(5)	(4)	(3)	(2)	(1)
3. Keep unit members informed of latest issues and developments affecting the effective implementation of literacy programs.	(5)	(4)	(3)	(2)	(1)
4. Ensure that the activities defined by the unit are attuned with the goals and objectives of the organization relative to literacy programs.	(5)	(4)	(3)	(2)	(1)
5. Prepare required written and oral communication for unit with conciseness, accuracy, competence, and cultural sensitivity.	(5)	(4)	(3)	(2)	(1)
6. Communicate changes in organizational policies relative to new programs defined for external clients.	(5)	(4)	(3)	(2)	(1)

C. Public Relations

Indicators	Responses				
1. Identify unit's diverse publics or stakeholders (DepEd, TESDA, DTI, LGUs, NGOs, POs, etc) that are relevant to effective implementation of literacy programs.	(5)	(4)	(3)	(2)	(1)
2. Promote the work unit and its objectives in community development before groups and learners in the barangay.	(5)	(4)	(3)	(2)	(1)

3. Respond effectively to inquiries and requests for unit information and service. (5) (4) (3) (2) (1)
4. Use formal and informal resource networks available in the community to achieve the objective of the program or to obtain information. (5) (4) (3) (2) (1)
5. Demonstrate unit respect for host community/barangay or area locals and work habits. (5) (4) (3) (2) (1)

D. Planning

Indicators	Responses				
1. Utilize established dynamic planning techniques, environmental scanning, technological forecasting, or even future studies to develop unit goals in literacy programs implementation.	(5)	(4)	(3)	(2)	(1)
2. Assess technical feasibility for alternative courses of in the effective implementation of literacy programs.	(5)	(4)	(3)	(2)	(1)
3. Anticipate obstacles to achieving work unit goals, identify, means for overcoming them, and apply contingency plans when necessary.	(5)	(4)	(3)	(2)	(1)
4. Plan specifically for changes in learner's schedule and activities that they desire most to learn.	(5)	(4)	(3)	(2)	(1)
5. Maintain a balance between the goals of the unit and that of the learner's needs.	(5)	(4)	(3)	(2)	(1)

E. Programs/Projects Implementation

Indicators	Responses				
1. Identify specific activities, which are fitting to the needs and interests of the learners.	(5)	(4)	(3)	(2)	(1)

2. Establish priorities among competing unit projects and activities defined to effectively implement the literacy programs. (5) (4) (3) (2) (1)
3. Set challenging but realistic deadlines for competing work unit projects. (5) (4) (3) (2) (1)
4. Sequence and schedule work unit activities to maximize efficient use of available resources. (5) (4) (3) (2) (1)
5. Provide guidance to every facilitator and learner on how to assess or measure goal accomplishment. (5) (4) (3) (2) (1)

F. Materials Resource Management

Indicators	Responses				
1. Oversee or participate in procurement management of material resources for use, both by facilitators and learners.	(5)	(4)	(3)	(2)	(1)
2. Oversee or participate in managing and evaluating the utilization aspect of material resources by the facilitator and learners.	(5)	(4)	(3)	(2)	(1)
3. Ensure that use of local and/or available resources in the community is given top priority in identifying projects / activities for the learners.	(5)	(4)	(3)	(2)	(1)
4. Ensure that the use of funds is intended solely for the identified projects or activities.	(5)	(4)	(3)	(2)	(1)
5. Encourage learners to maximize the use of low-cost materials for identified projects or activities.	(5)	(4)	(3)	(2)	(1)

G. Unit Monitoring and Evaluation

Indicators	Responses				
1. Establish/define a system or scheme in monitoring work accomplishment so as to ensure excellence in program implementation.	(5)	(4)	(3)	(2)	(1)
2. Adjust to changes in workload, resources priorities and schedule of learners.	(5)	(4)	(3)	(2)	(1)
3. Use cooperative relations, direct observation, or informal contacts with learners and other stakeholders (DepEd, TESDA, DTI, LGUs, NGOs, POs, etc) to ascertain needs.	(5)	(4)	(3)	(2)	(1)
4. Clarify roles and responsibilities, so all unit members and learners understand work assignments and expectations.	(5)	(4)	(3)	(2)	(1)
5. Encourage innovation and entrepreneurial spirit/interest among facilitators and learners.	(5)	(4)	(3)	(2)	(1)

Part III - Problems

Directions: Below are some perceived problems of commissioned officers as regard their management functions. Please rate the degree of their occurrence in your organizational set-up while performing your work. Please use the following value scales below in your assessment.

<u>Value</u>	<u>Description</u>
5	Always
4	Often
3	Occasional
2	Seldom
1	Never

a) Cultural Awareness

Indicators	Responses				
1. Untrained facilitators in the conduct of literacy programs.	(5)	(4)	(3)	(2)	(1)
2. Lack of scheduled trainings for adult learning where new facilitators can partake.	(5)	(4)	(3)	(2)	(1)
3. Tagalog speaking facilitators handling the zero-level learners, thus creates difficulty to both in facilitating learning.	(5)	(4)	(3)	(2)	(1)
4. Shy type facilitators or facilitators who are unable to relate themselves effectively with the barangay officials and the learners themselves.	(5)	(4)	(3)	(2)	(1)
5. Autocratic or strict personality of some facilitators.	(5)	(4)	(3)	(2)	(1)

b) Communication/Coordination

Indicators	Responses				
1. Facilitators who are not conversant of communication process/lines.	(5)	(4)	(3)	(2)	(1)
2. Ineffective communicators among facilitators.	(5)	(4)	(3)	(2)	(1)
3. Misinformed facilitators or they lack the necessary knowledge in the program implementation.	(5)	(4)	(3)	(2)	(1)
4. Too much "red-tape" in implementing a task/project.	(5)	(4)	(3)	(2)	(1)
5. Top management is slow in disseminating information to field units.	(5)	(4)	(3)	(2)	(1)

c) Public Relations

Indicators	Responses				
1. Program facilitators who are unaware of other stakeholders (DepEd, TESDA, DTI, LGUs, NGOs, POs, etc) of literacy programs.	(5)	(4)	(3)	(2)	(1)
2. Shy type personalities of some facilitators thus find program implementation difficult.	(5)	(4)	(3)	(2)	(1)
3. Facilitators who lack the initiative and resourcefulness in carrying out the activity.	(5)	(4)	(3)	(2)	(1)
4. Uncooperative publics.	(5)	(4)	(3)	(2)	(1)
5. Uncooperative learners.	(5)	(4)	(3)	(2)	(1)

d) Planning

Indicators	Responses				
1. Lack of training in planning for a greater number of facilitators.	(5)	(4)	(3)	(2)	(1)
2. Lack logistics to relate to effective conduct of planning.	(5)	(4)	(3)	(2)	(1)
3. Planning in programs implementation is only delegated to a lower-level official thus the leader himself is not involved.	(5)	(4)	(3)	(2)	(1)
4. Uncertain schedule on the part of the learners, thus synchronizing it with the facilitator becomes difficult.	(5)	(4)	(3)	(2)	(1)
5. The "hit-and miss" scheme in implementing a program / project / activities.	(5)	(4)	(3)	(2)	(1)

e) Programs/Projects Implementation

Indicators	Responses				
1. So many intervening tasks/activities that literacy program implementation is at a	(5)	(4)	(3)	(2)	(1)

disadvantaged situation.					
2. Untrained facilitators especially the new ones.	(5)	(4)	(3)	(2)	(1)
3. Facilitators who are unable to identify priority projects or activities.	(5)	(4)	(3)	(2)	(1)
4. Lack of logistics.	(5)	(4)	(3)	(2)	(1)
5. When the program is implemented, there are instances when they are stopped due to conflicting schedule, both by top management and field officers.	(5)	(4)	(3)	(2)	(1)

f) Material Resources Management

Indicators	Responses				
1. Unavailability of materials for use by the facilitator and learners.	(5)	(4)	(3)	(2)	(1)
2. Local Executives, or mayors who found financing literacy programs irrelevant.	(5)	(4)	(3)	(2)	(1)
3. Lack material time among facilitators to be going to the office of the mayor to follow-up the early release of funds for materials.	(5)	(4)	(3)	(2)	(1)
4. Scarcity of low-cost instructional materials for use by both facilitator and learners.	(5)	(4)	(3)	(2)	(1)
5. Procurement of materials, often, is not done by facilitators thus he is unable to manage it.	(5)	(4)	(3)	(2)	(1)

g) Monitoring and Evaluation

Indicators	Responses				
1. Lack of personnel to personally attend to monitoring and evaluation of program implementation.	(5)	(4)	(3)	(2)	(1)
2. Untrained personnel on the use of monitoring and evaluation	(5)	(4)	(3)	(2)	(1)

instruments.

3. Unavailability of monitoring and evaluation instruments. (5) (4) (3) (2) (1)
4. Differing of learners' schedule thus, monitoring and evaluation is time consuming. (5) (4) (3) (2) (1)

Thank you very much.

TEODY S PANELA
Researcher

APPENDIX E

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

December 02, 2003

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

Ma'am:

I have the honor to apply for change of adviser because my present adviser cannot attend to my research work as she has more pressing matters to attend to, hence, requests that Dr. Eusebio T. Pacolor replace Dr. Thelma C. Quitilig.

Thank you.

Very truly yours,

(SGD.) TEDDY S. PANELA
Post Graduate Student

CONFORME:

(SGD.) THELMA C. QUITALIG, Ph.D., CESO V
Former Adviser

(SGD.) EUSEBIO T. PACOLOR, Ph.D.
New Adviser

APPROVED:
(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, Graduate Studies

APPENDIX F

H E A D Q U A R T E R S
8th INFANTRY DIVISION, PHILIPPINE ARMY
OFFICE OF THE ASSISTANT CHIEF OF STAFF FOR CMO, G7
Camp Lukban, Catbalogan, Samar

December 26, 2003

The Commanding General
8th Infantry Division, PA
P o s t

S i r:

Greetings . . .

The undersigned, a post-graduate student of the Samar State Polytechnic College, Catbalogan, Samar, is undertaking a research entitled: "Educational Management Competencies of Commissioned Officers of the 8th Infantry Division: Inputs to a Management Development Program", in which its successful conduct is one of the requirements for graduation.

In view thereof, the undersigned therefore, requests permission from your good office to conduct the same in all brigades and battalions in Region VIII whose expected respondents will be the commissioned officers and non-commissioned officers handling literacy programs and other CMO related activities of the division.

Anticipating with gratitude your office's most accommodating and favorable action of this request, I am

Very respectfully yours,

(SGD.) TSg TEDDY S. PANELA (Inf) PA
Post Graduate Student

RECOMMENDING APPROVAL:

APPROVED:

(SGD.) MANUEL LUIS M OCHOTORENA
Lt Col SC (FA) PA
AC of S for CMO, G7

(SGD.) GLENN J RABONZA
Major General AFP
Commanding General

APPENDIX G

H E A D Q U A R T E R S
8TH INFANTRY DIVISION, PHILIPPINE ARMY
OFFICE OF THE ASSISTANT CHIEF OF STAFF FOR CMO, G7
Camp Lukban, Catbalogan, Samar

8D11

December 26, 2003

SUBJECT: Survey Questionnaire

TO: All Unit Commanders

Kindly extend assistance to TSg Teody S Panela (Inf) PA this office regarding the fielding of his questionnaire of his study entitled "Educational Management Competencies of Commissioned Officers of the 8th Infantry Division: Inputs to a Management Development Program," to the commissioned officers (2LT-COL) and non-commissioned officers (Sgt-MSg) of your respective units.

Be informed that subject Enlisted Personnel is taking up his Doctor of Philosophy with specialization in Educational Management at Samar State Polytechnic College, Catbalogan, Samar.

Thank you and more power.

Very truly yours,

(SGD.) MANUEL LUIS M OCHOTORENA
Lt Col GSC (FA) PA
AC of S for CMO, G7

APPENDIX H

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

February 25, 2004

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

Ma'am:

I have the honor to apply for Oral Defense of my Dissertation Proposal entitled: "The Management Competencies of Commissioned Officers of the 8th Infantry Division, Philippine Army in Samar Island", on a date convenient for your good office.

Thank you.

Very truly yours,

(SGD.) TEDDY S. PANELA
Post Graduate Student

Recommending Approval:

(SGD.) EUSEBIO T. PACOLOR, Ph.D.
Adviser

APPROVED:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, Graduate Studies

CURRICULUM VITAE

CURRICULUM VITAE

Name: TSg Teody S Panela 721574 (Infantry) Philippine Army

Address: Blk 3 Lot 2, V & G Subdivision, Catbalogan, Samar

Date of Birth: 20 June 1959

Place of Birth: Lupao, Nueva Ecija

Present Position: Kamurayaw Center, OG3, 8ID, PA

Station: 8th Infantry Division, Philippine Army
Maulong, Catbalogan, Samar

Civil Status: Married

EDUCATIONAL BACKGROUND

Primary Education	:	Bagong Flores Elem. Sch. Lupao, Nueva Ecija 1966-1969
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Intermediate Education	:	Bagong Flores Elem. Sch. Lupao, Nueva Ecija 1969-1972
------------------------	---	---

Secondary Education	:	Sacred Heart Academy Lupao, Nueva Ecija 1972-1975
---------------------	---	---

:	St. Teresita's School Tabuk, Kalinga 1975-1976
---	--

College Education

Bachelor of Science in Commerce	:	Polytechnic University of the Philippines 1977-1979
------------------------------------	---	---

Bachelor of Science in Criminology	:	Divine Word University Tacloban City 1979-1981
Bachelor of Arts	:	Samar College Catbalogan, Samar 1993-1995
Bachelor of Science in Education	:	Samar College Catbalogan, Samar 1995-1996
Master of Arts in Educational Management	:	Samar College Catbalogan, Samar 1995-1998

CIVIL SERVICE ELIGIBILITY

Career Sub-Professional Examination	:	Samar National School Catbalogan, Samar 22 October 1995
Career Professional Examination	:	Sto Niño SPED Center Tacloban City 18 February 1996
Licensure Examination for Teachers (LET)	:	Tacloban City 23-24 August 1996

AWARDS AND DECORATIONS

Military Merit Medal with Bronze Spearhead Device	:	GO Nr 81, H8ID, PA dtd 18 June 1991
Military Merit Medal	:	GO Nr 37, H8ID, PA dtd 08 February 2000
Military Merit Medal	:	GO Nr 333, H8ID, PA dtd 27 July 2003
Military Merit Medal with Silver Anahaw Leaf	:	GO Nr 2022, H4ID, PA dtd 28 December 2000

Military Commendation Medal with One Bronze Equilateral Triangle	:	GO Nr 96, H8ID, PA dtd 09 February 1998
Military Commendation Medal	:	GO Nr 42, H3ID, PA dtd 17 May 1985
Military Commendation Medal	:	GO Nr 105, H8ID, PA dtd 17 April 1997
Military Merit Medal	:	GO Nr 100, H8ID, PA dtd 08 March 2003
Military Civic Action Medal	:	GO Nr 223, H8ID, PA dtd 02 June 1997
Military Civic Action Medal	:	GO Nr 210, H8ID, PA dtd 23 April 1999
Presidential Unit Citation Badge	:	GO Nr 1852, H4ID, PA dtd 14 December 2000
Visayas Anti-Dissident Campaign Medal & Ribbon	:	GO Nr 53, H8ID, PA dtd 17 April 1989
Mindanao Anti-Dissident Campaign Medal & Ribbon	:	GO Nr 1858, H4ID, PA dtd 14 December 2000
Combat Kagitingan Badge with Three Bronze Service Stars	:	GO Nr 700, H8ID, PA dtd 24 April 1996
Honor Medal	:	GO Nr 05 Sec II, HSCROTC, 803 (WTS) CDC, 8RCDDG, RESCOM, PA dtd 12 March 1996
Leadership Medal	:	Samar College March 1996
Leadership Medal	:	AB Department Samar College March 1996
Recognition & Commendation	:	Resolution Nr 21, s-1992

Office of the SB,
Maasin, Iloilo

Certificate of Appreciation	:	Wright National HS 01 March 1996
Certificate of Appreciation & Recognition	:	Department of Education Division of Samar 30 September 2002
Letter of Commendation 15 March 1988	:	BGEN FEDERICO E RUIZ JR AFP
Letter of Commendation 31 December 1989	:	1LT DEMETRIO C DIMARANAN PA
Letter of Commendation 22 March 1990	:	BGEN FEDERICO E RUIZ JR AFP
Letter of Commendation 01 April 1990	:	MAJ GUILLERMO AYA-AY PA
Letter of Commendation 09 June 1990	:	CPT MACARIO BERNASOR JR PA
Letter of Commendation 19 June 1990	:	CPT MACARIO BERNASOR JR PA
Letter of Commendation 24 August 1990	:	MAJ GUILLERMO AYA-AY PA
Letter of Commendation 31 August 1990	:	CPT MACARIO BERNASOR JR PA
Letter of Commendation 02 January 1991	:	LTC PEDRITO C MAGSINO PA
Letter of Commendation 06 July 1991	:	LTC PEDRITO C MAGSINO PA
Letter of Commendation 04 September 1991	:	MAJ VIRGILIO C PALENCIA PA
Letter of Commendation 31 January 1992	:	LTC PEDRITO C MAGSINO PA

Letter of Commendation : LTC GERONIMO A PAJAREN PA
14 March 1992

Letter of Commendation : LTC PEDRITO C MAGSINO PA
10 August 1992

Letter of Commendation : 1LT TAHER S MUSTAPHA PA
17 February 1993

Letter of Commendation : 1LT WENCESLAO D CASULLA PA
16 July 1994

Letter of Commendation : MAJ SALVADOR C ESTUDILLO PA
11 December 1994

Letter of Commendation : LTC JOEL JOSEPH A CABIDES PA
30 October 1995

Letter of Commendation : LTC ARSENIO R ARUGAY PA
17 July 1996

Letter of Commendation : LTC ARSENIO R ARUGAY PA
04 February 1997

Letter of Commendation : MAJ OSCAR P LOPEZ PA
01 April 1998

Letter of Commendation : MAJ OSCAR P LOPEZ PA
16 April 1998

Letter of Commendation : LTC FELIZARDO O ALIM PA
13 July 1998

Letter of Commendation : CPT SERGIO R BENITEZ PA
01 September 1998

Letter of Commendation : LTC FELIZARDO O ALIM PA
30 April 1999

Letter of Commendation : LTC FELIZARDO O ALIM PA
30 April 1999

Letter of Commendation : LTC FELIZARDO O ALIM PA
30 April 1999

Letter of Commendation : LTC FELIZARDO O ALIM PA
30 April 1999

Letter of Commendation : LTC FELIZARDO O ALIM PA
30 April 1999

Letter of Commendation : BGEN ARTURO B CARRILLO AFP
07 June 1999

Letter of Commendation : MAJ FELIX Y ESPERA PA
30 March 2000

Letter of Commendation : MAJ FELIX Y ESPERA PA
10 June 2000

Letter of Commendation : MAJ FELIX Y ESPERA PA
16 January 2001

Letter of Commendation : MAJ FELIX Y ESPERA PA
22 May 2001

Letter of Commendation : BGEN ROMEO B DOMINGUEZ AFP
19 September 2001

Letter of Commendation : CPT MARIO T ROBLES PA
11 January 2002

TRAINING/SEMINARS ATTENDED

Advance ROTC (Graduate) : Samar College
1994-1996

SOT ctw SROC C1 89-01 : H802 Bde, 8ID, PA
(Nr 2) Bagacay, Hinabangan, Samar
19 April-24 June 1989

SOT Trainors Training : CMO (PSYOPS) School, CAG, PA
Ft Bonifacio, Makati City
15 August 2001

TIDE ctw OB Seminar : H8ID, PA
(Nr 1) Catbalogan, Samar

24 October-23 November 1997

Micro Computer Training : H52IB, 8ID, PA
San Eduardo, Sta Rita, Samar
01 April 1999

Regional Literacy Trng : DECSRO Library, DECS,
of Army Literacy Patrol R6, Western Visayas,
System Officers and Staff Iloilo City
13-16 May 1992

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