

Leadership Competence of State Universities and Colleges

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Abstract:

This study was designed to determine the leadership competence of State Universities and Colleges of Negros Occidental. It is intended to identify the level of level of leadership competence being practiced in the State Universities and Colleges according to the following components as perceived by the administrators, school heads and instructors such as Developing and Communicating VMGO, Data-Based Strategic Planning, Problem Solving, Building High Performance Teams, Coordinating with Others, Leading and Managing Change and Resource Mobilization. It also determines the significant differences in the levels of leadership competence being practiced among State Universities and Colleges when respondents are grouped according to three groups and profile variables. Descriptive research design is used. There were 191 respondents from three SUCs represented, 46 were administrators, 24 school heads and 121 instructors.

Descriptive analytical schemes were used and the tools were frequency count, percentage, mean, T-test, Kruskal Wallis and Mann Whitney U Test.

To identify the level of leadership competence being practiced by school administrators and school heads when grouped according to variables results reveal that age, sex and length of service are “not significant”, the null hypothesis is therefore **accepted**. However, in the remaining variables such as educational attainment and school address results reveal that is it “significant” and the null hypothesis is therefore **rejected**.

The findings implied that leadership qualities of the school administrators and school heads as perceived by themselves and the instructors of the SUCs significantly influence each other. School administrators and school heads may be competent on school experiences and supported in the present study but they still need to identify and develop to be transforming, practicing and emerging leaders in the school community for better performance.

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I. RATIONALE

State Universities and Colleges (SUC) in the Philippines is a chartered public higher education institution established by law, administered, and financially subsidized by the

national government and considered as a corporate body. They were under the leadership of the Commission on Higher Education known as CHED (data.gov.ph, 2013).

Leadership competencies are leadership skills and behaviors that contribute to better performance. Within SUCs organization, cultures were developed, leaders were discovered, and school performances improved.

School leadership however, sets the tone of the school, the climate of learning, level of professionalism, the morale of the teachers and the degree of concern of what students may become. Various processes may affect how school leadership establishes a pattern of perceptions, beliefs, attitudes, practices and habits among teachers and surrounding communities (Hoy, et al, 2013).

Goleman (2014) observed that employees look around to assess the level of consistency or alignment of their behavior with that of the organization's espoused philosophy and values. Therefore, the emergence of transactional, transformative, and transitional leaders can be attributed to the need to respond to the demands of firm central goals and objectives in which aspects of role performance and task completion ought to be based on the needs of product and service users, as well as the preferences of the stakeholder groups. With this premise, it is therefore the desire of the researcher to determine the levels of leadership competence of State Universities and Colleges and how it affects the performance of the school. The findings of this study will be used as a baseline in developing a program to help the SUCs administrators and school heads to appropriately respond and find solutions to any problem that may arise in the future and to attain success in their work as leaders or working professionals.

II. Statement of the Problem

This study was designed to determine the leadership competence of State Universities and Colleges during the Academic Year 2015-2016.

Specifically, this study sought to answer the following questions:

1. What is the profile of the administrators, school heads, and instructors in the following variables?
a. age
b. sex
c. length of service
d. educational attainment
e. school address
2. What is the level of leadership competence being practiced in the State Universities and Colleges according to the following components as perceived by the administrators, school heads and instructors?
a. Developing and Communicating VMGO
b. Data-Based Strategic Planning
c. Problem Solving
d. Building High Performance Teams
e. Coordinating with Others
f. Leading and Managing Change
g. Resource Mobilization
3. Is there a significant difference in the levels of leadership competence being practiced among State Universities and Colleges when respondents are grouped according to profile variables?

Study Variables, Indicators and Categories

The variables of this study and their corresponding indicators and categories are summarized in the following matrix.

Variables	Measures	Categories
Sex	Sexual Identity	Male and Female
Age	No. of years in existence since birth	40 years old & below 41 years old and above
Educational Attainment	Highest Educational Level Completed	Bachelor's Degree MA/MAED Ph.D./ Ed. D.
Length of Service	Number of years in service as Administrator, School Head and Instructor	1-10 years 11-20 years 21-30 years or more
School Address	The place of the State Universities and Colleges represented in	Talisay City Kabankalan City Sagay City

	the study	
Leadership Competence	10 items for each component in the Questionnaire	Highly Competent Competent Slightly Competent Less Competent Incompetent

III. Theoretical / Conceptual Framework

A theory in leadership competence is anchored on Fiedler's contingency theory (1967). It is a model

that provides a competency on creating a professional learning community, which specifically qualify to mentor and coach existing employees and facilitates the induction of newly hired employees and faculty members' professional development programs. Some norms and values include the following indicators such as: members of the school welcome new staff and faculty, support new teachers in becoming familiar with school routing procedure and a lot more. The study of Tafvelin (2013) contributes to the new knowledge on school leadership that a school leader must possess.

Indeed, leadership refers to the act of guiding, directing, governing, controlling, and influencing members of the team towards the achievement of a common goal, vision, or objectives that have been set. In so doing, the leadership process entails clear vision establishment, vision sharing, the provision of methods, knowledge, and information towards realizing the formulated vision, and the coordination and balancing of conflicting interests among the stakeholders and members of the team.

Highly Competent
Competent
Slightly Competent
Less Competent
Incompetent

Some of the leadership traits that are perceived to be supportive and aid in the realization of a positive or harmonious environment include compulsiveness, self-assurance, tough-mindedness, social boldness, conscientiousness, enthusiasm, and dominance.

The theories are related to the present investigation since the researcher would like to determine the leadership competence among State Universities and Colleges. Figure 1 highlights the paradigm of the study.

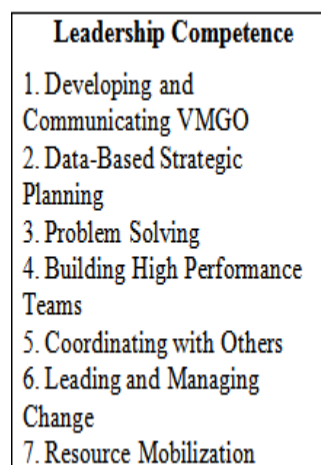


Fig. 1. The Paradigm of the Study

IV. METHODS

Research Design

The study was designed to determine the leadership competence of State Universities and Colleges in Negros Occidental. This design was appropriate to studies which aimed to find out what prevail in the present such as conditions or relationships, held opinions, beliefs, processes and effects, and developing trends (Ardales, 2008).

A questionnaire was used and descriptive research was applied.

Respondents of the Study

The respondents of the study were the administrators, school heads and instructors of the

three SUCs represented[18-23]. The total population of the administrators and school heads were seventy (70). They were official and regular employees during the Academic Year 2015-2016 in three State Universities and Colleges as used in this study namely: SUC A with 32 respondents, SUC B twenty (20) and SUC C has a total of eighteen (18).

The total population of the administrators and school heads were taken as the actual respondents of the study. As for the instructors' population, there are **172** in three State Universities and Colleges. The sample size was **121**. There are 191 total population. The distribution is shown below.

Table 1
Total Population of the Respondents

State Universities and Colleges	Respondents		Total Population of Administrators and School Heads	Total Population of Instructors	Total Population of the Respondents	
	School Administrators	School Heads		Total Population	Sample Population	
1. SUC A	24	8	32	91	64	96
2. SUC B	12	8	20	54	38	58
3. SUC C	10	8	18	27	19	37
Total	46	24	70	172	121	191

Research Instrument / Tools

Part I of the instrument was the information to establish a profile of the respondents which include the administrators, school heads, and instructors. The profile includes the age, sex, length of service, educational attainment and school address.

Part II of the instrument was used to determine the leadership competence of the administrators and school heads assessed by the school administrators and school heads themselves and they were rated by the instructors. There are (40) items in leadership competence based on the seven domains conceptualized from Fiedler's Contingency Model

on School Leadership. The contents of School Leadership competencies are divided into seven competency strands. Each competency has a group of key behavior indicators. The seven strands are: developing & communicating vision, mission, goals, and objectives (VMGO), data-based strategic planning, problem solving, building high performance teams, coordinating with others, leading & managing change and resource mobilization.

The rating scale, its description and interpretation are shown below.

Rating Scale	Description	Interpretation
4. 21-5.0	Highly Competent	Performs duties all the time
3. 41-4.20	Competent	Performs duties often times

2. 61-3.40	Slightly Competent	Performs duties sometimes
1. 81-2.60	Less Competent	Rarely performs duties
1. 00-1.80	Incompetent	Never performs duties

V. RESULTS AND DISCUSSIONS

Table 2

Summary of Frequency and Percentage Distribution of the Respondents' Profile

Variables	Category	Administrators	School Heads	Instructors	Total	Percentage
		f	f	f	f	(%)
Age	40 years old and below	10	9	48	67	35.08
	41 years old and above	36	15	73	124	64.92
	Total	46	24	121	191	100
Sex	Male	28	10	42	80	41.88
	Female	18	14	79	111	58.12
	Total	46	24	121	191	100
Educational Attainment	Bachelor	0	0	14	14	7.33
	Masters	17	16	90	123	64.40
	Doctorate	29	8	17	54	28.27
	Total	46	24	121	191	100
Length of Service	1-10 years	32	24	57	113	59.16
	11-20 years	8	0	31	39	20.42
	21-30 years and more	6	0	33	39	20.42
	Total	46	24	121	191	100
School Address	SUC A	24	8	64	96	50.26
	SUC B	12	8	38	58	30.37
	SUC C	10	8	19	37	19.37
	Total	46	24	121	191	100

Level of Leadership Competence Being Practiced in the State Universities and Colleges

(Developing and Communicating VMGO)

Specifically, in the area of Developing and Communicating VMGO, administrators and school heads got the overall mean of 4.25 which posted highly competent; for administrators, most of the indicators are highly competent except for item number 5 which posted competent while school heads posted competent in numbers 1, 5 and 6 and the rest of the items are highly competent. And the instructors posted highly competent in all the items posted.

One of the processes through which leadership is seen to influence organizational culture concerns strategic thinking, an aspect that is associated with visionaries. Specifically, effective leadership is that which is directed towards the provision of a psychological structure that enables the subordinates or members of the team to gain knowledge regarding clear scopes of work, policy clarification (as well as rules and procedures), specific guidance provision, and scheduling and coordination. It is also through strategic thinking and visionaries that leadership influences firm culture by discussing with members of the team and embracing feedback to guide opinions and suggestions; with the eventuality being a culture in which these employees are influenced towards work unit operations and decision-making. It is further notable that strategic thinking as a leadership trait encourages performance excellence by giving confidence that members of the team will achieve a performance of high standards, featuring excellence in achievement, seeking improvement, and setting challenging goals (Hoy, W. et al, 2011).

Moreover, Tafvelin (2013) stated that effective leaders have also been found to promote corporate culture in situations where they practice what they preach. In such scenarios, the employees are

affirmed to embed culture in daily interactions and the people practices. Fiedler (1967) observed that leaders who preach what they practice end up incorporating driving principles of the firm into all aspects of daily operations while striving towards teamwork, responsibility, accountability, engagement, and honesty. On the other hand, Spillane (2014) stated that through empowerment, leadership leads to clarity in defining the roles and responsibilities of employees. In turn, leaders set policies that team members in multicultural settings follow with ease while avoiding possible conflicts or resistance to change.

Table 3

Level of Leadership Competence Being Practiced in the State Universities and Colleges (Developing and Communicating VMGO)

Leadership Competence I. Developing and Communicating VMGO	State Universities and Colleges							Overall Mean	Interpretation
	Administrators	Interpretation	School Heads	Interpretation	Instructors	Interpretation			
1. Demonstrate co-ownership of and personal responses to identified issues consistent with the school's vision and mission.	4.39	Highly Competent	4.08	Competent	4.31	Highly Competent	4.26	Highly Competent	
2. Involve in internal and external stakeholders in formulating and achieving school vision, mission, goals and objectives.	4.26	Highly Competent	4.96	Highly Competent	4.31	Highly Competent	4.51	Highly Competent	
3. Align goals and objectives with the	4.33	Highly Competent	4.33	Highly Competent	4.51	Highly Competent	4.39	Highly Competent	

school vision and mission.		ent	ent	ent	9	ent
4. Communicate the school VMGO clearly.	4.28	Highly Competent	4.21	Highly Competent	4.46	Highly Competent
5. Explain the school vision to the general public.	4.02	Competent	3.79	Competent	4.36	Highly Competent
6. Revisit and ensure that school activities are aligned with the school VMGO.	4.22	Highly Competent	4.13	Competent	4.46	Highly Competent
Total	4.25	Highly Competent	4.25	Highly Competent	4.40	Highly Competent

Level of Leadership Competence Being Practiced in the State Universities and Colleges (Data-Based Strategic Planning)

In the area of Data-Based Strategic Planning, SUCs administrators and school heads as perceived by themselves posted competent with a total mean of 4.14 and 3.95 respectively while the instructors posted highly competent with a total mean of 4.28 and the overall mean of 4.12 which posted competent.

Hopkins et al (2010) stated about various countries and different school systems that have revealed powerful impact of leadership in assuring school development and emphasizes the importance of school leadership practices for school development. Clark (2010) provided a competency on implementing employees involvement strategies which develops ownership by bringing employees on the decision making and planning process and to provide the means to enable employee success while maintaining the well-being of the organization.

Table 4
Level of Leadership Competence Being Practiced in the State Universities and Colleges (Data-Based Strategic Planning)

Leadership Competence	State Universities and Colleges						Overall Mean	Interpretation
II. Data-Based Strategic Planning	Administrators	Interpretation	School Heads	Interpretation	Instructors	Interpretation		
1. Establish SUCs and baseline data of all performance indicators.	4.13	Competent	3.96	Competent	4.31	Highly Competent	4.13	Competent
2. Involve all internal and external stakeholders.	4.04	Competent	3.92	Competent	4.21	Highly Competent	4.06	Competent
3. Utilize data, assessment, and strategic planning in the development of SUC.	4.20	Competent	3.96	Competent	4.29	Highly Competent	4.15	Competent
4. Align the SUC with national, regional and local education policies and thrusts.	4.28	Highly Competent	4.00	Competent	4.40	Highly Competent	4.23	Highly Competent
5. Communicate effectively to internal and external stakeholders.	4.07	Competent	3.92	Competent	4.21	Highly Competent	4.07	Competent
Total	4.14	Competent	3.95	Competent	4.28	Highly Competent	4.12	Competent

Level of Leadership Competence Being Practiced in the State Universities and Colleges (Problem Solving)

In the area of Problem Solving, it shows that the administrators are highly competent in the first and second items and posted competent in the remaining items while school heads posted competent in all of the items. However, instructors posted highly competent in items 1, 2 and 6 with the total mean of 4.24 which posted highly competent and the remaining items posted competent. The overall mean was 4.14 interpreted as competent and most of the items are competent except for item 1.

Clark (2010) stated that leadership allows the communication of firm policies through top-down and bottom-up approaches to communication, a decision that shuns possibilities of misinterpretation.

Table 5

Level of Leadership Competence Being Practiced in the State Universities and Colleges(Problem Solving)

Leadership Competence	State Universities and Colleges						Over all Mean	Interpretation
III. Problem Solving	Administrators	Interpretation	School Heads	Interpretation	Instructors	Interpretation		
1. Resolve problems at the school level	4.28	Highly Competent	4.04	Competent	4.39	Highly Competent	4.24	Highly Competent
2. Assist teachers and students to understand problems and identify possible solutions	4.22	Highly Competent	4.04	Competent	4.27	Highly Competent	4.18	Competent
3. Analyze cause/s of problems critically and objectively	4.11	Competent	4.08	Competent	4.19	Competent	4.13	Competent
4. Address the causes of the problem rather than the symptoms	4.20	Competent	4.00	Competent	4.20	Competent	4.13	Competent
5. Explore several approaches in handling problems	4.13	Competent	3.92	Competent	4.20	Competent	4.08	Competent
6. Demonstrate a proactive approach to problem solving	4.07	Competent	4.00	Competent	4.21	Highly Competent	4.09	Competent
Total	4.17	Competent	4.01	Competent	4.24	Highly Competent	4.14	Competent

Level of Leadership Competence Being Practiced in the State Universities and Colleges(Building High Performance Teams)

In the area of Building High Performance Teams, the school heads and the overall result posted competent with the mean of 4.02 and 4.11 respectively. While administrators posted highly competent in items 4 and 5 and competent in the remaining items and instructors posted highly competent in items 2,3,4,5 and the overall result and the remaining items posted competent.

According to Goleman (2014) one of the components of emotional intelligence for leaders involved social skills is the effectiveness in leading change, persuasiveness and expertise in building and leading teams. As such, leadership shapes organizational culture by making ethics visible. In

firms such as multicultural organizations where members of the team emerge from varying socio-cultural backgrounds, scandals are likely to arise. Indeed, leadership makes ethics present at the company level by establishing a discourse through which executive groups or senior leaders become role models who not only behave ethically but also demonstrate consistency and fairness – by following the rules that they expect of the employees in a transparent manner. In turn, the employees' adoption and implementation of ethical approaches demonstrated by their senior leaders lead to organizational cultures dominated by consistency and fairness in role performance

Table 6

Level of Leadership Competence Being Practiced in the State Universities and Colleges (Building High Performance Teams)

Leadership Competence	State Universities and Colleges						Over all Mean	Interpretation
IV. Building High Performance Teams	Administrators	Interpretation	School Heads	Interpretation	Instructors	Interpretation		
1. Involve stakeholders in meetings and deliberations for decision making	3.93	Competent	3.92	Competent	4.17	Competent	4.01	Competent
2. Set high expectations and challenging goals	4.13	Competent	4.08	Competent	4.23	Highly Competent	4.15	Competent
3. Provide opportunities for growth and development of members as team players	4.20	Competent	4.08	Competent	4.21	Highly Competent	4.16	Competent
4. Define roles and functions of each committee	4.24	Highly Competent	4.08	Competent	4.27	Highly Competent	4.20	Competent
5. Monitor and evaluate accomplishment of different committees or teams	4.24	Highly Competent	4.08	Competent	4.21	Highly Competent	4.18	Competent
6. Give feedback on the team's performance using performance – based assessment tool	3.98	Competent	3.96	Competent	4.16	Competent	4.03	Competent
7. Establish a system for rewards and benefits for teachers and staff	4.00	Competent	3.92	Competent	4.19	Competent	4.04	Competent
Total	4.10	Competent	4.02	Competent	4.21	Highly Competent	4.11	Competent

Level of Leadership Competence Being Practiced in the State Universities and Colleges (Coordinating with Others)

There are four items in the area of Coordinating with Others; administrators and school heads posted competent in all items indicated with a total mean of 4.13 and 3.95 respectively and the overall mean

of 4.11 which interpreted as competent. However, instructors got competent in item 3 and the remaining items posted highly competent with a total mean of 4.25.

Goleman (2014) believed that leadership leads to the realization of organizational culture in such a way that it allows for the communication of change in advance and shuns possibilities of employee turnover while embracing corporate social responsibility.

Table 7

Level of Leadership Competence Being Practiced in the State Universities and Colleges (Coordinating with Others)

Leadership Competence	State Universities and Colleges						Overall Mean	Interpretation
V. Coordinating with Others	Administrators	Interpretation	School Heads	Interpretation	Instructors	Interpretation		
1. Collaborate with concerned staff on the planning and implementation of programs and projects	4.20	Competent	4.00	Competent	4.32	Competent	4.17	Competent
2. Ensure proper allocation and utilization of resources (time, fiscal, human, etc.)	4.13	Competent	3.96	Competent	4.26	Competent	4.12	Competent
3. Provide feedback and updates to stakeholders on the status of progress and completion of programs and projects	4.09	Competent	3.92	Competent	4.17	Competent	4.06	Competent
4. Mobilize instructors/staff in sustaining a project	4.09	Competent	3.92	Competent	4.24	Competent	4.08	Competent
Total	4.13	Competent	3.95	Competent	4.25	Competent	4.11	Competent

Level of Leadership Competence Being Practiced in the State Universities and Colleges (Leading and Managing Change)

In the area of Leading and Managing Change, the administrators posted highly competent in most of the items except for items 2 and 4 which posted competent while school heads posted competent in all the items indicated. However, instructors posted

highly competent in most of the items except for item 6 which posted competent and the overall mean of 4.18 which posted competent.

Considerable attention has been focused on the need for organizations to adapt to changing conditions because leadership influences firm culture when the leaders practice what they preach to provide room for emulation, communicate the change in advance, make ethics visible, and provide a psychological structure that enables the subordinates or members of the team to gain knowledge regarding clear scopes of work and policy clarification (Olori et al., 2013). Overall, there is a direct relationship between effective leadership and the realization of a working organizational culture (Simonet and Tett, 2012).

Table 8

Level of Leadership Competence Being Practiced in the State Universities and Colleges (Leading & Managing Change)

Leadership Competence	State Universities and Colleges						Overall Mean	Interpretation
VI. Leading & Managing Change	Administrators	Interpretation	School Heads	Interpretation	Instructors	Interpretation		
1. Maintain an open, positive and encouraging attitude toward change	4.30	Highly Competent	4.08	Competent	4.31	Highly Competent	4.23	Highly Competent
2. Assist teachers in identifying strengths and growth areas through monitoring and observation	4.00	Competent	4.00	Competent	4.25	Highly Competent	4.08	Competent
3. Introduce innovations in the school program to achieve higher learning outcomes	4.39	Highly Competent	4.08	Competent	4.33	Highly Competent	4.27	Highly Competent
4. Monitor and evaluate the implementation of change programs included in School Implementation Program	4.17	Competent	3.92	Competent	4.23	Highly Competent	4.11	Competent
5. Observe and apply multi-tasking in giving assignments	4.35	Highly Competent	4.04	Competent	4.27	Highly Competent	4.22	Highly Competent
6. Advocate and execute plans for changes including culture change in the workplace	4.28	Highly Competent	3.96	Competent	4.19	Competent	4.14	Competent
7. Empower teachers and personnel to identify, initiate and manage changes	4.37	Highly Competent	3.92	Competent	4.26	Highly Competent	4.18	Competent
Total	4.27	Highly Competent	4.00	Competent	4.26	Highly Competent	4.18	Competent

Level of Leadership Competence Being Practiced in the State Universities and Colleges (Resource Mobilization)

The last area is Resource Mobilization, administrators, school heads and instructors got competent in all areas except for item 1 where instructors posted highly competent. The total mean of 3.90, 3.71 and 4.11 respectively with the overall mean of 3.91 which posted competent.

This leadership style according to Hoy, et al (2010) opens the door wide for intellectual excitement and motivation through values and a shared vision so that the school community works together with a sense of purpose and meaning, not only for immediate benefits but also for future rewards in terms of excellence. Resource mobilization is giving people the opportunity to give and it is all about building relationships with donors-whether individuals or major corporations (Kipchumba et al., 2013).

the area of Resource Mobilization which posted competent. Results revealed that the level of leadership competence of the school administrators and school heads as perceived by themselves and the instructors posted competent with the overall mean of 4.14, 3.98 and 4.25 respectively; while the overall mean of the three respondents posted 4.12 which interpreted competent in all seven areas.

This leadership style, according to Hoy et al (2010) opens the door wide for intellectual excitement and motivation through values and a shared vision so that the school community works together with a sense of purpose and meaning, not only for immediate benefits but also for future rewards in terms of excellence. It is shown below.

Table 9

Level of Leadership Competence Being Practiced in the State Universities and Colleges (Resource Mobilization)

Leadership Competence	State Universities and Colleges						Overall Mean	Interpretation
VII. Resource Mobilization	Administrators	Interpretation	School Heads	Interpretation	Instructors	Interpretation		
1. The school budget is being wisely spent as intended, as shown in the smooth operation of the school	4.07	Competent	3.88	Competent	4.23	Highly Competent	4.06	Competent
2. Support from non-government organizations is evidently spent as intended	4.04	Competent	3.71	Competent	4.08	Competent	3.94	Competent
3. Private donors either individuals or groups are evident in special programs and projects	3.93	Competent	3.63	Competent	4.09	Competent	3.88	Competent
4. Business sectors likewise financially support some of the school's special programs and projects	3.70	Competent	3.50	Competent	4.06	Competent	3.75	Competent
5. Support from other sources is also evident	3.78	Competent	3.83	Competent	4.10	Competent	3.90	Competent
Total	3.90	Competent	3.71	Competent	4.11	Competent	3.91	Competent

Level of Leadership Competence Being Practiced in the State Universities and Colleges (Overall Result)

The next table shows the overall result of the level of leadership competence being practiced in the State Universities and Colleges. The SUCs were represented by the three schools and results revealed that in the first area which is Developing and Communicating VMGO all the respondents posted highly competent and the remaining areas are generally competent. However, the instructors posted highly competent in the six areas except in

Table 10

Levels of Leadership Competence Being Practiced in the State Universities and Colleges (Overall Result)

Leadership Competence	State Universities and Colleges						Overall Mean	Interpretation
Overall Result	Administrators	Interpretation	School Heads	Interpretation	Instructors	Interpretation		
1. Developing and Communicating VMGO	4.25	Highly Competent	4.25	Highly Competent	4.40	Highly Competent	4.30	Highly Competent
2. Data-Based Strategic Planning	4.14	Competent	3.95	Competent	4.28	Highly Competent	4.12	Competent
3. Problem Solving	4.17	Competent	4.01	Competent	4.24	Highly Competent	4.14	Competent
4. Building High Performance Teams	4.10	Competent	4.02	Competent	4.21	Highly Competent	4.11	Competent
5. Coordinating with Others	4.13	Competent	3.95	Competent	4.25	Highly Competent	4.11	Competent
6. Leading and Managing Change	4.27	Highly Competent	4.00	Competent	4.26	Highly Competent	4.18	Competent
7. Resource Mobilization	3.90	Competent	3.71	Competent	4.11	Competent	3.91	Competent
Overall Mean	4.14	Competent	3.98	Competent	4.25	Highly Competent	4.12	Competent

Significant Difference in the Level of Leadership Competence being Practiced among SUCs when Respondents were Grouped According to Profile Variables

Table 11 shows the level of leadership competence being practiced by the administrators and school heads among State Universities and Colleges as perceived by the administrators and school heads themselves and their respective instructors when they are grouped according to age, sex, length of service, educational attainment and school address.

As gleaned in the table, school administrators, school heads and instructors of the three SUCs namely: SUC A, SUC B, and SUC C were grouped into two age groups; 40 years old and below and 41 years old and above. It had an average mean of 4.19 in both categories with .894 P-values. The table presents the significant difference on the level of leadership competence of the administrators and school heads as perceived by themselves and the instructors when the respondents were grouped according to age.

The result reveals that there is no significant difference when the respondents were grouped according to age as stated in the seven components. This means that age does not influence the perceptions of the administrators, school heads and the instructors on the level of leadership competence of the administrators and school heads in seven components. This illustrates that whether the administrators, school heads and instructors are as young as 40 years old and below or as older as 41 years old and above, their perception on the level of leadership competence do not significantly differ. This may mean that the individual instructor either young or old can perceived whether their administrators and school heads understand them and listen to what they think is important. Thus, the null hypothesis was **accepted**.

The result of the study affirmed the findings of Cortez (2009) that age does not affect the administrators and school heads' leadership competence as perceived by the instructors. Their findings may not be unconnected with the fact that experience expands changes in management skills exist over the years at age levels. Hence, the evaluation of an administrator and school heads' management skills which is a pre-requisite motivating indicator to the teaching performance is affected by the chronological age of the instructors.

When grouped according to sex, results reveal that there's a significant difference in the level of leadership competence as perceived by the administrators and school heads themselves as well as the instructors as evident in the p-value of .032 which is less than .05 level of significance. This means that sex was influenced by the perception of the three groups of respondents on the level of leadership competence of the administrators and school heads. The null hypothesis is therefore **rejected**.

This illustrates that the level of leadership competence of the administrators and school heads vary when observed by amale or female respondent. They may see in a different intensity how school administrators or school heads perform in developing and communicating VMGO, data-based strategic planning, problem solving, building high performance teams, coordinating with others, leading and managing change and resource mobilization.

This was supported by Clemente (2006) who stated that male and female instructors, school heads and administrators have greater influence to students' achievement as they grow older. This implied that respondents' sex acquires some behavior patterns from their fellow colleagues and they influence the management styles of the school leaders.

When grouped according to length of service. It was classified into 1-10 years, 11-20 years and 21 years or more. As a result of the Mann-Whitney test, there's no significant difference in the perceived level of leadership competence among school administrators and school heads. This was shown through the computed p-value of .105 which is greater than the .05 level of significance. This means that the length of service does not influence the perception of the administrators and school heads management styles in all component areas. The null hypothesis is therefore **accepted**.

This illustrates that whether the administrators, school heads and instructors are new or had stayed long in their service, their perception on the management styles of the school administrators and school heads are not significantly different.

The findings do not agree to the result of the study done by Yukl in 2010, as his study revealed that leadership leads to the realization of organizational culture in such a way that it allows for the communication of change in advance and shuns possibilities of employee turnover while embracing corporate social responsibility. According to the study, effective leadership is characterized by effective change management in such a way that some of the anticipated changes to company operations are communicated in advance through appropriate channels, with the employees' opinions welcomed to avoid resistance. The eventuality is that an environment marked by employee retention and job satisfaction is created; with corporate social responsibility achieved through the consultation of relevant stakeholders such as community representatives. In turn, a culture characterized by openness ends up being created at the firm level. Similarly, a culture that is marked by a mix of top-down and bottom-up communication models is created while seeking to make the employees to become active participants during the initiation of change, rather than remain passive in the wake of change.

Educational attainment was classified as Bachelor's Degree, Master's Degree and Doctorate Degree. It reveals that the computed p-value of .003 lower than .05 level of significance. Therefore, the null hypothesis is **rejected**.

This means that there is a significant difference on the level of leadership competence of the school administrators as perceived by themselves and the instructors when they were grouped according to educational attainment. This could be credited to

their adherence to policies, even if they personally agree. The results of the study signify that high qualification matters, their discernment on the impact of the management styles of their leaders vary in the educational attainment of every individual leader.

This is in contrast to the findings cited by Afon (2012) that educational attainment causes no positive results on the actual performance of a certain manager. In her study, there was no significant difference between the performance in the managerial functions of educational administration and non-educational administration graduates. However, a doctorate degree in a field other than educational administration could give one perspective to acquire these competencies through training and experience. Therefore, a better qualification and higher degree has an edge to leadership competence.

As presented in the table, there is a significant difference in the level of leadership competence practiced by the school administrators and school heads as perceived by themselves and the instructors when they were grouped according to school address. The computed .000 is lower than the .05 level of significance. This means that the null hypothesis is therefore **rejected**.

The findings implied that the level of leadership competence practiced by the school administrators and school heads among SUCs were influenced by the school address they are involved or connected. The respondents working or teaching in different places showed the different level of leadership competence practiced by the school administrators and school heads.

Public agencies no matter where the location is in particular must be in tune with their unique challenges. Through transitional, transactional, and transformative leadership, the futuristic leaders might foster an organizational culture that is

dominated by employee engagement, feedback provision, workplace flexibility, lower turnover, and corporate social responsibility in the respective contexts (Bryson, 2004).

Table 11
Significant Difference on the Level of Leadership Competence being Practiced among SUCs when Respondents were Grouped According to Profile Variables

Variables	Categories	Mean	U/H	P-Value	Interpretation
Age	40 yrs old and below	4.19	4186	.894	Not Significant
	41 yrs old and above	4.19			
Sex	Male	4.30	3634	.032	Significant
	Female	4.08			
Length of Service	1-10	4.20	4.5	.105	Not Significant
	11-20	4.29			
	21-30 or more	4.05			
Educational Attainment	Bachelor's Degree	3.86	14.10	.003	Significant
	Master's Degree	4.30			
	Doctorate Degree	4.16			
School Address	SUC A	4.07	19.25	.000	Significant
	SUC B	4.46			
	SUC C	4.02			

VI. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the findings of the study, the researcher has come up with the following conclusions:

1. Generally, the respondents of State Universities and Colleges were dominated by 41 years old and above, almost females, majority with Master's Degree and were mostly new teachers who had stayed from the range of 1-10 years in teaching and SUC A has more administrators and instructors as compared to SUC B and SUC C.

2. In the level of leadership competence of SUCs, generally, administrators and school heads are "highly competent" in Developing and Communicating VMGO, and "competent" in the remaining components such as Data-based strategic

planning, Problem solving, Building high performance teams, Coordinating with others, Leading and managing change, and Resource mobilization.

This might be due to the fact that State Universities and Colleges had been always the recipients of pilot programs and projects thereby gaining more hands-on experiences and insights to process and have been enabled to avoid pitfalls commonly occurring to a less trained or less experienced colleagues.

3. Age, sex and length of service of school administrators, school heads and instructors do not influence the way they perceived the level of leadership competence of the school administrators and school heads. However, educational attainment and school address affected the way they perceived. This result was a consequence of the present thrust of SUC to demand the highest standards in the performance of roles and responsibilities of the school administrators and school heads. They were encouraged to earn highest educational leadership. In like manner, school address has significant influence in the way the respondents perceived.

VII. Recommendations

In the light of the findings and conclusions of the study, the following recommendations were formulated:

1. State Universities and Colleges should give full support to school administrators, school heads and instructors in facing challenges and giving motivation such as managing, teaching and support staff. Their workloads should be reduced in order to have enough time to attend to important matters related to their jobs, responsibility, and fill the needs of their instructors especially the male instructors who had served more than 10 years in service. Master's degree holders should be motivated to pursue their Doctorate degree. School administrators in State Universities and Colleges

should be part in the planning process as well as in the implementation and the improvement of the school.

2. Managers of State Universities and Colleges such as directors, administrators and school heads should be provided with enhancement trainings and developmental plans of activities for them to be refreshed of the current trends in the field of managerial positions. Training programs should be provided by SUCs such as service leadership to coach them to demonstrate the needed leadership behavior to their instructors.

3. Team building sessions should continually be a part of school leadership trainings. Open communication should be encouraged among school administrators and school heads as well as instructors. One step is to hold regular meetings of instructors to create bonding and collegial partnerships. The type of meetings may be varied to create sense of newness and variety, thus enhancing the leadership competence of the school.

4. School administrators and school heads should strive for service excellence to reach the highest impact on management styles. Active participation of the parents and other stakeholders should be encouraged to demonstrate unity and community support.

5. School administrators and school heads should be transparent and credible in all their dealings. Develop the confidence of its subordinates in their school to strengthen the relationship.

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