LEVEL OF AWARENESS OF SUCCESSION PLANNING AND MANAGEMENT PRACTICES:

THEIR RELATIONSHIP TO MANAGERIAL COMPETENCIES OF EDUCATIONAL MANAGERS AMONG PRIVATE HIGHER EDUCATIONAL INSTITUTIONS IN THE NATIONAL CAPITAL REGION

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By

ROSANNA LUCEROMANALO, DEM

ACKNOWLEDGEMENT

DEDICATION

I dedicate this work to three significant persons in my life:

Foremost, to **Sr. Marietta P. Demelino, SFCC**, my ever supportive adviser and mentor whose faith and confidence sustain me in this academic endeavour. Thank you for being my guide.

Also to my dearest grandmother **CamilaDela Cruz Manalo** (deceased), whose love and influence for education transcend through my heart. Thank you for providing me the best education and for allowing me to utilize my potential. You have inspired me so much Lola.

And most especially, to **Sr. Maria Vicenta M. Estrella, SPC** my soulmate, my angel and my mamay whose words of encouragement and drive for tenacity ring through my ears. Thank you for pushing me to finish what I have started. Thank you for being with me throughout the completion of this dissertation.

ABSTRACT

Title: **LEVEL OF AWARENESS OF SUCCESSIONPLANNING AND MANAGEMENT PRACTICES: THEIR RELATIONSHIP TO MANAGERIAL COMPETENCIES OF EDUCATIONAL MANAGERS AMONG PRIVATE HIGHER EDUCATIONAL INSTITUTIONS IN THE NATIONAL CAPITAL REGION**

Researcher: Rosanna L. Manalo, DEM

The Problem

The study aimed to determine the level of awareness of succession planning and management practices and the managerial competencies of educational managers among private Higher Educational Institutions in the National Capital Region. Specifically, it sought to establish the significant relationship of the respondents' personal and institutional profiles.

Research Methodology

This study employed the descriptive-evaluative method. The respondents were the school administrators (vice-presidents, deans, program chairpersons, coordinators and directors) from private Sectarian and Non-Sectarian HEIs in the National Capital Region. Statistical procedures were used to analyze the quantitative data such as Frequency and Percentage Distributions and Chi-square and Pearson's r.

Findings

The significant findings in the paper, in terms of communication competency, type of HEI and Year/s and service have significant relationship, while in teamwork competency, employment status has significant relationship and in strategic action competency, educational attainment has significant relationship. In the overall managerial competencies and respondents profile only type of HEI has a significant difference. Likewise, in terms of significant relationship between communicate expectations and respondents' profile, type of HEI and Year/s in Service in the Institution have significant relationship; organization assessment and alignment and talent training and development have no significant difference; in process evaluation, profiles according to type of HEI and educational attainment have significant relationship. It is important to note in communicate expectations, the result

revealed that the respondents are aware of the succession planning and practices; however, there is no proper channel of communication as regards to its actual implementation. This is shown in item 1*what is your level of awareness that the college/university's executive team has communicated expectations of the Succession Planning and Management Program?* with a mean of 3.52 and a verbal interpretation of less aware. In overall succession planning and practices profiles according to type of HEI and age have significant relationship.

Conclusions

The Institutional and Personal Profiles of the respondents are consistent with their managerial competencies such as communication, planning and administration, teamwork, and strategic action. However, the self-management competency marked outstanding verbal interpretation. The level of awareness of the respondents as regards to succession planning and management practices in terms of communicate expectations must be strengthened, since it has the highest mean with a verbal interpretation of less aware. Wright Coward indicates in her instrument that awareness does not mean involvement. Seemingly, administrators may be aware of the succession planning and practices in their institutions but no involvement in actual succession planning. The level of awareness of the respondents as regards to succession planning and management practices in terms of process evaluation has marked moderately aware on two profiles: level of accreditation (level 3 and up) and year/s in service in the previous position (5 years and above). Although administrators have some knowledge in succession planning and management practices, their involvement is limited.

Recommendations

Based on the findings of the study, the following recommendations are forwarded:

1. School administrators from sectarian and non-sectarian private HEIs must enhance their competence through training and development programs, in terms of communication, planning and administration, teamwork, and strategic actions.

2. School administrator must learn to balance academic work and physical fitness, since item *14 Exercises and eats properly* in the self-management competency gained the lowest mean.

3. School administrators from sectarian HEIs should provide an open avenue in succession planning and practices specifically in communicate expectations,

organization and assessment, talent and training development programs, and process evaluation.

4. School administrators must provide programs and plans to develop internal successors who will take the lead to remain competitive in the future. An apprenticeship programs must be provided for incoming administrators.

5. Since, this paper is a trail blazer in succession planning and management practices, further research must be conducted covering the State Universities and Colleges and Association of Local Colleges and Universities, is highly recommended.

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CHAPTER 1

THE PROBLEM AND ITS BACKGROUND

Introduction:

Higher educational institutions as haven of knowledge are facing the most pressing issues to sustain organization's capacity and stability through human resources. Indeed, the execution and maintenance of knowledge lie in the hands of the leaders and managers. Administration varies in leadership styles, perspectives, approaches, and even in belief systems. This is because administrators have different academic backgrounds, came from different educational cultures, administer and follow distinct academic customs and traditions imbibed by the educational institutions they served. Hence, there is no particular style or approach that would said to be truly universally applicable in educational leadership environment, notwithstanding the fact that faculty members and staff themselves are individuals with distinct set of values and social background.

Gonzalez (2010) observed in her paper that although academic is becoming more like a business, it has not borrowed one of the best attributes of business culture: its tradition of developing leadership through succession planning. Academe is also open for changes like transition of administration, restructuring and downsizing- these are all part of the reality. Having this anticipation, academic organizations develop their long and short term plans based on present situation as well as for future events. Taking HEI as no different from a complex business organization, successful succession planning and leadership management models or strategies in the corporate can be adapted for effective implementation (Shamsuddin, 2012).

Gonzalez (2010) as cited by Shamsuddin (2012) mentioned that highly successful organizations are generally not without a critical mass of advocates with a passionate espousal of succession planning as vital to the very survival and sustainability of the organization. Likewise, it helps develop the potentiality of the staff and support them in their respective chosen field to ensure that the organization has pools of talent for key spots. Employees play a role in the process by identifying their career interests, having an opportunity to be assessed for key roles, and developing their learning plans.

Higher learning institutions, considered as academic organizations must hold true to the implementation of succession planning and practices, since they are, there is an apparent distinction between and among its members. Gonzalez (2010) makes a distinction between two levels of academic administrators: deans and above are (professional administrators) and department chairs and below are (casual administrators). Since all faculty members engage in managerial activities as directors of academic programs, principal investigators of grants, committee members or chairs. She proposes that the connection between the guild and the corporation be strengthened and become more of a two-way street.

In the Philippine context, HEIs may overlook the need for succession planning practices as an answer to the declining number of qualified and potential leaders in the education sector. This is because most school administrators do not provide assessment needs to the faculty and staff prior to the implementation of development programs. Hence, these programs do not necessarily answer the training needs of the faculty and staff. In fact some training programs are either repetition or duplication of previously administered training or not at all aligned with the responsibilities and functions to be performed by the faculty or staff. Organizational alignment of development programs in accordance with the needs of employees will ensure continuity of service.

Educational managers in Higher learning institutions in the Philippine setting may oversight the shortage in leadership talent in the coming years; hence, this may result to leadership crisis. The collaborative function of leadership development and succession planning will create a strong academic culture. Succession planning and management serve as a way to discover who can be trained to be tomorrow's leaders. Conger and Fulmer (2003, 78) have called the combination of the two traditionally separate practices of succession planning and leadership development, succession management. Thus, it provides an organization with a surplus of talent by helping members realize their potential which should not be confused with performance (Gonzalez, 2010).

It is truly essential in every organization to prepare employees for future leadership roles and opportunities. In order to keep abreast with the demands of the present time, academic leaders must provide programs and plans to develop internal successors who will take the lead and remain competitive in the future.

Inadequate research on this topic driven this study which sought to understand if Higher Education Institutions are prepared to meet these challenges and if so, what plans and programs they employ.

Background of the Study

The importance of having the right people in the right place builds security and stability in every organization. Academia is considered as a unique element that interplays in building leadership capacity to meet the demands and challenges of global market place. In order to establish a sturdy disposition in this competitive world, every academic leader should be able to respond to the needs of the organization- demonstrating leadership style, providing development programs, filling the gaps, and placing potential people to hold certain post.

Academic organization is never apart from corporate organization since both require workforce to sustain the call for innovation and development. Beerel (2009) cited that to remain relevant in this challenging world requires organization to be adaptive, creative and innovative. This means that the mission or underlying purpose of the organization must be made relevant through vision statements that lay out goals and strategies that cohere with the organization's competencies and above all address changing realities. Being in tune with new realities is what makes organizations adaptive and creative.

According to Harvard Business Review on Leadership, despite the increasing importance of leadership to business success, the on-the-job experiences undermine the development of the attributes needed for leadership. Nevertheless, some companies have consistently demonstrated an ability to develop people into outstanding leader-managers. Recruiting people with leadership potential is only the first step. Equally important is managing their career patterns. Individuals who are effective in large leadership roles often share a number of career experiences. Therefore, it is but important to identify potential people to perform essential work to support multiple leadership initiatives.

Geographical Background of the Study

The National Capital Region, more popularly known as Metro Manila, is the Philippines in microcosm. It is the country's premier region located in the central part of Luzon. It is the country's political, economic, social, educational, recreational and cultural hub that it exerts a dominant influence on the rest of the country's regions.

Since 1975, Metro Manila has been designated the National Capital Region. At present, 14 cities and 3 municipalities comprise the National Capital Region. Its 14 cities include: Manila, Quezon City, Caloocan, Pasay, Parañaque, Makati, Taguig, Pasig, Mandaluyong, Malabon, Muntinlupa, Valenzuela, Marikina, and Las Piñas. While the three municipalities are Pateros, San Juan and Navotas.

Emerging from a small tribal settlement on the banks of the Pasig River near the mouth of Manila Bay, NCR has grown into a thriving, urban sprawl consisting of 17 contiguous areas.

History tells that Metro Manila first spread along an area south of the Pasig River and flat coastal lands between Manila Bay and the Marikina Valley. A large portion of the Manila Bay was reclaimed to the west in the 1980's to cover a wider urbanized area.

Metro Manila is also home to many scientific and educational institutions, numerous sport facilities, and other culturally and historically significant venues. In terms of educational institutions, there are 1,559 elementary and secondary schools in Metro Manila. There are around 81 colleges and universities, thus it is considered as the educational center of the country. Many students from all parts of the Philippines head to Metro Manila to study. Source: (www.en.wikipedia.org/wiki.com)

Theoretical Framework of the Study:

There have been multifarious theories on leadership that can be used to examine the present practices of the organizations. Many of these theories on leadership have been significant in guiding academic leaders.

One example of leadership theory is the Situational leadership model developed by Hersey and Blanchard, which advocates that leadership is rooted in behavioral and situational factors. There are four categories of Situational Leadership Model (SLM) leadership styles: telling, selling, participating, or delegating.

Two significant points are emphasized in this theory: the knowledge of the task and the readiness of the followers. According to Hughes, et.al, situational leadership is useful way to get leaders to think about how leadership effectiveness may depend somewhat on being flexible with different subordinates, not on acting the same way toward them all.

Similarly, Clawson (2009) in his book "Level Three Leadership Getting below the Surface" presented the four basic elements of leadership, -the individual leader, the tasks facing the organization, others working in the organization, and the organization itself create an impact on the outcomes of a leadership situation.

Most academic leaders may oversight the implications of this leadership style in the administration of role as well as in the retention of potential leaders within an organization. A lack of understanding of this relationship could contribute to a failed performance management system; meager succession planning and unstable organizational connection.

Two theories were considered as bases for theoretical framework of this study: Slocum's competency- based management theory using a Model of Managerial Competencies and Cowards' *Succession Planning and Management Process Relationship Framework*.

John Slocum's model of managerial competencies (2008) fits in the study as far as assessment of competencies is concerned. In figure 1.1 Slocum's six (6) core managerial competencies model is shown.
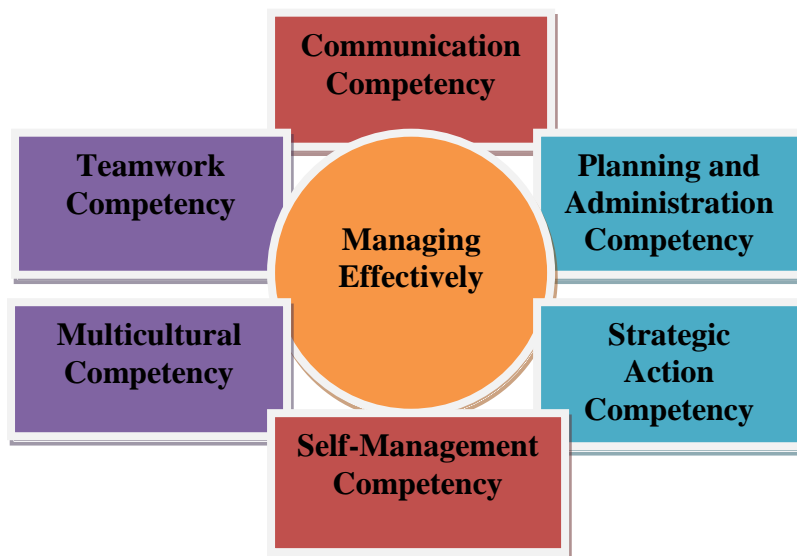
Figure1. A Model of Managerial Competencies

The figure shows the interrelation of the six competencies as important aspects of managerial competency. Competence is defined by wikipediainfo as the ability to sustain the coordinated deployment of resources in ways that helps an organization achieve its goals. Slocum et.al (2008) discussed the core competencies that managers need in order to succeed. These managerial competencies were found useful in this study because they serve

as bases for its conceptualization. Thus, the model tried to identify the competencies of the educational leaders and managers as they perform in their respective organizations. The multicultural competency, though part of the competencies discussed by Slocum is not included in the (self-assessment inventory) survey questionnaire since it does not match in the context of the present study. Hence, the questionnaire is utilized to validate the core competencies of the educational leaders and managers.

Slocum and Hellriegel (2008) discussed and illustrated a model of managerial competencies. According to these authors "effective managers are important to any organization's overall success, regardless of whether it is a global giant or small business enterprise". They emphasized that having talented people with the right competencies is indeed essential to the success of the business. Managerial competencies are sets of knowledge, skills, behaviors, and attitudes that a person needs to be effective in a wide range of positions and various types of organizations (Slocum, 2008, p4). In order to sustain organizations' standards and performance, selection of people to perform specific task is but a crucial requirement to carry out the goal. Hence, competence is needed to manage the holistic nature of the organization. People employ different kinds of competencies in their daily experiences, more so in work force to be effective member of the organization. He identified six (6) core competencies for jobs having managerial responsibility. These are: communication, planning and administration, teamwork, strategic action, multicultural, and self-management.

First is the ***Communication competency*** which refers to the person's ability to effectively transfer and exchange information that leads to understanding between yourself and others. Indeed, communication is vital to effective managerial performance. Higher educational institutions' administrators must acquire this competency because they are dealing with different people inside or outside the institution they are serving. Communication may be oral or written; it can also be informal, formal and negotiation. On the one hand, informal communication happens when managers build social connection or interpersonal relationships with people. On the other hand, formal communication is used to give necessary information to the members of the organization as regards to certain events and activities to keep them up to date on the status of ongoing projects; moreover, this may be in a form of memo or newsletter. Indeed, managers must be able to communicate effectively to address essential issues within the organization; likewise, it is the foremost requirement for every leader to attain maximum performance in a job. ***Planning and***

administration competency involves deciding what tasks need to be done, determining how they can be done, allocating resources to enable them to be done and then monitoring progress to ensure that they are done. Slocum (2009) highlighted the various dimensions that make up the planning and administration. This competence includes: Information gathering, analysis, and problem solving- which means every leader must be able to monitor information and use it to identify symptoms, problems, and alternative solutions, make timely decisions, take calculated risks and anticipate the consequences. This competence requires every leader to develop plans and schedule to achieve goals efficiently; assign priorities to tasks and delegate responsibility; determine, obtain, and organize necessary resource to accomplish the task. Time management, on the one hand is the ability of the leader to handle several issues and projects at one time; monitor and keep to a schedule or change schedule if needed. On the other hand, Budgeting and financial management requires the leader to understand budgets, cash flows, financial reports, and annual reports and regularly use such information to make decisions; keep accurate and complete financial records; create budgetary guidelines for others and wok within the guidelines given by others.

Likewise, **Teamwork Competency** deals with accomplishing tasks through small groups of people who are collectively responsible and whose job requires coordination. Leaders and managers in organizations that utilize teams can become more effectively by: designing teams, which calls for the formulation of clear objectives that inspire team members to perform; appropriately staff the team as a whole and assign tasks and responsibilities to individual team members as appropriate. Creating a supportive environment, which means to create an environment which effective teamwork is expected, recognized, praised, and rewarded; assist the teams in identifying and acquiring the resources it needs to accomplish its goals; act as a coach, counselor, and mentor being patient with team members as they learn. Managing team dynamics means, to understand the strengths and weaknesses of team members and use their strengths to accomplish tasks as a team; bring conflict and dissent into the open and use it to enhance performance. When credit is given share it with others.

Strategic action competency focuses on understanding the overall mission and values of the organization and ensuring that employees' actions match with them. It highlights three things: (1) understanding the industry that calls for the leader to recognize when changes in the industry create significant threats and opportunities; stay informed of the actions of competitors and strategic partners, hence, their implications for the future. (2)

Understanding the organization means that the leader must understand the concerns of the stakeholders as well as the strengths and limitations of various business strategies. Taking strategic actions is a must for a leader it means that he should learn how to assign priorities, make decisions that are consistent with the firms mission and strategic goals, recognize the management challenges of alternative strategies and address them, establish tactical and operational goals that facilitate strategy implementation.

Multicultural competency, on the one hand refers to understanding, appreciating, and responding to diverse political, cultural, and economic issues across and within nations. Multicultural competency of a leader is reflected through his cultural knowledge and understanding, well informed of political, social, and economic trends and events around the world. Likewise, a leader must also recognize the impact of global events on the organization, hence, must understand, read and speak more than one language fluently.

Self-management competency, on the other hand, refers to developing oneself and taking responsibility for one's life at work and beyond. The self-management competency includes: Integrity and ethical conduct, a leader must have a clear personal standards that serve as a foundation for maintaining a sense of integrity and ethical conduct. It exemplifies willingness to admit mistakes and accept responsibility for own actions. Personal drive and resilience, a leader seeks responsibility and is ambitious and motivated to achieve objectives. He works hard to get things done and shows perseverance in the face of obstacles and bounces back from failure. Balancing work and life issues, a leader strikes a reasonable balance between work and other life activities so that neither aspect of living is neglected. He takes care of self, mentally and physically and uses constructive outlets to vent frustrations and reduce tension. Likewise, assesses and establishes own life and work related goals. Self awareness and development, means a leader has clear personal and career goals. Uses strengths to advantage while seeking to improve or compensate for weaknesses. Thus, analyzes and learns from work and life experiences.

The researcher adopted the framework of Leslie Ann Wright Coward (2012) S*uccession Planning and Management Process Relationship Framework*. Coward developed a conceptual framework as a guide for her study. In her framework, she explained the process that links to program themes and reflects the relationship between each component. She further explained that the support and commitment of leadership is viewed as a bottom up and top-down process that is connected to all succession planning and management components. The inner section, succession planning and management

components, of this relationship model reflects a process that connects the different program components and committed leadership. The four components are: communicate expectations, organizational assessment and alignment, talent training and development, and process evaluation which can be evaluated independently by assigning these specific tasks.
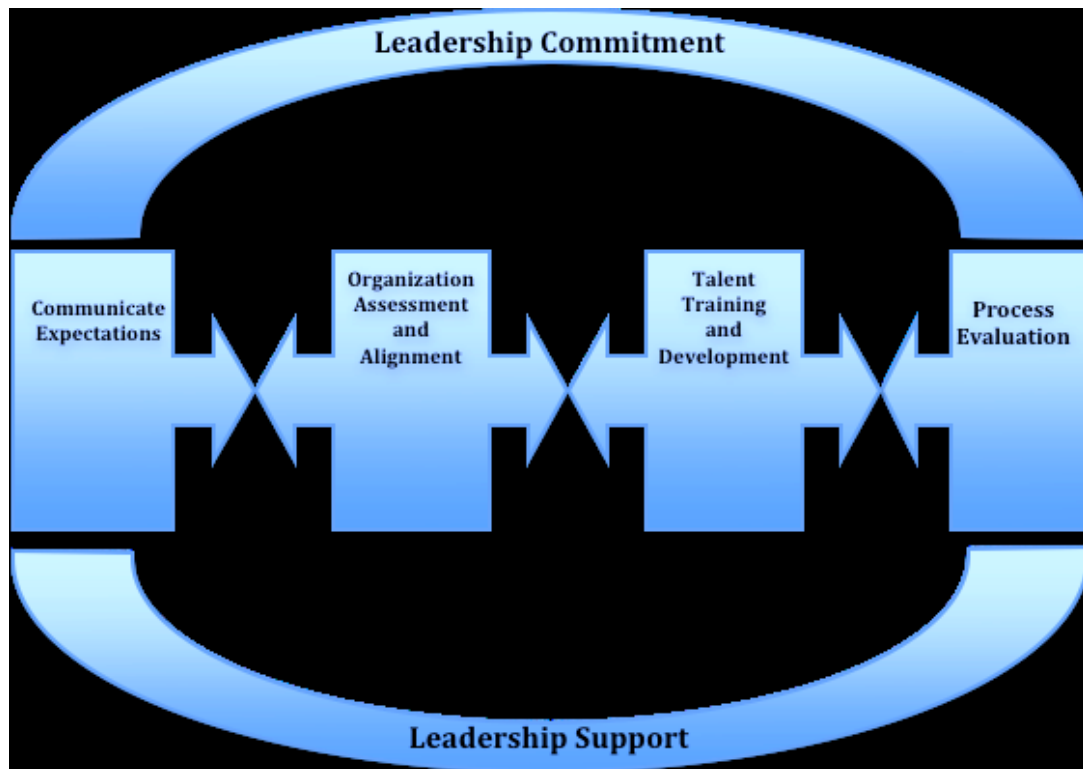
Figure 1.1 Succession Planning and Management Process Relationship Framework

Based on Coward Wright succession planning and management framework, the process relationship of the four components such as communicate expectations, organization assessment and alignment, talent training and development and process evaluation are interconnected. Subsequently, when the succession planning and management components are achieved on a high level, it will result to leadership commitment and support. Indeed, leadership competencies and leadership succession must be a journey in the organization to institute leadership commitment in order to have strong and solid leadership continuity.

Wright Coward (2012) presented the succession planning and management components. The first component is *Communicate expectations* that review the actions of the college's leadership. It underscores the importance of the board of trustees to establish policies that guide the college as mentioned by (Groves, 2007). The CEO actively

participates in the succession planning and management process, and communicates the importance of developing talent internally.

The second component is ***Organization assessment and alignment*** this refers to the strategic process that informs the college of the internal development and recruitment needs of the institution (Fulton-Calkins & Milling, 2005; Kesler, 2002; McDonald, 2008). The organizational assessment identifies the number of people eligible for retirement and positions that may be impacted by a leadership shortage. The organization is able to strategically identify internal positions and competencies needed for the continued growth of the institution. Organization alignment provides direction to developing talent. She highlighted that the integration of succession planning and the strategic goals and unit plans of the college provide a guide to how the organization will succeed at succession planning and management. Moreover, this process ensures that the necessary resources and strategic direction are there for the long-term success of the program.

The third component is ***Talent training and development*** as such is dependent on the results of the organization assessment and alignment. The organization assessment reveals the training and development needs of employees. Talent training and development ensures that the organization has the qualified talent needed to fill future leadership positions. The institution's leadership may demonstrate support of the training and development of employees by creating mentor and leadership training programs, by utilizing individual employee development plans, and by identifying and/or developing a qualified pool of talent. The development of internal talent validates the importance of employees, ensures optimum utilization of human capital, and increases employee job knowledge and skills (Karaevli& Hall, 2003; Kerr &Jackofsky, 1989; Kim, 2003; Leibman, Bruer, & Maki, 1996; van Amburgh et al., 2010).

The final component is ***Process evaluation***. It recognizes that succession planning and management is a fluid program that must be modified to meet the internal needs of the organization. Various authors agreed on the importance of linking succession planning to long-term strategic plans which involves measurement and holds leadership and the organization accountable for the success of the program (Conger & Fulmer, 2003; Conger, 2007; Rothwell, 2010). Process evaluation also provides the leadership and organization information about the operation, strengths, and weaknesses of the succession planning and management program. In addition, it ensures that the program is accomplishing its goals. This framework is a process that links all program themes and reflects the relationship

between each component. Although succession practices are independent of each other, this model shows the relationship among the four common components.

The leadership theory of Hershey and Blanchard; the core managerial competencies model by Slocum and the Succession Planning and Management Process Relationship framework of Cowards served as the bases of the theoretical framework of this study. They were of varying significance in as much as this study was conducted. The model and framework presented and used were employed in figuring out its conceptual framework. The succession planning and management practices framework of Leslie Ann Coward Wright and the managerial competencies are interconnected to establish their relationship as regards to the profiles of educational leaders.

Conceptual Framework

INDEPENDENT VARIABLE   DEPENDENT VARIABLE

Succession Planning and Management
Practices in terms of:
- Communicate expectancy
- Organization assessment and alignment
- Talent & training development
- Process evaluation

Managerial Competencies in terms of:
- Communication
- Planning & Administration
- Teamwork
- Strategic action
- Self management

Intervening variables:
Institutional Profile:
Type of HEI
Level of Accreditation
Personal Profile:
Gender
Age
Employment status
Educational attainment
Year/s in Service in the Institution
Level of Position
Years in service in the Present Position
Year/s in Service in the Previous Position

Figure 2 Research Paradigm

The conceptual framework in Figure 2 presented the different interacting variables in this study. The boxes represented the independent, dependent and the intervening variables of the study.

The Independent variables consist of succession planning and management practices such as communicate expectations, organization alignment and assessment, talent training and development and process evaluation. The arrow pointing to the dependent variables determines the managerial core competencies such as communication, planning and administration, team work, strategic action, and self-management. Hence, the intervening variables are the institutional and personal profiles such as type of HEI, level of accreditation, gender, age, employment status, educational attainment, level of position, year/s in service in the institution, year/s in service in the present position, and year/s in service in the previous position.

Statement of the Problem

The main problem of this study is to determine the managerial competencies relative to practices of succession planning of private HEIs.

1. What is the profile of the respondents based on the following personal and institutional variables?

    1.1   Institutional:

    1.1.1 Type of HEI

    1.1.2 Level of Accreditation

    1.2   Personal:

    1.2.1 Gender

    1.2.2 Age

    1.2.3 Employment status

    1.2.4 Educational Attainment

    1.2.5 Years in Service in the institution

    1.2.6 Level of Position

   1.2.7 Year/s in Service in the Present Position

   1.2.8 Previous Position in the Institution

   1.2.9 Year/s in Service in the Previous Position

  2. What are the managerial competencies of the respondents in terms of:

   2.1 Communication

   2.2 Planning and administration

   2.3 Teamwork

   2.4 Strategic action

   2.5 Self-management?

  3. What are the succession planning and management practices of the respondents in terms of:

   3.1 Communicate Expectations

   3.2 Organization Assessment and Alignment

   3.3 Talent and Training Development

   3.4 Process Evaluation?

4. Is there a significant relationship between managerial competencies of the respondents and their profile?

5. Is there a significant relationship between succession planning practices of the respondents and their profile?

6. Is there a significant relationship between succession planning and management practices and the managerial competencies of the respondents?

Hypotheses of the study

The study will focus on the following hypotheses:

1. There is no significant relationship between succession planning and management practices and the profile of the respondents.

2. There is no significant relationship between managerial competencies and the profile of the respondents.

3. There is no significant relationship between succession planning and managerial competencies of the respondents.

Scope and Limitation

The scope of the study was twofold: to determine the succession planning and management practices and the managerial competencies of the respondents.

The study was limited in determining the succession planning and management practices and the managerial competencies and of educational leaders and administrators among Private Higher Educational Institutions in the National Capital Region categorized as Sectarian or Non-sectarian and level of accreditation.

The respondents were composed of vice-presidents, deans, program chairs, directors and coordinators from private Higher Educational Institutions in the National Capital Region.

Significance of the Study

Excellent and exceptional leaders are assets of any organization, specifically in academic setting. Indeed, leadership is a skill that can facilitate one to unleash the full potential of every employee. However, excellent leaders are diminishing, thus the need for growing own potential leaders within the organization is an urgent call for the present educational leaders.

The findings of this study would be of great importance to the following:

Educational institutions. The result of this study offered relevant ideas and strategies as regards to the integration of succession planning in the strategic plan of the institution.

Educational leaders and managers. Educational leaders and managers are referred to empowered people designated to function as educational leaders, through this study, they

can be helped in leading and managing their people. likewise, they can be helped in employing appropriate succession planning strategies in the selection of potential leaders for the continuity of service.

Faculty members.Being the prime successor to hold key positions in the educational institutions. This study may likewise give them opportunities to improve their competencies for possible future leadership roles.

Other researchers.The researcher with great desire to give insight to other researchers who will be interested in this study and will consider this for their future investigation.

Definition of Terms

The following terms were operationally and lexically define to give light to this research study.

Competence refers to the possession of required skill, knowledge, qualification, or capacity.

Effective Succession Planning and Management Programs refers to those that not only go beyond identification and development of a single employee, but also those that include a "deliberate and systematic effort by an organization to ensure leadership continuity in key positions, retain and develop intellectual and knowledge capital for the future, and encourage individual advancement" (Coward Wright 2012).

Higher Education Institution (HEI) is also called tertiary, third stage, or post secondary education. Tertiary education is normally taken to include undergraduate and postgraduate education. Colleges and universities are the main institutions that provide tertiary education. Collectively, these are sometimes known as tertiary institutions (en.wikipedia.org/wiki/Education).

Leadershiprefers to the process of interacting and influencing individuals, groups, or communities while meeting and enhancing institutional needs through change processes.

Leadership Development refers to the development of the leader through a process; the focus on the building and expanding on the knowledge, skills, and abilities for effective leadership with desired outcomes and expectations.

Lower Manager refers to individuals whose position may include the job title chairperson or coordinator. These individuals directly report to middle managers.

Managerial competencies are sets of knowledge, skills, behaviors, and attitudes that a person needs to be effective in a wide range of positions and various types of organizations (Slocum, 2008, p.4).

Middle Manager refers to individuals whose position may include the job title of dean, associate dean, and director. These individuals directly report to top managers.

Non Sectarian School is a private school that functions and has developed curriculum officially independent of religious orientation and influence.

Performance refers to the achievement of results, the outcomes (ends) to which purposeful activities (means) are directed.

Sectarian Schools refer to non-stock, non-profit educational corporations usually owned by religious organizations particularly by the Catholic and Protestant religions. (*en.wikipilipinas.org/index.php*)

Succession Planning refers to the process of identifying and preparing a suitable employee for a position or replacement of an employee in a different role within the organization or institution through job rotation, training and mentoring.

Top Manager refers to individuals whose position may include the job title of Executive Vice-President, Vice-President or Chancellor.

CHAPTER 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents various literatures in forms of books, journals and previous studies which are related to this present study. The researcher posed different views on leadership, managerial competencies, and succession planning and management researches from local and foreign authors.

Foreign Literatures

On Leadership

Leadership styles, managerial competencies, and succession planning in the context of higher educational institutions play part in the organizational challenges, innovation, and sustainability. Every organizational institution must adhere to the concept that the primordial purpose of its existence is to prepare individuals to take on leadership tasks.

Mauriel (1989) stated that instructional leadership involves harnessing the great reservoir of energy and potential that normally exist in school systems' staff. Organization whether academic or business is viewed as a system, thus, members, policies, and environment are intertwined moving on to a definite direction. Similarly, Birbaum (1991) noted that learning how colleges and universities work requires seeing them as organizations, as systems, and as inventions.

Educational leaders employing power to manage the system must uphold to certain values and culture of the organization they are serving. Patterson (1993) in his book mentioned that leaders don't lose power by opening up the organization. The power resides in the organization being driven by values rather than events. He further emphasized that school leaders must recognize that they don't lose control over the quality of what goes on inside the school, instead focus on the control of quality because this will strengthen the accountability factor by linking evaluation to core values. This idea holds true to valuing people within an organization and making them accountable for performing in a professional manner.

In the same manner, the role of the leaders should not be taken nonchalantly because they perform significant task in building stability within the organization. Collins (2001) discussed comprehensively the level 5 hierarchy of Level 5 leadership. These are:

Level 1: Highly capable individual; makes productive contributions through talent, skills, and good work habits

Level 2: Contributing team member; contributes individual capabilities to the achievement of the group objectives and works effectively with other in a group setting

Level 3: Competent manager; organizes people and resources toward the effective and effective pursuit of pre-determined objectives

Level 4: Effective leader; catalyzes commitment to and vigorous pursuit of a clear and compelling vision, stimulating higher performance standards

Level 5: Executive; builds enduring greatness through a paradoxical blend of humility and professional will

He further emphasized that every good to great company had level 5 leadership during the pivotal transition years, likewise level 5 leaders set up their successors for even greater success in the next generation, contrary with level 4 leaders who often set up their successors to failure. Collins (2001) highlighted that good –to-great leaders understood three simple truths. First, begin with who rather than what. This truth has been synonymously illustrated to a given situation of people joining the bus because they know where it is going but if something happens and there is a need to change direction, problem sets in. However, if people are on the bus because of who else is on it, even if there will be a change of direction to be more successful will not create conflict. Second, having the right people on the bus is an advantage because it will be easy to motivate and manage them. The right people don't need to be tightly managed or fired up; they will be self-motivated by the inner drive to produce the best results. Third, having the wrong people doesn't matter whether right direction is discovered. Great vision without great people is irrelevant (Collins 2001, p42).

The role of the educational leaders in the selection of the right people to hold key positions in the organization is difficult. It requires a great deal of leadership skills. Leaders who know how to plan, analyze, assess, implement, and evaluate people in the organization are most likely to be successful in getting the right people to do the right job. However, the prevalent shortage of talent pools both the executive and managerial levels of many organizations is an immediate concern of every leader in an organization. Several factors

may be considered in this shortage such as rapid growth, dramatic rise in the retirements, poaching of key people by competitors, and the difficulty of retaining talented people. And it's happening at a time when leadership is increasingly important to an organization's success (Byham, 2002).

Sousa (2003) discussed briefly the different theories of leadership styles and the degree to which they affected school organizations. He posited his view on autocratic style which started from late 1800s to 1950s, taking this as dogmatic style of leadership because commands were issued and compliance was expected. Then there was a deviation of this style called bureaucratic which valued rules, regulations, and rank. These styles paved way to more democratic approaches through collective bargaining agreements when teachers unions began to gain strength in the late 1960s (Sousa, 2003, p12). Likewise, Democratic/Participative leadership was characterized by consultation with members of the organization on significant actions and decisions. The loophole of this was the vulnerability of the organization to the will of the majority, relativity comes in, what is good to the majority is not good for the organization.

Another theory flourished in the early 1970s, the Situational leadership, Paul Hersey and Kenneth Blanchard the proponents of this theory bring to light the basic principle of situational leadership that is, the leader adapts his/her leadership behavior to followers' "maturity," based on their willingness and ability to perform a specific task. The downside of this theory is that there is no definite way to know which leadership skills would be most effective in a particular situation. On the one hand, Transformational leadership gained favor during the 1980s; this style recognizes that there can be many leaders who share the same goals who can be empowered to make certain decisions. This kind of leadership motivates followers through charisma to identify with the vision of the leader and to sacrifice their self-interest for the organization. According to Sousa Transformational leaders need to practice three goals:

- First, help staff develop and maintain collaborative and professional school culture that reduces isolation, shares leadership, delegates power, communicates norms and beliefs, and uses bureaucracy to support cultural changes.

- Second, encourage the staff to internalize the goals for professional growth.

- Third, help teachers to work smarter, not harder, by recognizing that teachers as a group can develop better solutions than the principal working alone.

On the other hand, Transactional leadership is based on an exchange of services for various types of rewards that the leader controls. This style develops through exchange process between leaders and subordinates, wherein leaders provide rewards in exchange of the performance of subordinates. This leadership is distinguished by compromise, barter, and contractual aspect between manager and employee.

Systemic style emerged however, in the late 1980s and 1990s and becomes necessary when there is a need for reform changing an organization's hierarchy and basic system. Alongside of these necessary changes came from different forces such as societal, economic, and the advent of technology. For this reason, educational leaders need to find out whether the current mission and offerings of their schools can meet these challenges. If not, then leaders will need to use reflection, rethinking, and restructuring to make systemic changes necessary so that the organization can effectively serve the communities (Sousa, 2003,p.15).

Leaders and managers of an organization can inspire members to perform excellently in their respective work. According to Brooks (2005) great leaders get to know their people; they empathize, they encourage and support different opinions. There are changes in organizational culture that embrace innovation and passion. Thus, great leaders show passion and energy- the sense that "something exciting is about to happen". Essentially if members are well motivated by their superior, most likely they will stay and serve so long they are recognized and their efforts are well-appreciated. The motivating reason for most employees to work fervently is not only about financial rewards, it is how their efforts are being recognized and acknowledged by their respective superiors.

Great leaders have emotional intelligence. They are self aware and grounded, they learn from their mistakes, and they take feedback as well as give it. Talented next-generation leaders these kinds of leaders—if they can't find in their current organization, they will move (Brooks, 2005).

According to Hughes, Ginnett, and Curphy if leaders do not have emotional intelligence, they may not achieve their full potential despite their high cognitive intelligence. They have mentioned that assessing leadership potential is fundamentally concerned with predicting

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who will or will not be an effective leader before they have been placed into a position, accurately predicting managerial effectiveness important but not at all straightforward. The leadership potential dimension assesses the extent to which the candidates are capable of assuming greater responsibility and are likely to be successful if promoted one or two levels up in the organization (Hughes, Ginnett, and Curphy, 2009).

Slocum &Hellriegel (2009) defined leadership as theprocess of developing ideas and a vision, living by values that support these ideas and that vision, influencing others to embrace them in their own behaviors and making hard decisions about human and other resources. Likewise, they presented the five sources of power of the leaders to influence the actions of follower. These are legitimate, reward, coercive, referent, and expert. All managers engage in political behavior to influence others, but sometimes ineffectively. Political behavior and organizational politics focus on efforts to protect or enhance self-interests, goals, and preferred outcomes. The drivers of political behavior were noted with special emphasis on how managers can foster or minimize political behaviors of subordinates in relation to the performance appraisal process.

These two authors also underscored the implication of leadership models in the organizational parlance. These models are the traits, Theory X/Theory Y, and behavioral models. The traits model emphasizes the personal qualities of leaders and attributes success to certain abilities, skills, and personality characteristics. Hence, this model fails to explain why certain managers succeed and others fail as leaders, perhaps the primary reason is that it ignores how traits interact with situational variables. Next are the Theory X/ Theory Y model which are based on the premise that the behaviour of the managers is often influenced by their assumptions and beliefs about followers and what motivates their followers. Theory X is a composite of propositions and underlying beliefs that take a command-and –control approach to management based on a negative view of human nature. The behavioural model emphasizes leaders' actions instead of their personal traits.

The evolution of leadership theories along with the models directed leaders and managers to understand the complexity of an organization. These leadership insights can be of great help to improve managerial skills and performances.

The need for organizational development and sustainability is an immediate call to meet the present challenges of the world, both educational and corporation background. Aside from Theory X and Theory Y another theory emerged into being. Theory Z was first

identified as a unique management approach by William Ouchi. He contrasted American types of organizations (Type A) that were rooted in the United States' tradition of individualism with Japanese organizations (Type J) that drew upon the Japanese heritage of collectivism. He argued that an emerging management philosophy, which came to be called Theory Z, would allow organizations to enjoy many of the advantages of both systems. He deliberately explained the concept of Theory Z which represents a humanistic approach to management. Although it is based on Japanese management principles, it is not a pure form of Japanese management. Instead, Theory Z is a hybrid management approach combining Japanese management philosophies with U.S. culture. It is a combination of American and Japanese management philosophies and characterized by, among other things, long-term job security, consensual decision making, slow evaluation and promotion procedures, and individual responsibility within a group context.

In addition, theory Z breaks away from McGregor's Theory Y. Theory Y is a largely psychological perspective focusing on individual dyads of employer-employee relationships while Theory Z changes the level of analysis to the entire organization.

Ouchi (1981) presented Theory Z which focused on increasing employee loyalty to the company by providing a job for life with a strong focus on the well-being of the employee, both on and off the job. According to him, Theory Z management tends to promote stable employment, high productivity, and high employee morale and satisfaction. According him, Theory Z organizations exhibit a strong, homogeneous set of cultural values that are similar to clan cultures. The clan culture is characterized by homogeneity of values, beliefs, and objectives. Clan cultures emphasize complete socialization of members to achieve congruence of individual and group goals. Although Theory Z organizations exhibit characteristics of clan cultures, they retain some elements of bureaucratic hierarchies, such as formal authority relationships, performance evaluation, and some work specialization. Proponents of Theory Z suggest that the common cultural values should promote greater organizational commitment among employees.

With Theories X, Y, and Z implications for the modern organization include new challenges and opportunities. As we learn from these theories and work to implement the ideas in them we must be aware of the modern issues of working with people from different cultures and overseeing movements of jobs to countries with low-cost labor. Also, we must embrace diversity as the U.S. demographics change and understand that our new managers

must recognize and respond to the different culture changes that will surely ensue with their growing diverse working population.

Theory Z stresses the importance of a caring and benevolent relationship between leaders and followers, and presumes that workers will get motivated by a strong social relationship with the company. Loyalty to the company will increase by providing a job for life, in which the company takes genuine interest in the well-being of the employee.

Just as for Douglas McGregor's Theory X & Y, it is very important always to acknowledge that it is the followers needs that should determine which leadership style to adopt, and that every leader must adapt his/her leadership style to the local cultural context. Therefore it may not be easy to implement Theory Z in a western cultural setting, because western employees may have completely different needs for leadership than the Japanese workforce.

On Managerial Competencies

Slocum, Jackson, Hellriegel (2008) stated that organizations hire people because they believe that they have managerial competencies that will enable them to become star performers. Likewise, the continual development of one's managerial competencies is significant because of the many challenges happening within an organization. A competency refers to areas of personal capability that enable employees to successfully perform their jobs by achieving outcomes or accomplishing tasks (Noe, 2008, p114).

Provision of indispensable leadership programs and trainings to members of the organization is essential to carry on innovation and modernization. Such trainings and programs must construe with the needs of faculty and staff. Educational leaders' anticipation of unexpected loss of key people in the office serves as a way to prepare for any possible work shortage and delay.

In the present context in most HEI's, professionally, there is little, if any, support and opportunities for development programs. It has been a basic fact that the most important asset of an organization is its people. Successful organizations value their people by giving them leadership development opportunities.

Consequently, Moskowitz (2008) mentioned that to be considered a competent trainer, the aspiring professional needs to acquire a set of skills and knowledge and demonstrate defined abilities and behavior. He further emphasized that developing trainer

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competencies requires much the same process that anyone follows to determine and acquire the knowledge, skills, attitudes, and behaviors needed to work effectively in a chosen profession. Hence, the developing trainer must identify the competencies necessary to perform effectively, assess current capabilities and execute a knowledge and skill development plan to improve their capabilities. Moreover, leaders and followers alike may engage themselves in various ways and activities for competency building such as individual workshops and seminars in specific competency areas, annual conferences and local training courses, certificate courses that include opportunities to develop trainer competencies.

Dessler (2009) as cited by Shamsuddin (2012) proposed that competencies at one's job can be observed and measured, in the context of demand and expectations of the position assigned to the individual. Considering that succession is not substitution or replacement, an objective measurement method free from personal judgments and preferences is required. Thus, regular assessment and monitoring are critical to gauge the moods, wants and grievances of the talent pool, especially, so that actions can be taken to nip the bud of unwanted dissatisfaction leading to disenfranchisement of potentials.

It is interesting to note that a study conducted by Carli and Olmshipman (2004) in their study on *Gender Issues in Workplace Groups: Effects of Gender and Communication Styles on Social Influence*, delved on gender differences in interaction style which examine the relative amount of task and social contributions to group interactions revealed greater agency in male communications and communality in female communications. A meta-analytic review of these studies revealed that men exhibit a higher percentage of task behaviors and direct disagreements than women do and women exhibit a higher percentage of positive social behaviors than men do. Similarly, Eagly and Johnson (1990) as mentioned in the study of Carli and Olmshipman (2004) conducted a meta-analytic review on gender differences among leaders which revealed only a small difference in social behavior and in none task behavior. The results suggest that the role of the leader may to some extent prescribe particular behavior regardless of the gender of the leader which would be effectively reduce gender differences in leadership style. Nevertheless, two meta-analytic reviews related to communication have established differences between male and female leaders that correspond to the expected pattern of greater female communality and male agency. Compared with leaders of other gender, female leaders display a more democratic style, encouraging collaboration, and involving subordinates in decisions. Whereas male

leaders display a more autocratic style, discouraging participation by subordinates in favor of asserting the leader's control and authority.

On Leadership Development

McCauley et al., (1998) defined leadership development as "expanding the collective capacity of organizational members to engage effectively in leadership roles and processes". Likewise, its overriding goal is to develop and enhance skills to deliver expected performance necessary in the work place. As the organization provides development programs alongside with this is the presence of succession planning where the process of selecting for qualified persons must be congruent with the positions to be filled.

Fulmer (2001) pointed out the need to grow leaders within the organization instead of buying them. He explained that best practice organizations involved in the study grow leaders as opposed to buying them. For that reason, aspiring companies want to know the secret of making "leaders their most important product". Throughout the course of bench marking effort by the companies, best practice organizations emphasized that their top leadership came from within the company. In contrast to the situation of many companies today, buying top level talent occurs occasionally. Best practice organizations lean toward internal leaders because of the powerful and distinct cultures in which they work (Fulmer, 2001, p.15). Citing as an example the strategy used by one of the leading companies in the oil industry, Shell Company created LEAP (leadership and Performance) handed to committee of managing directors to select a small group of people who will create the program. Leap's challenge was to create leaders at every level throughout the organization. Certainly, leaders who have come up through the organization are a proven fit, because they have successfully accomplished assignments in the way that the organization has chosen for its leader.

Undeniably, more and more organizations face a shortage of leaders both the executive and managerial levels. Several factors may be considered in this shortage such as rapid growth, dramatic rise in the retirements, poaching of key people by competitors, and the difficulty of retaining talented people. And it's happening at a time when leadership is increasingly important to an organization's success (Byham, 2002).

Conger and Fulmer (2003) called the practices of succession planning and leadership development as succession management. Furthermore, they emphasized that an effective

succession management plan requires the identification of key knowledge positions and including those in the succession plan, being transparent with employees about all aspects of the plan, rigorous use of measurements, and the inclusion of some flexibility in the plan so it is easily adjusted to changes in the environment.

According to Conger and Fulmer, developing leadership talent is a long term investment. Unlike the "replacement" mindset of succession management in the past, today's systems must take the longer view. Their effectiveness is determined by their ability to move talented individuals at an appropriate pace into the right developmental opportunities over the span of their careers. With this aim in mind, tracking the progress of individual participants is a necessary dimension of a best practice succession process (Conger and Fulmer, 2004).

Day (2004) defined leadership development as the expansion of a person's capacity to be effective in leadership roles and processes that enable groups to work together in a productive and meaningful ways. The capacity comes about through the development of cognitive, behavioral, and social complexity which in turn are based primarily in differentiation and integration. He mentioned that the creation of conditions to sustain leadership development is necessary. According to Day, one strategy to explore for future institutional leadership development workshops is to train participants to reflect and learn when the learning opportunities present themselves or when they are created in line with some strategic development planning process. It was emphasized that the training workshops focus on teaching participants to translate theory into practice so that when they need the theory in practice, they will know how to best utilize it for enhancing self-awareness, self-regulation, and self-development.

According to Spendlove (2007) Leadership development is thought to occur through training in individual skills and abilities. However, leadership has been shown to be a complex interaction between the designated leader and the social and organizational environment. The underlying assumption is that more effective leadership occurs through the development of individual leaders, and that leadership can be added to organizations to improve social and operational effectiveness. A complementary perspective approaches leadership as a social process that engages everyone in the community.

Noe (2008) emphasized the importance of capturing the valuable knowledge of employees in order to utilize such skill and knowledge before the time baby boomers begin leaving the labor force.

In a way adhering to the same idea, Picciano (2011) believed that designing and putting into practice effective professional development programs is a complex undertaking. As much as possible, programs should be designed such as that they provide some variety of activities and take place over an extended period of time to allow participants to practice and experiment professional development is a continuous process. Hence, planning professional development requires a long term commitment that aims to upgrade technical skills and continually rather than on a short term or one-shot basis.

Dubrin (2013) underlined that leadership development has become a heavy priority for many major business and government organizations. He also mentioned that mentoring others is an important leadership responsibility. Another experience-based way to develop leadership capability is to be coached by an experienced, knowledgeable leader. Likewise, mentors enhance the career of protégés in many ways, such as by recommending them for promotion and helping them establish valuable contacts. The general picture of developing leaders is to make such development part of the culture, including mentoring and offering constructive feedback. Developing and training leaders is far more complex than merely sending aspiring leaders to a one-week seminar. The leadership development program has to be appropriately sponsored, carefully designed, and professionally executed.

On Succession Planning and Management

Higher Educational Institutions are never apart from corporate organizations adhering to the same goal—the quest for innovation and stability. The question on how to remain steadfast amidst the challenges of globalization is a serious call for all educational leaders. To be able to address this need for survival; administrative leaders recognize the task to cope with the expectations imposed by the ever changing needs of the society.

The indispensable leadership issues cannot be taken aside, as the organization moves toward the attainment of goals. Essentially, development programs are needed to measure performance and select people to hold pertinent posts in the administration, for that reason, succession planning is vital to ensure that there will be available talent pools to perform and deliver in the workforce.

The marriage of leadership development and succession planning must be taking place within the organization. The intertwined relation between leadership development and succession planning give direction to organization. Succession management approaches are being used to facilitate effective organizational positioning and development to ensure that within an organization the "right "leaders are available at the "right" time (Rothwell, 2001).

Conger and Fulmer (2003) emphasized that an effective succession management plan requires the identification of key knowledge positions and including those in the succession plan, being transparent with employees about all aspects of the plan, rigorous use of measurements, and the inclusion of some flexibility in the plan so it is easily adjusted to changes in the environment.

Indeed, leadership development programs and succession planning need to be given much attention to attract, develop and retain leadership pool that will help maintain long term sustainability and viability.

Fulmer (2005), as cited by Erasmus, said that the larger issue is leadership development, tracking, and developmental opportunities. The real key in succession management is to create a match between organization's future needs and the aspirations of individuals. The only way to keep talented people is to provide them with growth opportunities that keep them stretching and finding more promising they might find elsewhere. Recruiting and retaining leaders becomes an economic and strategic challenge.

According to Christe (2005) in her study entitled "Learning to Grow our Own: A study of Succession Planning at Douglas College", succession planning can provide a significant organizational intervention opportunity to respond to the impending loss of leadership personnel. Effective strategic planning for leadership development can position an institution to attract external people and retain current employees with leadership potential. For those who practise informal leadership, opportunities exist for developing competency directed at moving into formal leadership roles. For those currently in formal leadership roles, opportunities for further leadership development can help with upward mobility into executive leadership roles. Succession planning can lead to greater job satisfaction for all employee groups.

While it is true that succession planning served as a way by which organizations evaluate and promote leadership talent., Hughes, Ginnett, and Curphy (2009), On the

contrary, mentioned the implication of succession planning in organizations, such as family –owned businesses where family members, often sons and daughters are promoted into critical leadership positions because of their familial relationships with the owner rather than on the basis of their leadership skills. On one hand, in some privately held companies, such as Saudi Aramco, Marriott and Carlson Companies, this process of having successive generations of family members take over multibillion-dollar family businesses has worked quite well. On the other hand, Bill Ford's takeover of Ford Motor Company several years ago has been nothing short of disastrous (Hughes, Ginnett, and Curphy 2009, 96). They further highlighted the idea that one of the best practice techniques organizations can use for succession planning is the nine-cell matrix. This nine-cell matrix has two major dimensions. The leadership potential dimension assesses the extent to which candidates are capable of assuming greater responsibility and are likely to be successful if promoted one or two levels up in the organization while the leadership performance dimension assesses the extent to which candidates are achieving results. Organizations use nine-cell matrices to determine possible successors for critical leadership positions, design customized development and retention programs for different cells, and revamp recruiting and selection systems.

An article entitled "Succession Planning and Building Your Leadership Pipeline" stressed that an effective succession plan helps identify and groom high potential managers for advancement into key, senior positions, while a leadership pipeline cultivates a pool of quality leaders with diverse management expertise, and provides them with opportunities for professional growth. This strengthens institutional department from within through increased departmental performance, employee satisfaction and retention, as well as creating an infrastructure for leadership continuity through candidates who can readily fill critical positions. The shared benefits of an effective succession plan are based on a simple idea: by investing in the people that make up your organization, you are investing in the organization's ongoing success.

Rothwell (2010) differentiated replacement planning from succession planning. According to him replacement is about finding backups to fill vacancies on an organization while succession is about grooming the talent needed for the future. Likewise, he gave insight on the importance of succession planning in the present times. First, many organizations are experiencing the effects of aging workforces. Second, concerns about terrorism have raised the stakes on prudent planning to ensure that leaders and other key workers have backups in case they are needed. Finally, years of downsizing and other cost-

cutting measures have reduced the internal bench strength of many organizations so that it is more difficult to find internal replacements. Many organizational leaders are taking steps now to "grow their own talent."

Local Literatures

Miclat (2005) articulated that strong leadership in the organization will not be attained if employees are not empowered to exercise it. Moreover, he made a distinction of proselytizing from empowerment. One must do more than talk about it and must change the organization conceptually and structurally to bring down leadership to stewardship that is alive in all levels. Indeed, leadership in all its sense directs organization in the attainment of goals. Essential mechanisms for effective execution of this potential are performances, processes, and procedures relative to the development, innovation, and success of the organization.

The observation of good governance and effective leadership does not only happen in the private sector but also in the public sector. Brillantes and Fernandez (2011) in their article "Restoring Trust and Building Integrity in Government: Issues and Concerns in the Philippines and Areas for Reform", shared a significant idea on leadership. Although the concept of leadership is viewed in the government parlance, still, it deals with performance, competence, and trust. These elements are needed for a sustainable management in all organizations. They stated that effective leadership is central to effective and sustainable implementation. Thus, it plays a vital role in the success or failure of government. The style of leadership being emphasized in the article is "leadership by example" taken as a way towards change of mindsets and behavior as well as citizen's engagement. A leader by example is a leader who does as he speaks. He seeks to lead his people with their full potentialities. He helps them realize their potentialities in the democratic process. A leader who leads by example is crucial in restoring trust in the government. People trust this kind of leadership as they could see in him the elements of good governance such as accountability, predictability, transparency, rule of law and participation. Ideal perception of effective leader is far from reality, considering the complex role and erratic changes in the society. However, this perception may be translated into concrete scenarios whereby power and empowerment are worthy of consideration both in the eyes of the leader and followers.

Forbes (2011) in his article entitled "Trends and Issues: Roles of School Heads as Instructional leader, Administrator, and Manager", presented salient points on how to

manage the various problems and issues that the educational system is experiencing and the taxing role of the school managers' to address these challenges. One of the common tasks of a school leader is to create a school wide vision; this can only be actualized through planning for effective professional development, mentoring teachers, handling discipline, and supervising and managing a school. Certain characteristics that the school managers should possess were also identified such as the capacity to contribute to academic performance, the capacity to promote culture in a given academic year, the capacity to promote sports, the capacity to manage limited resources, and the capacity to for innovation in academics, culture, sports, and resource management. It was also emphasized in the article that leaders are also learners, "leaders create learning by sharing decisions, nurturing a common vision, and providing support for staff learning". Educational leaders possessing executive power must transcend this through empowering employees. Empowerment means the ability to explore potentialities open for improvement and development.

Foreign Studies

There were several foreign studies as regards leadership, managerial competencies and succession planning in academic setting. One of which was the study made by Groves (2006) in his paper entitled "Integrating Leadership Development and Succession Planning Best Practices highlighted the idea that most organizations often fail to utilize managerial personnel effectively for leadership development and succession planning systems, and many execute these critical practices through separate human resource functions that shift the responsibility for leadership development away from line managers. The purpose of this paper is to present best practices model for optimal development of the leadership pipeline and a series of practical recommendations for organizations. A group of 30 CEOs and human resource executives across 15 best practice organizations were asked via semi-structured interviews to describe the content and delivery of their respective organizations' leadership development and succession planning practices. Several findings were given such as analysis of interview data indicated that best practice organizations effectively integrate leadership development and succession planning systems by fully utilizing managerial personnel in developing the organization's mentor network, identifying and codifying high potential employees, developing high potentials via project-based learning experiences and manager-facilitated workshops, establishing a flexible and fluid succession planning process, creating organization-wide forums for exposing high potential employees to multiple stakeholders, and establishing a supportive organizational culture. The interview

data are drawn from a relatively small number of executives and from a single industry, which may limit the overall utility of the findings. This study offers needed empirical support for the value of integrating leadership development and succession planning practices through utilization of managerial personnel. Management development practitioners will benefit from assessing their respective organizations' current practices vis-a` -vis those discussed here, while scholars may utilize the best practices model for generating further research on the role of managerial personnel in talent management systems.

Another study conducted by Caldwell (2007) in a working paper for the UCEDD Network, entitled "Elements of Effective Succession Planning" mentioned that although a number of university leaders have begun to recognize the need to train the next generation of leaders, such programs are typically driven by individuals rather by institutions. Some view that changes in leadership at higher educational institutions are often personal and tribal in nature, and that succession decisions are often controlled by Boards or selection committees outside of the department, who can choose whether to maintain continuity and momentum, or make significant changes to institutional direction and focus. In this regard, succession planning cannot occur in isolation; rather, the elements of successful succession efforts are rooted in four major and interrelated organizational processes: leadership development, transition planning, capturing and transmitting institutional and technical memory, and transmitting important relationships.

Furthermore, she listed some leadership development strategies for higher education which address many issues that are particular to the academic setting:

- Academics are often ambivalent about assuming leadership roles.
- Professional identity and sense of satisfaction from work of leaders in higher education settings are often derived principally from their professional expertise and accomplishments – not for their leadership potential.
- Those in higher education settings are often not recruited for their leadership potential, but rather are selected and rewarded for their research, course development, and/or teaching skills.
- Often, the institutional system tends to snuff out the spark of enthusiasm for leadership before the flame is ignited.

- The prestige of specific professional disciplines drains off potential leaders into profitable non-leadership roles.
- Many academics are unwilling to give up their professional and personal lives for ones consumed by leadership responsibilities.

Another study made by Richards (2009) entitled "A New Paradigm: Strategies for Succession Planning in Higher Education", in her paper she presented a comprehensive information and notion of succession planning across both faculty and administrative positions. She mentioned about the need for colleges and universities to develop future leaders who are well positioned and ready to assume leadership posts at colleges and universities across the country. Colleges and universities without deliberate strategies for attracting, developing, and retaining existing or new talent could suffer leadership shortages in the future. It was stated in her study that while formal succession planning is not prevalent in higher education, most colleges and universities are concerned with and are addressing leadership development opportunities for employees.

Likewise, the purpose of the study was to uncover if and how institutions of higher education were currently approaching succession planning and understand if there are specific considerations for planning in the academic culture; cultures traditionally driven by non-profit missions, collegial cultures and shared-governance. As such, the goals of the study were 3-fold. First, it sought to understand if institutions had formal succession plans and explore whether or not the governance structure impacted decision making and approaches to succession planning. Second, if organizational culture influenced an institution's approach to succession planning. Finally, to uncover potential strategies, methods, and/or processes that were important to institutions as they thought about developing and retaining leadership talent through formal succession planning. By focusing the research on these goals, the study yielded outcomes in the form of a themes and a series of succession planning strategies that may be helpful to future institutions that seek to implement succession plan efforts.

In this qualitative study, data was collected from 6 academic leaders using grounded theory which allowed the researcher to explore themes of 6 academic governance and culture, approaches to succession planning, and uncover potential strategies that may be best supported in institutions of higher education. Coding and re-coding throughout the data collection and analysis process allowed the researcher to emerge with several themes and

subsequent recommendations for implementing succession plans within the unique culture and governance structure found in higher education.

In this study, she found out that few institutions were able to demonstrate such a deliberate and systematic effort toward succession planning. Rather, what many participants of the study described as succession planning was often represented by descriptions of leadership development activities without the strategic identification of high potentials or talent pools which are characteristic of formal succession planning. Furthermore, though participants shared a common view of the purpose of succession planning but had difficulty in describing its parameters, contents, and characteristics. It was determined that few institutions actually had this level of comprehensive succession planning in place and in some cases, those that claimed to have plans may have confused succession planning with leadership development terms as well.

Essentially, she suggested that institutions with aspirations of moving toward a more deliberate and systematic succession planning model as an umbrella for targeted leadership development should adopt a new paradigm for succession planning that honors the essential elements of an effective succession plan while valuing the collegial culture and presence of shared decision making.

Similarly, another study was made by Erasmus (2009) addressed the importance of succession planning for the organizations' survival, which depends on the continuous supply of competent, experienced, and well-trained managers. The findings discussed the main issues that need to be addressed:

- *The assessment of current needs with regard to strategic planning needs;*

- *No willingness to devote resources to cultivating talent;*

- *Pressures to reach daily targets on revenue collection placed above succession planning;*

- *Stakeholders support and clear communication lacking;*

- *Appointing a succession planning coordinator;*

- *Training and counselling with respect to succession planning was not offered.*

Succession planning programs help to ensure the continuity of talent needed to preserve economic growth and organizational viability. Career planning programs help individuals discover their career goals and provide reasons to qualify for advancement or simply keep their skills current, as employability in a new economy places more responsibility on individuals to remain competitive in a dynamic labour market (Rothwell et al, 2007:preface).

Gonzales (2010) in her working paper entitled "Leadership, Diversity, and Succession planning in Academia" proposed that the connection between the guild and the corporation be strengthened and become more of a two way street. She further discussed the distinction between two levels of administrators: deans and above who are professional administrators, and department chairs and below, who characterized as casual administrators. People should have dual career ladders and be able to move back and forth between technical and managerial jobs, that is, between the guild and the corporation. Likewise, it was highly underlined that institutions of higher education need to become more sophisticated so that they can recognize good leadership when they see it. To find leaders in places where they are likely to be overlooked by the casual observer can only be done through a deliberate, thoughtful and sustained process of succession planning.

Another similar study on succession planning is the research paper of Coward (2012) entitled "A Quantitative Study: Administrative Leaders' Perceptions of Succession Planning and Management Practices within Community Colleges. The study delved into the perceptions of senior administrative and middle manager community college leaders regarding current succession planning and management practices occurring within their institutions. A suitable succession planning and management instrument was not found; therefore, the Wright-Coward Succession Planning and Management Survey (WCSPMS) instrument was developed. An exploratory factor analysis was used to address research question one and test the structural relationship of the common succession planning and management components of the survey. A second statistical procedure, multivariate analysis of variance, was used to analyze differences between the four dependent measures of succession planning and management and leadership level, and institutional factors. Findings from this study suggested (1) items on the WCSPMS instrument are correlated and three relatively independent succession planning and management factors are associated with the 20 underlying items, and (2) there is a statistical significant difference between leadership level as regards to perceptions of succession planning and management practices.

Furthermore, this study indicated there is much work to be done by community college leaders in the area of succession planning and management.

Local Studies

Lagunda (2009) in her paper entitled "Succession for Intergenerational Continuity in the Context of Private Higher Educational Institutions (HEIs) explored and sought to inquire into the succession practices and its relationship with family dynamics in private, non-sectarian family-owned HEIs. The central idea of succession and transition among family-owned HEIs is encapsulated in an emergent framework that illustrates what the reasons are for keeping the HEIs within the family, how succession or transition is done and what factors influence succession planning. She used the classic two-system model of family business by Lee-Chua (1997) and expanded this into three dimensional development model by Gersick, davis,Hampton&Lansberg (1997). The models shed light in the creation of conceptual framework which includes institutional vision within the premise of healthy family relationships lead to healthy business practices. Likewise, in the context of the Filipino business environment, the social nature of higher education institutions as family businesses also demands that a synchronous agreement, often embodied in the institution's vision, is reached among members, if there is agreement among family members, then the institutional vision is strengthened and become the guiding principle that may influence family relationships and business practices or vice versa. The case studies affirmed that the overriding goal of continuing the business through the next generations is influenced by the values that keep and bind the family business. These values in turn influence this overriding goal and are manifested through both formal and informal processes that contribute to smooth transitions, sustainability and longevity of the family-owned HEIs.

In a similar study on succession planning, Saniel (2009) conducted a study on Succession Plan for Davao City Water District, she emphasized the importance of developing potential leaders within an organization. Her study sought to formulate a succession plan for DCWD executives and officers for 2008-2013. Using a descriptive evaluative method, the study further probed on the company profile of DCWD that involved its mission, vision, goals, objectives, organizational structure, and human resource management systems. Perceived intellectual capital profile in terms of knowledge, management, and leadership competencies, work values and attitudes of the 106 retiring and non-retiring DCWD executives and officers were also identified through a survey. The

result of the study showed that both retiring and non-retiring groups identified knowledge on operation and maintenance of water supply system as very important for the obvious reason that everyone in the management team must know how the water district manages and maintains its water systems and resources; leading, customer relations, planning, decision making, conflict and crisis management are the top management and leadership competencies that the respondents identified. Controlling which is an important management competency ranked lowest. Positive attitude and professionalism and excellence were chosen to be the top work values/attitudes over commitment to work and personal growth & development.

Synthesis of the Related Literatures and Studies

The highly competitive domain of education necessitates enormous tasks for academic stability and professional advancement. Leaders must work to create and sustain the ever challenging need of the learning institutions. Leadership skill is crucial in the selection of potential people within the organization for effective delivery of service. The ability of educational leaders to identify, select, train and retain talented people is important to meet the possible shortage of workforce in the future. Thus, HEIs must always be on the look to anticipate impacts and effects if loss of manpower will be on the way. Apparently, the mindset of most educational leaders as regards to who are the "candidates" may be a threat in their current position, as such they show little effort and interest in the process. This mentality is an obvious trait of poor leadership and management function. For this reason, leaders themselves must uphold certain values so as not to take succession initiatives as an end of their career.

HEIs must proactively begin the process of preparing the future leaders in response to possible workforce shortage in the coming years. In adherence to organizational sustainability, institutions show interest to develop leaders to continue to lead and serve. In this regard; they must consider the dispute of transforming the culture and environment that will build institutional opportunities for the future and promising leaders.

In order for a potential individual to become the future leader, it is essential that he/she understands the knowledge, skills, and abilities or competencies required to effectively and efficiently lead and serve in the organization. Therefore, it is important that and leadership/managerial styles, managerial competencies and succession planning

practices in HEIs be all-inclusive and integrative as it relates to the core competencies required to be an effective leader.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the research methodology, population and sample size, description of respondents, instrumentation, data gathering procedure, and statistical treatment employed and used by the researcher.

Research Method Used

The researcher made use of descriptive-evaluative method. This is a research method that focuses on present condition with a purpose of discovering new truth such as increased extent of knowledge, new generalization, an increased insight into factors that are operating, discovery of new causal-relationship, or more accurate formulation of the problem to be solved. Specifically, descriptive-evaluative is a design that will appraise carefully the worthiness of the current study (Zulueta and Costales Jr., 2005). In this study the researcher sought to determine the level of awareness in succession planning and management practices of educational leaders and their relationship to managerial competencies among private HEIs in the National Capital Region.

Population and Sampling Frame

The researcher gathered the data for this study from Private Sectarian and Non-Sectarian HEIs in the National Capital Region.

Description of the Respondents

The respondents of this study were the school administrators from private Sectarian and Non-Sectarian HEIs in Metro Manila. School administrators are those holding academic status whose designation is that of vice-presidents, deans, program chairpersons, coordinators and directors.

Instrumentation

A survey questionnaire was utilized to determine the level of awareness in succession planning and management practices of educational managers as well as their managerial competencies.

The questionnaire is divided into three parts: part 1 is a researcher made which is composed of Institutional and Personal profile of the respondents. Part 2 focuses on managerial core competencies essential to become effective leaders/managers, the questionnaire was taken from John Slocum's book "Competency-Based Management", a self assessment inventory. This part is composed of five competencies which are: communication, planning and administration, teamwork, strategic action, and self-management. The multicultural competency, though part of the competencies discussed by Slocum was not included in the (self-assessment inventory) survey questionnaire since it does not match in the context of the present study. Hence, the questionnaire will be utilized to validate the core competencies of the school administrators in the private higher education institutions.

Part 3 is a questionnaire adopted from Leslie Ann Coward Wright, Wright-Coward Succession Planning and Management Survey (WCSPMS). There are four components of succession planning and management within the survey: Communicate Expectations, Organization Assessment and Alignment, Talent training and development, Process evaluation. The use of this survey questionnaire would determine the level of awareness in succession planning and management practices of educational managers in the private Higher Educational Institutions.

Data Gathering Procedure

Permission was sought to use the questionnaires (managerial competencies and succession planning and management) from the authors. After the approval from the experts, the instruments were presented to the adviser as well to the panel. After the deliberation with the adviser and the panel, they gave necessary suggestions about the items in the questionnaire. Upon validation and approval, the researcher administered the questionnaire to the respondents. Likewise, permission to conduct the study was sought primarily from the school administrators. With the approval of the Vice President for Academics in private HEIs the questionnaire was administered. The same procedure was done in each HEI subject for study. After the accomplished instruments were retrieved, collected data were coded, tabulated, and summarized in such a way that the data would be statistically treated.

Statistical Treatment

Statistical procedures were used to analyze the quantitative data. The information gathered was collated and interpreted using SPSS. Hence, the data obtained were tabulated, analyzed, and interpreted accordingly.

Specifically, the following statistical formulae were used to analyze the collected data:

1. Frequency and Percentage Distributions were used to classify the respondents according to institutional and personal profiles such as type of HEI, level of accreditation, gender, age, present position, level of position, employment status, educational attainment, year/s in service in the institution, year/s in service in the present position, and year/s in service in previous position. The frequency also presented the actual response of the respondents to a specific question or item in the questionnaires.

The percentage of the item is computed by dividing it with the sample total number of respondents. The formula used in the application of this technique is:

$$\% = \frac{f}{n} (100)$$

where % = percentage
f = frequency
n = number of cases or total sample

2. Weighted Mean - this was used to compute the average of responses of the respondents on their managerial competencies and succession planning and management practices.

3. Ranking – this was used to determine the weight of the percentage and mean responses.

4. Pearson's r was used to determine the degree of relationship between managerial competencies and succession planning and management practices

5. Chi-Square was used to determine the significant relationship between managerial competencies and succession planning and management practices and the profile of the respondents.

6. P-Value was used to test the significant relationship between managerial competencies and succession planning and management practices.

Thus, the formula used for computing chi square value is presented below:

$$X^2 = \Sigma \left(\underline{o -- e} \right)^2$$
e

where X^2 =   chi square value
o   =   observed value
e   =   expected value

Decision Rule

If p value is $\leq \alpha$, reject H_o otherwise, accept H_o

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

In this chapter, the data is presented in tabular form, its contents analyzed and interpreted based on the instituted information. This study aimed to determine the level of awareness in succession planning and management practices of educational managers as well as their managerial competencies among private Higher Educational Institutions in the National Capital Region. The order of presentation was based on the research problem.

1. What is the profile of the respondents based on the following personal and institutional variables?

Table 1

Frequency and Percentage Distribution of the Respondents' Institutional Profile When Grouped According to:

Type of HEI

Type of HEI	F	%
Sectarian	87	70.2
Non-Sectarian	36	29.0
No Response	1	.8
Total	124	100.0

Table 1 shows the profile of the respondents from Private Sectarian and Non-Sectarian HEIs. There are eighty seven (87) or 70.2 percent respondents from private sectarian, thirty six (36) or 29.0 percent respondents from non-sectarian and one (1) or .8 percent has no response. Majority of the respondents came from sectarian private HEIs.

Table 2

Frequency and Percentage Distribution of the Respondents' Institutional Profile When Grouped According to:

Level of Accreditation

Level of Accreditation	F	%
Level 1	8	6.5
Level 2	40	32.3
Level 3 and up	52	41.9
No Response	24	19.4
Total	124	100.0

Table 2 presents the level of Accreditation of the respondents. There are eight (8) or 6.5 percent for level 1; forty (40) or 32.3 percent for level 2; fifty two (52) or 41.9 percent for level 3 and up while there are twenty four (24) or 19.4 percent has no response. Majority of the respondents have acquired level 3 and up accreditation.

Table 3

Frequency and Percentage Distribution of the Respondents' Personal Profile When Grouped According to:

Gender

Gender	F	%
Male	40	32.3
Female	73	58.9
No Response	11	8.9
Total	124	100.0

Table 3 displays the gender of the respondents. There are forty (40) or 32.3 percent male respondents and seventy three (73) or 58.9 percent female while eleven (11) or 8.9 percent has no response. Majority of the respondents are female administrators.

Table 4

Frequency and Percentage Distribution of the Respondents' Personal Profile When Grouped According to:

Age

Age	F	%
30 Years Old Below	10	8.1
31-40 Years Old	30	24.2
41-50 Years Old	44	35.5
51-60 Years Old	32	25.8
More Than 60 Years Old	7	5.6
No Response	1	.8
Total	124	100.0

Table 4 shows the age of the respondents. There are ten (10) or 8.1 percent from 30 years old and below; thirty (30) or 24.2 percent from 31-40 years old; forty four (44) or 35.5 percent from 41-50 years old; thirty two (32) or 25.8 percent from 51-60 years old; seven (7) or 5.6 percent from above 60 years old, while one (1) or .8 percent has no response. Majority of the respondents are within 41-50 years old. On an experiential level, this result may be attributed to the fact that most administrators thrive in their career in this age range.

Table 5

Frequency and Percentage Distribution of the Respondents' Personal Profile When Grouped According to:

Employment Status

Employment Status	F	%
Regular	102	82.3
Probationary	16	12.9
No Response	6	4.8
Total	124	100.0

Table 5 shows the employment status of the respondents. There are one hundred two (102) or 82.3 percent regular status; sixteen (16) or 12.9 percent and six (6) or 4.8 percent has no response. Majority of the respondents are holding a regular status in their respective institutions.

Table 6

Frequency and Percentage Distribution of the Respondents' Personal Profile When Grouped According to:

Educational Attainment

Educational Attainment	F	%
M.A.	66	53.2
PhD/EdD	39	31.5
Professional Degree	12	9.7
No Response	7	5.6
Total	124	100.0

Table 6 shows the educational attainment of the respondents. There are sixty six (66) or 53.2 percent M.A., thirty nine (39) or 31.5 percent PhD/EdD, twelve (12) or 9.7 percent Professional degree and seven (7) or 5.6 percent has no response. Majority of the respondents are M.A degree holders.

Table 7

Frequency and Percentage Distribution of the Respondents' Personal Profile When Grouped According to:

Years in Service in the Institution

Years in Service in the Institution	F	%
0-5	31	25.0
6-10	26	21.0
11-15	26	21.0
16-20	12	9.7
More than 20 yrs.	24	19.4
No Response	5	4.0
Total	124	100.0

Table 7 shows the years in service of the respondents in their respective institution. There are thirty one (31) or 25 percent from 0-5 years in service, twenty six (26) or 21 percent from 6-10 years, twenty six (26) or 21 percent from 11-15 years, twelve (12) or 9.7 percent from 16-20 years, twenty four (24) or 19.4 percent from more than 20 years in service and five (5) or 4 percent has no response. The highest number of respondents is within 0-5 years in service in their respective institutions.

Table 8

Frequency and Percentage Distribution of the Respondents' Personal Profile When Grouped According to:

Level of Position

Top Manager	F	Ranking
Chancellor	0	3.5
Executive VP	0	3.5
VP	2	1.5
Others	2	1.5
Middle Manager	F	Ranking
Dean	27	1
Assoc. Dean	1	4
Director	9	3

Others	14	2
Lower Manager	F	Ranking
Chairperson	47	1
Coordinator	23	2
Others	7	3

Table 8 shows the level of position of the respondents. For the top manager: chancellor and executive VP with zero (0) or 3.5 rank, VP and others with two (2) or 1.5 rank respectively. For Middle manager, dean has twenty seven (27) or rank 1, others with fourteen (14) or rank 2, director with three (3) or rank 3 and Assoc. Dean with one (1) or rank 4. For Lower Manager, chairperson has forty seven (47) or rank 1, coordinator with twenty three (23) or rank 2 and others with seven (7) or rank the least. Majority of the respondents came from middle manager (deans) and lower manager (chairpersons).

Similarly, Gonzalez (2010) makes a distinction between two levels of academic administrators: deans and above are (professional administrators) and department chairs and below are (casual administrators). Since all faculty members engage in managerial activities as directors of academic programs, principal investigators of grants, committee members or chairs. She proposes that the connection between the guild and the corporation be strengthened and become more of a two-way street.

Table 9

Frequency and Percentage Distribution of the Respondents' Personal Profile When Grouped According to:

Year/s in service in the Present Position

Year/s in Service in the Present Position	F	%
Less than 1 year	25	20.2
1 year	10	8.1
2 years	21	16.9
3 years	14	11.3
4 years	11	8.9
5 years and above	42	33.9
No Response	1	.8
Total	124	100.0

Table 9 presents the years in service of the respondents in their current position. There are twenty five (25) or 20.2 percent with less than 1 year in the present position. Ten

(10) or 8.1 percent with 1 year in service, twenty one (21) or 16.9 percent with 2 years, fourteen (14) or 11.3 percent with 3 years, eleven (11) or 8.9 percent with 4 years, forty two (42) or 33.9 percent with 5 years and above and one (1) or .8 percent has no response. Majority of the respondents have rendered five years and above in service in their present position.

Table 10

Frequency and Percentage Distribution of the Respondents' Personal Profile When Grouped According to:

Previous Position in the Institution

Previous Position in the Institution	F	Ranking
Dean	11	4
Chairperson	29	2
Coordinator	27	3
Others	47	1

Table 10 illustrates the previous position of the respondents. Others with forty seven (47) rank the first; followed by Chairperson with twenty nine (29), third in rank is Coordinator with twenty seven (27) and the least in rank is Dean with only eleven (11).

Table 11

Frequency and Percentage Distribution of the Respondents' Personal Profile When Grouped According to:

Year/s in service in the Previous Position

Year/s in Service in the Previous Position	F	%
Less than 1 year	5	4.0
1 year	15	12.1
2 years	17	13.7
3 years	13	10.5
4 years	9	7.3
5 years and above	47	37.9
No Response	18	14.5
Total	124	100.0

Table 11 shows the years in service in the previous position of the respondents. There are five (5) or 4.0 percent with less than 1 year, fifteen (15) or 12.1 percent with 1 year, seventeen (17) or 13.7 percent with 2 years, thirteen (13) or 10.5 percent with 3 years,

nine (9) or 7.3 percent with 4 years, forty seven (47) or 37.9 percent with 5 years and above and eighteen (18) or 14.5 percent has no response. Majority of the respondents have rendered five years and above in their previous position.

3. What are the managerial competencies of the respondents in terms of:

Table 12

Weighted Mean and Verbal Interpretation of the Respondents'

Communication Competency

Communication Competency	Mean	Score	Verbal Interpretation
1. Seeks out and listens to others who have contrary opinions.	4.08	81.61	Above Average
2. In speaking with others, is able to make people feel comfortable in different situations.	4.18	83.55	Above Average
3. Varies communication approach when dealing with others from different background.	4.21	84.19	Above Average
4. Builds strong interpersonal relationships with a diverse range of people.	4.18	83.55	Above Average
5. Shows genuine sensitivity to the feelings of others.	**4.36**	**87.26**	**Above Average**
6. Informs people of events that are relevant to them.	4.30	86.02	Above Average
7. Makes persuasive, high impact presentations before groups.	3.95	79.02	Above Average
8. When making formal presentations, handles questions from the audience well.	4.04	80.82	Above Average
9. Writes clearly and concisely.	4.10	81.94	Above Average
10. Communicates effectively using electronic media.	4.02	80.33	Above Average
11. Is comfortable using power associated with leadership roles.	3.87	77.40	Above Average
12. Skilled at influencing superior.	**3.82**	76.39	Above Average
13. Skilled at influencing peers.	4.04	80.81	Above Average
14. When addressing problems, finds solution that others perceive as fair.	4.19	83.87	Above Average
15. In conflict situations, helps parties move towards win-win situations.	4.17	83.39	Above Average
Grand Weighted Average	4.10	82.03	Above Average

Table 12 describes the communication competency of the respondents. All the respondents got a verbal interpretation of above average for every item on this competency. The data obtained displayed that the highest item was 5*shows genuine sensitivity to the feelings of others* with a mean of 4.36 and a score of 87.26 which means above average. This result provides the picture of the present administrators in HEIs. They are very person-centered and considerate to the feelings of others. Hence, this also confirms the insights of

Hughes, Ginnett, and Curphy (2009) when they said that if leaders do not have emotional intelligence, they may not achieve their full potential despite their high cognitive intelligence. They have mentioned that assessing leadership potential is fundamentally concerned with predicting who will or will not be an effective leader before they have been placed into a position, accurately predicting managerial effectiveness important but not at all straightforward. Likewise, the lowest item was 12*skilled in influencing superior* with a mean of 3.82 and a score of 76.39but still within above average. This result gives an impression that present school administrators always follow and rely on what the superior says. The grand weighted mean for this competency was 4.10 with a score of 82.03 which was interpreted as above average.Although, none of the respondents got an outstanding verbal interpretation for this competency still, the school managers/leaders of private HEIs show effective transfer and exchange of information that leads to understanding between and among members of their institution.

Table 13

Weighted Mean and Verbal Interpretation of the Respondents' Planning and Administration Competency

Planning and Administration Competency	Mean	Score	Verbal Interpretation
1. Monitors information that is relevant to ongoing projects and activities.	4.20	84.03	Above Average
2. Obtains and uses relevant information to identify symptoms and underlying problems.	4.15	82.93	Above Average
3. Makes decisions on time.	4.13	82.58	Above Average
4. When taking risks, is able to anticipate negative and positive consequences.	4.12	82.42	Above Average
5. Knows when expert knowledge is needed and seeks it out to solve problems.	4.25	85.04	Above Average
6. Develops plans and schedules to achieve specific goals efficiently.	4.21	84.23	Above Average
7. Prioritizes tasks in order to stay focused on those that are most important.	**4.28**	85.65	Above Average
8. Can organize people around specific tasks to help them work together a common objective.	**4.30**	85.97	Above Average
9. Is comfortable delegating responsibility for tasks to others.	4.19	83.71	Above Average
10. Anticipates problem and develops plans for how to deal with them.	4.19	83.71	Above Average
11. Handles several issues and projects at the same time but doesn't spread self too thin.	4.00	80.00	Above Average
12. Monitors and keeps to a schedule or negotiates changes in the schedule if needed.	4.18	83.50	Above Average
13. Works effectively under time pressure.	4.14	82.86	Above Average

14. Knows when to permit interruptions and when to screen them out.	4.04	80.83	Above Average
15. Knows when to renegotiate established deadlines in order to deliver satisfactory results.	4.08	81.67	Above Average
16. Understands budgets, cash flow, financial reports, and annual reports.	4.00	80.00	Above Average
17. Regularly uses budgets and financial reports to make decisions.	4.04	80.85	Above Average
18. Keeps accurate and complete financial records.	3.91	78.15	Above Average
19. Creates budgetary guidelines for others.	**3.70**	74.07	Above Average
20. Works well with the budgetary guidelines given by others.	3.99	79.83	Above Average
Grand Weighted Average	4.11	82.18	Above Average

Table 13 shows the weighted mean and the verbal interpretation of the respondents' planning and administration competency. All the respondents got a verbal interpretation of above average for every item on this competency. The data obtained displayed that the highest item was 8*can organize people around specific tasks to help them work together a common objective* with a mean of 4.30 and a score of 85.97 with a verbal interpretation of above average. Hence, the lowest item was 19*creates budgetary guidelines for others* with a mean of 3.70 and a score of 74.07 with a verbal interpretation of above average. The grand weighted mean for this competency was 4.11 and a score of 82.18 with a verbal interpretation of above average.

Slocum (2009) highlighted the various dimensions that make up the planning and administration. This competence includes: Information gathering, analysis, and problem solving- which means every leader must be able to monitor information and use it to identify symptoms, problems, and alternative solutions, make timely decisions, take calculated risks and anticipate the consequences. This competence requires every leader to develop plans and schedule to achieve goals efficiently; assign priorities to tasks and delegate responsibility; determine, obtain, and organize necessary resource to accomplish the task. Time management, on the one hand is the ability of the leader to handle several issues and projects at one time; monitor and keep to a schedule or change schedule if needed. On the other hand, Budgeting and financial management requires the leader to understand budgets, cash flows, financial reports, and annual reports and regularly use such information to make decisions; keep accurate and complete financial records; create budgetary guidelines for others and wok within the guidelines given by others.

Table 14

Weighted Mean and Verbal Interpretation of the Respondents' Teamwork Competency

Teamwork Competency	Mean	Score	Verbal Interpretation
1. *Formulates clear goals that inspire team members' commitment.*	4.15	82.98	Above Average
2. *Appropriately selects team members, taking into account diversity of viewpoints and technical skills.*	4.17	83.47	Above Average
3. *Provides team members with a clear vision of what is to be accomplished by the team as a whole.*	4.25	84.96	Above Average
4. *Creates a process for monitoring team performance.*	4.12	82.31	Above Average
5. *Assigns tasks and responsibilities to individual team members consistent with their competencies and interests.*	4.22	84.46	Above Average
6. *Creates a team setting in which team members feel that their suggestions make a difference.*	4.28	85.62	Above Average
7. *Recognizes, praises, and rewards team members for their contributions.*	4.41	88.17	Above Average
8. *Assists the team in acquiring the resources and support it needs to accomplish its goals.*	4.26	85.17	Above Average
9. *Acts as a coach, counsellor, and mentor for team members.*	4.32	86.33	Above Average
10. *Is patient with team members as they learn new roles and develop their competencies.*	4.34	86.83	Above Average
11. *Is aware of team members 'feelings.*	4.31	86.17	Above Average
12. *Facilitates cooperative behaviour among team members.*	4.32	86.33	Above Average
13. *Brings conflict and dissent within the team into the open and uses them to improve quality of decisions.*	4.15	83.00	Above Average
14. *Facilitates cooperative behaviour among team members.*	4.33	86.67	Above Average
15. *Keeps the team moving toward its goals.*	4.35	87.00	Above Average
Grand Weighted Average	4.26	85.27	Above Average

Table 14 shows the weighted mean and verbal interpretation of the respondents' teamwork competency. All the respondents in this competency got a verbal interpretation of Above Average. The data obtained displayed that the highest item was 7*Recognizes, praises, and rewards team members for their contributions* with a mean of 4.41 and a score of 88.17 with a verbal interpretation of above average. Likewise, the lowest item was 4*Creates a process for monitoring team performance* with a mean of 4.12 and a score of 82.31 with a verbal interpretation of above average. The grand weighted mean for this competency was 4.26 and a score of 85.27 with a verbal interpretation of above average.

Essentially, according to Hellriegel (2009) Leaders and managers in organizations that utilize teams can become more effectively by: designing teams, which calls for the formulation of clear objectives that inspire team members to perform; appropriately staff the team as a whole and assign tasks and responsibilities to individual team members as appropriate. Creating a supportive environment, which means to create an environment which effective teamwork is expected, recognized, praised, and rewarded; assist the teams in identifying and acquiring the resources it needs to accomplish its goals; act as a coach, counselor, and mentor being patient with team members as they learn.

Table 15

Weighted Mean and Verbal Interpretation of the Respondents' Strategic Action Competency

Strategic Action Competency	Mean	Score	Verbal Interpretation
1.*Understands the history of industry of which the organization is a part.*	4.17	83.39	Above Average
2.*Stays informed of the actions of competitors and strategic partners in the academic milieu of which the organization is a part.*	4.04	80.85	Above Average
3.*Can analyze general trends and understand their implications for the future.*	4.16	83.22	Above Average
4.*Quickly recognizes when significant changes occur in the institution.*	4.17	83.39	Above Average
5.*Knows how organizations compete in the global market.*	4.00	80.00	Above Average
6.*Understands the concerns of all major stakeholders of the organization.*	4.14	82.71	Above Average
7.*Understands the strengths and limitations of various management strategies.*	4.17	83.39	Above Average
8.*Knows the distinctive strengths of the organization.*	4.25	84.92	Above Average
9.*Understands the organizational structure and how work really gets done.*	4.26	85.25	Above Average
10.*Is able to fit into the unique culture of the organization.*	4.27	85.42	Above Average
11.*Assigns priorities that are consistent with the organization's mission and strategic goals.*	4.16	83.14	Above Average
12.*Recognizes and resists pressures to behave in ways that are not consistent with the organization's mission and strategic goals.*	4.08	81.65	Above Average
13.*Considers the long- term implications of decisions on the organization.*	4.18	83.64	Above Average
14.*Establishes tactical and operational goals to implement strategies.*	4.11	82.30	Above Average
15.*Keeps the unit focused on its goals.*	4.20	84.07	Above Average
Grand Weighted Average	4.16	83.24	Above Average

Table 15 presents the weighted mean and verbal interpretation of the respondents' strategic action competency. All the respondents in this competency got a verbal interpretation of Above Average. The data obtained displayed that the highest item was 10*is able to fit into the unique culture of the organization* with a mean of 4.27 and a score of 85.42 with a verbal interpretation of above average. Likewise, the lowest item was 5*knows how organizations compete in the global market* with a mean of 4.0 and a score of 80.00 with a verbal interpretation of above average. The grand weighted mean for this competency was 4.16 and a score of 83.24 with a verbal interpretation of above average. Taking strategic actions is a must for a leader it means that he should learn how to assign priorities, make decisions that are consistent with the firms mission and strategic goals, recognize the management challenges of alternative strategies and address them, establish tactical and operational goals that facilitate strategy implementation (Slocum, 2009). Hence, the need to do benchmarking is necessary in order to keep abreast with the changes and demands of the global market.

Table 16

Weighted Mean and Verbal Interpretation of the Respondents'

Self- Management Competency

Self-Management Competency	Mean	Score	Verbal Interpretation
1.*Has clear personal standards that serve as a foundation for maintaining a sense of integrity and ethical conduct.*	4.46	89.18	Above Average
2.*Maintains personal ethical standards under fire.*	4.48	89.51	Above Average
3.*Is sincere and projects self-assurance; doesn't just tell people what they want to hear.*	4.43	88.52	Above Average
4.*Recognizes own mistakes and admits to having made them.*	4.49	89.84	Above Average
5.*Accepts own responsibility for own actions.*	4.58	91.64	Outstanding
6.*Seeks responsibility beyond what is required by the job.*	4.45	89.02	Above Average
7.*Is willing to innovate and take personal risks.*	4.43	88.52	Above Average
8.*Ambitious and motivated to achieve goals.*	4.34	86.72	Above Average
9.*Works hard to get things done,*	4.49	89.84	Above Average
10.*Shows perseverance in the face of obstacles.*	4.51	90.16	Outstanding
11.*Strikes a reasonable balance between work and other life activities.*	4.18	83.61	Above Average
12.*Takes good care of self mentally and emotionally.*	4.34	86.72	Above Average

13.Uses constructive outlets to vent frustration and reduce tension.	4.32	86.45	Above Average
14.Exercises and eats properly.	3.89	77.70	Above Average
15.Knows how to enjoy leisure time.	4.16	83.28	Above Average
16.Has clear personal and career goals.	4.36	87.21	Above Average
17.Knows own values, feelings and areas of strengths and limitations.	4.52	90.33	Outstanding
18.Accepts responsibility for continuous self development.	4.49	89.84	Above Average
19.Develops plans and seeks opportunities for personal long-term growth.	4.38	87.54	Above Average
20.Analyzes and learns from work and life experiences.	4.49	89.75	Above Average
Grand Weighted Average	4.39	87.76	Above Average

Table 16 presents the weighted mean and verbal interpretation of the respondents' self-management competency. Three (3) items from this competency got an outstanding verbal interpretation. The highest among these items was item 5*Accepts own responsibility for own actions* with a mean of 4.58 and a score of 91.64, followed by item 17*Knows own values, feelings and areas of strengths and limitations* witha mean of 4.52 and a score of 90.33 and item 10*Shows perseverance in the face of obstacles* with a mean of 4.51 and a score of 90.16. The lowest item was 14*Exercises and eats properly* with a mean of 3.89 and a score of 77.70 with a verbal interpretation of above average. Under this item, it has been observed that most of the respondents take for granted the importance of healthy lifestyles. Perhaps, they are accustomed to sedentary work. Although, the grand weighted mean for this competency was 4.39 and a score of 87.76 with a verbal interpretation of above average, aspect that pertains to well being must be given equal consideration. At present, the Department of Health (DOH) is encouraging working people (office workers including school administrators) to engage in physical exercises as promoted by Health Secretary Dr. Eric Tayag.

2. **What are the succession planning and management practices of therespondents in terms of:**

Table 17

Weighted Mean and Verbal Interpretation of the Respondents' Succession Planning and Management Practices:

Communicate Expectations

Communicate Expectations	Mean	Verbal Interpretation
1.What is your level of awareness that the college/university's executive team has communicated expectations of the Succession Planning and Management Program?	3.52	Less Aware
2.What is your level of awareness that the college/university is monitoring and tracking future workforce requirements for critical leadership positions?	3.54	Less Aware
3.What is your level of awareness that the college/university has an established succession planning and management program with measurable goals?	3.45	Aware
4.What is your level of awareness that the college/university has a systematic approach to succession planning and management?	3.42	Aware
5.What is your level of awareness that all employees at the college/university are familiar with the succession planning and management program?	3.21	Aware
Grand Weighted Average	3.43	Aware

Table 17 shows the weighted mean and verbal interpretation of the respondents'communicate expectations. Item 2*what is your level of awareness that the college/university is monitoring and tracking future workforce requirements for critical leadership positions?*got the highest mean of 3.54 and a verbal interpretation of less aware. Likewise, Item 5*what is your level of awareness that all employees at the college/university are familiar with the succession planning and management program?*got the lowest mean of 3.21 and a verbal interpretation of aware. Item 3 *what is your level of awareness that the college/university has an established succession planning and management program with measurable goals?* got a mean of 3.45 and a verbal interpretation of aware,item 4 *what is your level of awareness that the college/university has a systematic approach to succession planning and management?* got a mean of 3.42 and a verbal interpretation of aware. The grand weighted average for this process was 3.43 with a verbal interpretation of aware. The result revealed that the respondents are aware of the succession planning and practices, however, there is no proper channel of communication as regards to its actual implementation. This is shown in item 1*what is your level of awareness that the college/university's executive team has communicated expectations of the Succession Planning and Management Program?* with a mean of 3.52 and a verbal interpretation of

less aware. Thus, communicated expectations must be intensified through regular meetings by department or area to ensure that every member of the institution is informed as regards to succession planning and practices.

Table 18

Weighted Mean and Verbal Interpretation of the Respondents' Succession Planning and Management Practices:

Organization Assessment and Alignment

Organization Assessment and Alignment	Mean	Verbal Interpretation
1.To what extent are you aware that your college/university's succession planning and management program is linked to the strategic plan?	3.42	Aware
2.To what extent are you aware that your college/university has a formally written succession planning and management?	3.31	Aware
3.To what extent are you aware that the college/university has identified critical leadership positions for the long term-growth of the institution as part of its succession planning and management program?	3.27	Aware
4.To what extent are you aware that your college/university's succession planning and management program is supported by the institution's administrative budget?	3.24	Aware
5.To what extent are you aware that future skills and competencies needed by employees for long-term growth of the college/university have been identified as part of the succession planning and management program?	3.26	Aware
Grand Weighted Average	3.29	Aware

Table 18 shows the weighted mean and verbal interpretation of the respondents' organization assessment and alignment of the institution. All the respondents got a verbal interpretation of aware on this process. The highest item was 1 *to what extent are you aware that your college/university's succession planning and management program is linked to the strategic plan?* with a mean of 3.42 and a verbal interpretation of aware. The lowest item was 4 *to what extent are you aware that your college/university's succession planning and management program is supported by the institution's administrative budget?*with a mean of 3.24 with a verbal interpretation of aware. The result under this area gives an impression that respondents are aware of the succession planning and practices, however, the programs on succession planning are not properly allotted to implement organization and assessment. The grand weighted average for this process was 3.29 with a verbal interpretation of aware.

Dessler (2009) as cited by Shamsuddin (2012) proposed that competencies at one's job can be observed and measured, in the context of demand and expectations of the position assigned to the individual. Considering that succession is not substitution or replacement, an objective measurement method free from personal judgments and preferences is required. Thus, regular assessment and monitoring are critical to gauge the moods, wants and grievances of the talent pool, especially, so that actions can be taken to nip the bud of unwanted dissatisfaction leading to disenfranchisement of potentials.

Table 19

Weighted Mean and Verbal Interpretation of the Respondents' Succession Planning and Management Practices:

Talent Training and Development

Talent Training and Development	Mean	Verbal Interpretation
1. For the purpose of ensuring the future leadership of the college/university, to what extent are you aware that the college/university has created formal leadership development training?	3.38	Aware
2.To what extent are you aware that all employees at your college/university are required to complete an individual development plan?	3.41	Aware
3.As part of the succession planning and development program, to what extent are you aware that the goals from your individual plan are aligned with your department/unit goals?	**3.52**	**Less Aware**
4.To what extent are you aware that the college/university has a formal mentoring program that is available to all full-time faculty and administrative staff for leadership development?	3.31	Aware
5.To what extent are you aware that the college/university has identified a pool of qualified talent to fill future leadership positions that have been deemed critical to the future leadership of the institution, as part of its succession planning and management program?	3.34	Aware
Grand Weighted Average	3.39	Aware

Table 19 shows the weighted mean and verbal interpretation of the respondents' talent and training development. The highest item was <u>3</u>*as part of the succession planning and development program, to what extent are you aware that the goals from your individual plan are aligned with your department/unit goals?*with a mean of 3.52 and a verbal interpretation of less aware, this item shows that most of the respondents are less aware of the alignment goals from their individual plan. Recent research conducted by Coward Wright (2012) mentioned that talent training and development ensures that the organization has the qualified talent needed to fill future leadership positions. The lowest item was <u>4</u>*to*

*what extent are you aware that the college/university has a formal mentoring program that is available to all full-time faculty and administrative staff for leadership development?*with a mean of 3.31 and a verbal interpretation of aware. Item 1 *For the purpose of ensuring the future leadership of the college/university, to what extent are you aware that the college/university has created formal leadership development training?* Has a mean of 3.38 with a verbal interpretation of aware, Item 2 *to what extent are you aware that all employees at your college/university are required to complete an individual development plan?* Has a mean of 3.41 with a verbal interpretation of aware and item 5 *to what extent are you aware that the college/university has identified a pool of qualified talent to fill future leadership positions that have been deemed critical to the future leadership of the institution, as part of its succession planning and management program?* Has a mean of 3.34 with a verbal interpretation of aware. The grand weighted average for this process was 3.39 with a verbal interpretation of aware. It can be inferred from the data, that there is a need to enhance training and development programs for all the members of the institution. The institution's leadership may demonstrate support of the training and development of employees by creating mentor and leadership training programs, by utilizing individual employee development plans, and by identifying and/or developing a qualified pool of talent.

Table 20

Weighted Mean and Verbal Interpretation of the Respondents' Succession Planning and Management Practices:

Process Evaluation

Process Evaluation	Mean	Verbal Interpretation
1.To what extent are you aware that the college/university's succession planning and management program is being evaluated annually?	3.20	Aware
2.To what extent are you aware that the college/university's succession planning and management program objectives are assessed annually for its effectiveness in support of the college's strategic goals?	3.18	Aware
3.As part of the college/university's annual planning process, to what extent are you aware that succession planning and management program goals are evaluated within your department, in support of unit objectives?	3.27	Aware
4.To what extent are you aware that the core skills for critical leadership positions are assessed annually to ensure that the college is appropriately developing employees for the next level of leadership, as part of the succession planning and	3.25	Aware

management program?		
5.To what extent are you aware that the college/university's internal professional training and development programs are monitored and tracked in support of its succession planning and management program to ensure the future flow of potential leaders to fill critical positions within the college?	3.16	Aware
Grand Weighted Average	3.21	Aware

Table 20 shows that the respondents are aware of the process evaluation as part of the succession planning and management of the institutions. All the respondents got a verbal interpretation of aware in this process. The highest item was <u>3</u>*as part of the college/university's annual planning process, to what extent are you aware that succession planning and management program goals are evaluated within your department, in support of unit objectives?*with a mean of 3.27 and a verbal interpretation of aware. The lowest item was <u>5</u>*to what extent are you aware that the college/university's internal professional training and development programs are monitored and tracked in support of its succession planning and management program to ensure the future flow of potential leaders to fill critical positions within the college?* with a mean of 3.16 and a verbal interpretation of aware. Item 1 *to what extent are you aware that the college/university's succession planning and management program is being evaluated annually?* Has a mean of 3.20 with a verbal interpretation of aware, item 2 *to what extent are you aware that the college/university's succession planning and management program objectives are assessed annually for its effectiveness in support of the college's strategic goals?* Has a mean of 3.18 with a verbal interpretation of aware, item 4 *to what extent are you aware that the core skills for critical leadership positions are assessed annually to ensure that the college is appropriately developing employees for the next level of leadership, as part of the succession planning and management program?* Has a mean of 3.25 with a verbal interpretation of aware. The grand weighted average of 3.21 with a verbal interpretation of aware, implies that process evaluation in succession planning and practices is happening in HEIs, however, tracking of professional trainings and development programs be regularly monitored.

4. Is there a significant relationship between managerial competenciesand respondents' profile?

Table 21

**Significant Relationship between Communication Competency and the Respondents'
Profile When Grouped According to:**

Type of HEI

			Communication Competency		
			Average	Above Average	Outstanding
Type of HEI	Sectarian	F	20	48	13
		%	83.33	73.85	48.15
	Non-Sectarian	F	4	17	14
		%	16.67	26.15	51.85
Overall		F	24	65	27
		%	100	100	100
Computed Chi-square		**P-value**	**Decision**		**Remarks**
8.5992		0.014	Reject H_0		Significant

Table 21 shows the significant relationship between the communication competency and the respondents' profile according to type of HEI as shown in the Chi-square. When communication competency was plotted against type of HEI, Chi-square was computed as 8.5992. Likewise, the P-value of 0.014 is lower than 0.05, the null hypothesis is rejected.This means that there is significant relationship between communication competency and type of HEI.

Respondents from sectarian garnered forty eight (48) or 73.85 percent with a verbal interpretation of above average.Likewise, respondents from non-sectarian garnered fourteen (14) or 51.85 percent with outstanding verbal interpretation. Although, respondents from private sectarian and non- sectarian HEIs exemplified effective transfer and exchange of information between and among members in the institution, still they need to develop this competency to be highly effective.

Table 22

Significant Relationship between Planning and Administration Competency and the Respondents' Profile When Grouped According to:

Type of HEI

			Planning & Administration Competency			
			Generally Weak	Average	Above Average	Outstanding
Type of HEI	Sectarian	F	0	17	53	16
		%	0	70.83	81.54	50
	Non-Sectarian	F	1	7	12	16
		%	100	29.17	18.46	50
Overall		F	1	24	65	32
		%	100	100	100	100
Computed Chi-square	P-value	Decision			Remarks	
12.6634	0.005	Reject H_0			Significant	

Table 22 presents the significant relationship between planning and administration competency and the respondents' profile according to type of HEI as shown in the Chi-square. When planning and administration competency was plotted against type of HEI, Chi-square was computed as 12.6634. Likewise, the P-value of 0.005 is lower than 0.05 thus, the null hypothesis is rejected.This means that there is significant relationship between planning and administration competency and type of HEI.

Respondents from sectarian gained fifty three (53) or 81.54 percent with above average verbal interpretation, while respondents from non-sectarian gained sixteen (16) or 50.0 percent with outstanding verbal interpretation. The result of this finding, as regards to planning and administration competency, could be explained on the natural situation of sectarian schools run by nuns and priests, whereby religious administrators have a strict or exclusive mandate from the congregation they belong. Whereas, non-sectarian HEIs have practiced an open system which there is openness in succession based on competencies like planning and administration.

Table 23

Significant Relationship between Teamwork Competency and the Respondents' Profile When Grouped According to:

Type of HEI

			Teamwork Competency		
			Average	Above Average	Outstanding
Type of HEI	Sectarian	F	9	44	26
		%	81.82	72.13	61.90
	Non-Sectarian	F	2	17	16
		%	18.18	27.87	38.10
Overall		F	11	61	42
		%	100	100	100
Computed Chi-square	**P-value**	**Decision**		**Remarks**	
2.1196	0.347	Accept H_0		Not Significant	

Table 23 presents the significant relationship between teamwork competency and the respondents' profile according to type of HEI as shown in the Chi-square. When teamwork competency was plotted against type of HEI, Chi-square was computed as 2.1196. Likewise, the P-value of 0.347 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between teamwork competency and type of HEI.

The respondents from sectarian garnered forty four (44) or 72.13 percent with above average.While respondents from non-sectarian gained sixteen (16) or 38.10 percent with outstanding verbal interpretation. Majority of the respondents from private sectarian and non-sectarian got above average in this competency. It means that they can accomplish tasks through small or big groups whose work is interdependent. However, it is also important to note that the highest percentage with a verbal interpretation of outstanding came from non-sectarian HEIs. This result implies that administrators from non-sectarian institutions garnered an outstanding performance when it comes to teamwork competency.

Table 24

**Significant Relationship between Strategic Action Competency and the Respondents'
Profile When Grouped According to:**

Type of HEI

			Strategic Action Competency			
			Generally Weak	Average	Above Average	Outstanding
Type of HEI	Sectarian	F	1	22	35	24
		%	100	84.62	72.92	57.14
	Non-Sectarian	F	0	4	13	18
		%	0	15.38	27.08	42.86
Overall		F	1	26	48	42
		%	100	100	100	100
Computed Chi-square	P-value		Decision			Remarks
6.5842	0.086		Accept H_0			Not Significant

Table 24 reveals the significant relationship between Strategic action competency and the respondents' profile according to type of HEI as shown in the Chi-square. When strategic action competency was plotted against type of HEI, Chi-square was computed as 6.5842. Likewise, the P-value of 0.086 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between strategic action competency and type of HEI.

The respondents from sectarian garnered thirty five (35) or 72.92 percent with above average verbal interpretation.While respondents from non-sectarian gained eighteen (18) or 42.86 percent with outstanding verbal interpretation. Majority of the respondents got above average verbal interpretation in this competency. The result implies that respondents from sectarian and non-sectarian group demonstrated understanding in mission and values of the institution and ensuring that employees' actions match with them.

Table 25

**Significant Relationship between Self-Management Competency and the Respondents'
Profile When Grouped According to:**

Type of HEI

			Self Management Competency			
			Generally Weak	Average	Above Average	Outstanding
Type of HEI	Sectarian	F	1	8	36	41
		%	100	72.73	78.26	65.08
	Non-Sectarian	F	0	3	10	22
		%	0	27.27	21.74	34.92
Overall		F	1	11	46	63
		%	100	100	100	100
Computed Chi-square	P-value		Decision			Remarks
2.6785	0.444		Accept H_0			Not Significant

Table 25 shows the significant relationship between Self-management competency and the respondents' profile according to type of HEI as shown in the Chi-square. When self-management competency was plotted against type of HEI, Chi-square was computed as 2.6785. Likewise, the P-value of 0.444 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between self-management competency and type of HEI.

The respondents from sectarian got forty one (41) or 65.08 percent with outstanding verbal interpretation. Likewise, respondents from non-sectarian got twenty two (22) or 34.92 percent with outstanding verbal interpretation. Majority of the respondents got outstanding verbal interpretation in this competency.

Table 26

Significant Relationship between Communication Competency and the Respondents Profile When Grouped According to:

Level of Accreditation

			Communication Competency		
			Average	Above Average	Outstanding
Level of Accreditation	Level 1	F	3	3	1
		%	15.79	5.66	4.55
	Level 2	F	5	20	11
		%	26.32	37.74	50.00
	Level 3 and up	F	11	30	10
		%	57.89	56.60	45.45
Overall		F	19	53	22
		%	100	100	100
Computed Chi-square		**P-value**	**Decision**		**Remarks**
4.1692		0.384	Accept H_0		Not Significant

Table 26 reveals the significant relationship between communication competency and the respondents' profile according to level of accreditation as shown in the Chi-square. When communication competency was plotted against level of accreditation, Chi-square was computed as 4.1692. Likewise, the P-value of 0.384 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between communication competency and level of accreditation.

Respondents with level 1 gained three (3) or 15.79 and 5.66 percent with a verbal interpretation of average and above average respectively. While respondents with Level 2 garnered twenty (20) or 37.74 percent with a verbal interpretation of above average.Likewise, respondents with Level 3 and up got thirty (30) or 56.60 percent with a verbal interpretation of above average. Respondents with level 3 and up accreditation got the highest frequency with a verbal interpretation of above average. This result gives an impression that HEIs' administrators with level 3 and up accreditation are equipped with this competency because they are dealing with different people inside or outside the institution they are serving. Likewise, managers must be able to communicate effectively to address essential issues within the organization. Indeed, regardless of level of accreditation, communication competency is an indispensable requirement for every leader to attain maximum performance in a job.

Table 27

Significant Relationship between Planning and Administration Competency and the Respondents Profile When Grouped According to:

Level of Accreditation

			Planning & Administration Competency		
			Average	Above Average	Outstanding
Level of Accreditation	Level 1	F	3	4	1
		%	15	7.27	4
	Level 2	F	6	24	10
		%	30	43.64	40
	Level 3 and up	F	11	27	14
		%	55	49.09	56
Overall		F	20	55	25
		%	100	100	100
Computed Chi-square		**P-value**	**Decision**		**Remarks**
2.6442		0.619	Accept H_0		Not Significant

Table 27 reveals the significant relationship between planning and administration competency and the respondents' profile according to level of accreditation as shown in the Chi-square. When planning and administration competency was plotted against level of accreditation, Chi-square was computed as 2.6442. Likewise, the P-value of 0.619 is higher

than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between planning and administration competency and level of accreditation.

Respondents with Level 1 got three (3) or 15.0 percent with average verbal interpretation. Respondents with Level 2 gained twenty four (24) or 43.64 percent with above average verbal interpretation. Respondents with Level 3 and up garnered fourteen (14) or 56.0 percent with outstanding verbal interpretation. The result implies that respondents with level 3 and up are outstanding in this competency.

Table 28

Significant Relationship between Teamwork Competency and the Respondents Profile When Grouped According to:

Level of Accreditation

			Teamwork Competency		
			Average	Above Average	Outstanding
Level of Accreditation	Level 1	F	1	5	2
		%	10	10	5.88
	Level 2	F	1	18	18
		%	10	36	52.94
	Level 3 and up	F	8	27	14
		%	80	54	41.18
Overall		F	10	50	34
		%	100	100	100
Computed Chi-square		**P-value**	**Decision**		**Remarks**
6.665		0.155	Accept H_0		Not Significant

Table 28 presents the significant relationship between teamwork competency and the respondents' profile according to level of accreditation as shown in the Chi-square. When teamwork competency was plotted against level of accreditation, Chi-square was computed as 6.665. Likewise, the P-value of 0.155 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between teamwork competency and level of accreditation.

Respondents with level 1 got five (5) or 10 percent and one (1) or 10.0 percent with average and above average verbal interpretation respectively. Respondents with level 2 gained eighteen (18) or 36.0 percent with above average and eighteen (18) or 52.94 with

outstanding verbal interpretation respectively. Respondents with level 3 up got eight (8) or 80.0 percent with average verbal interpretation. Seemingly, respondents with level 3 and up accreditation got the highest number of respondents as well as percentage with average verbal interpretation in this competency.

Table 29

Significant Relationship between Strategic Action Competency and the Respondents Profile When Grouped According to:

Level of Accreditation

			Strategic Action Competency			
			Generally Weak	Average	Above Average	Outstanding
Level of Accreditation	Level 1	F	0	4	2	1
		%	0	19.05	5.26	2.86
	Level 2	F	0	6	16	16
		%	0	28.57	42.11	45.71
	Level 3 and up	F	1	11	20	18
		%	100	52.38	52.63	51.43
Overall		F	1	21	38	35
		%	100	100	100	100
Computed Chi-square		**P-value**	**Decision**			**Remarks**
7.006		0.320	Accept H_0			Not Significant

Table 29 shows the significant relationship between strategic action competency and the respondents' profile according to level of accreditation as shown in the Chi-square. When strategic action competency was plotted against level of accreditation, Chi-square was computed as 7.006. Likewise, the P-value of 0.320 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between strategic action competency and level of accreditation.

Respondents with level 1 gained four (4) or 19.05 percent with average verbal interpretation. Respondents with level 2 got sixteen (16) or 42.11 percent with above average and sixteen (16) or 45.71 percent with outstanding verbal interpretation respectively.Respondents with level 3 up garnered twenty (20) or 52.63 percent with above average verbal interpretation.

Table 30

Significant Relationship between Self-Management Competency and the Respondents Profile When Grouped According to:

Level of Accreditation

			Self Management Competency			
			Generally Weak	Average	Above Average	Outstanding
Level of Accreditation	Level 1	F	0	0	6	2
		%	0	0	15	4.17
	Level 2	F	0	4	13	22
		%	0	44.44	32.5	45.83
	Level 3 and up	F	1	5	21	24
		%	100	55.56	52.5	50
Overall		F	1	9	40	48
		%	100	100	100	100
Computed Chi-square		**P-value**	**Decision**			**Remarks**
5.971		0.426	Accept H$_0$			Not Significant

Table 30 presents the significant relationship between self-management competency and the respondents' profile according to level of accreditation as shown in the Chi-square. When self-management competency was plotted against level of accreditation, Chi-square was computed as 5.971. Likewise, the P-value of 0.426 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between self-management competency and level of accreditation.

It can be gleaned from the data that respondents with level 1 got six (6) or 15.0 percent with above average verbal interpretation. Respondents with level 2 garnered twenty two (22) or 45.83 percent with outstanding verbal interpretation. Respondents with level 3 up gained twenty four (24) or 50.0 percent with outstanding verbal interpretation. The data indicate that respondents with level 2 and 3 up accreditation respectively are outstanding in this competency.

Table 31

Significant Relationship between Communication Competency and the Respondents Profile When Grouped According to:

Gender

			Communication Competency		
			Average	Above Average	Outstanding
GENDER	Male	F	9	21	8
		%	36	33.33	44.44
	Female	F	16	42	10
		%	64	66.67	55.56
Overall		F	25	63	18
		%	100	100	100
Computed Chi-square	**P-value**		**Decision**		**Remarks**
0.752	0.687		Accept H_0		Not Significant

Table 31 shows the significant relationship between communication competency and the respondents' profile according to gender as shown in the Chi-square. When communication competency was plotted against gender, Chi-square was computed as 0.752. Likewise, the P-value of 0.687 is higher than 0.05 thus, the null hypothesis is accepted. This means that there is no significant relationship between communication competency and gender.

Table 32

Significant Relationship between Planning and Administration Competency and the Respondents Profile When Grouped According to:

Gender

			Planning & Administration Competency			
			Generally Weak	Average	Above Average	Outstanding
GENDER	Male	F	1	11	18	10
		%	100	44	30.51	37.04
	Female	F	0	14	41	17
		%	0	56	69.49	62.96
Overall		F	1	25	59	27
		%	100	100	100	100
Computed Chi-square	**P-value**		**Decision**			**Remarks**
0.659	0.719		Accept H_0			Not Significant

70

Table 32 reveals the significant relationship between planning and administration competency and the respondents' profile according to gender as shown in the Chi-square. When planning and administration competency was plotted against gender, Chi-square was computed as 0.659. Likewise, the P-value of 0.719 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between planning and administration competency and gender.

Table 33

Significant Relationship between Strategic Action Competency and the Respondents Profile When Grouped According to:

Gender

			Strategic Action Competency			
			Generally Weak	Average	Above Average	Outstanding
GENDER	Male	F	0	11	14	14
		%	0	40.74	31.11	40
	Female	F	1	16	31	21
		%	100	59.26	68.89	60
Overall		F	1	27	45	35
		%	100	100	100	100
Computed Chi-square		**P-value**	**Decision**			**Remarks**
1.533		0.675	Accept H_0			Not Significant

Table 33 reveals the significant relationship between strategic action competency and the respondents' profile according to gender as shown in the Chi-square. When strategic action competency was plotted against gender, Chi-square was computed as 1.533. Likewise, the P-value of 0.675 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between strategic action competency and gender.

Table 34

Significant Relationship between Self-Management Competency and the Respondents Profile When Grouped According to:

Gender

			Self Management Competency			
			Generally Weak	Average	Above Average	Outstanding
GENDER	Male	F	1	5	17	16
		%	100	41.67	39.53	29.09
	Female	F	0	7	26	39
		%	0	58.33	60.47	70.91
Overall		F	1	12	43	55
		%	100	100	100	100
Computed Chi-square		**P-value**	**Decision**		**Remarks**	
3.318		0.345	Accept H_0		Not Significant	

Table 34 shows the significant relationship between self-management competency and the respondents' profile according to gender as shown in the Chi-square. When self-management competency was plotted against gender, Chi-square was computed as 3.318. Likewise, the P-value of 0.345 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between self-management competency and gender.

Table 35

Significant Relationship between Communication Competency and the Respondents Profile When Grouped According to:

Age

			Communication Competency		
			Average	Above Average	Outstanding
AGE	30 Years Old Below	F	3	5	2
		%	12	7.81	7.41
	31-40 Years Old	F	7	10	10
		%	28	15.63	37.04
	41-50 Years Old	F	10	26	6
		%	40	40.63	22.22
	51-60 Years Old	F	5	16	9
		%	20	25	33.33
	More Than 60 Years Old	F	0	7	0
		%	0	10.94	0
Overall		F	25	64	27
		%	100	100	100
Computed Chi-square		**P-value**	**Decision**		**Remarks**
12.995		0.112	Accept H_0		Not Significant

Table 35 shows the significant relationship between communication competency and the respondents' profile according to age as shown in the Chi-square. When communication competency was plotted against age, Chi-square was computed as 12.995. Likewise, the P-value of 0.112 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between communication competency and age.

Table 36

Significant Relationship between Planning and Administration Competency and the Respondents Profile When Grouped According to:

Age

			Planning & Administration Competency			
			Generally Weak	Average	Above Average	Outstanding
AGE	30 Years Old Below	F	1	5	2	2
		%	100	20	3.13	6.25
	31-40 Years Old	F	0	7	15	8
		%	0	28	23.44	25
	41-50 Years Old	F	0	6	24	13
		%	0	24	37.50	40.63
	51-60 Years Old	F	0	6	17	9
		%	0	24	26.56	28.13
	More Than 60 Years Old	F	0	1	6	0
		%	0	4	9.38	0
Overall		F	1	25	64	32
		%	100	100	100	100
Computed Chi-square		**P-value**	**Decision**			**Remarks**
22.55		0.032	Reject H_0			Significant

Table 36 presents the significant relationship between planning and administration competency and the respondents' profile according to age as shown in the Chi-square. When planning and administration competency was plotted against age, Chi-square was computed as 22.55. Likewise, the P-value of 0.032 is lower than 0.05 thus, the null hypothesis is rejected.This means that there is a significant relationship between planning and administration competency and age.

Table 37

Significant Relationship between Teamwork Competency and the Respondents Profile When Grouped According to:

Age

			Teamwork Competency		
			Average	Above Average	Outstanding
AGE	30 Years Old Below	F	2	5	3
		%	16.67	8.20	7.32
	31-40 Years Old	F	3	12	8
		%	25	19.67	19.51
	41-50 Years Old	F	3	24	15
		%	25	39.34	36.59
	51-60 Years Old	F	4	14	14
		%	33.33	22.95	34.15
	More Than 60 Years Old	F	0	6	1
		%	0	9.84	2.44
Overall		F	12	61	41
		%	100	100	100
Computed Chi-square	**P-value**		**Decision**		**Remarks**
5.926	0.655		Accept H_0		Not Significant

Table 37 reveals the significant relationship between teamwork competency and the respondents' profile according to age as shown in the Chi-square. When teamwork competency was plotted against age, Chi-square was computed as 5.926. Likewise, the P-value of 0.665 is higher than 0.05 thus, the null hypothesis is accepted. This means that there is no significant relationship between teamwork competency and age.

Table 38

Significant Relationship between Strategic Action Competency and the Respondents Profile When Grouped According to:

Age

			Strategic Action Competency			
			Generally Weak	Average	Above Average	Outstanding
AGE	30 Years Old Below	F	0	3	4	3
		%	0	11.11	8.51	7.14
	31-40 Years	F	0	7	11	9

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			Generally Weak	Average	Above Average	Outstanding
	Old	%	0	25.93	23.40	21.43
	41-50 Years Old	F	0	10	17	16
		%	0	37.04	36.17	38.10
	51-60 Years Old	F	1	7	11	12
		%	100	25.93	23.40	28.57
	More Than 60 Years Old	F	0	0	4	2
		%	0	0	8.51	4.76
Overall		F	1	27	47	42
		%	100	100	100	100
Computed Chi-square	**P-value**		**Decision**			**Remarks**
5.936	0.919		Accept H_0			Not Significant

Table 38 shows the significant relationship between strategic action competency and the respondents' profile according to age as shown in the Chi-square. When strategic action competency was plotted against age, Chi-square was computed as 5.936. Likewise, the P-value of 0.919 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between strategic action competency and age.

Table 39

Significant Relationship between Self-Management Competency and the Respondents Profile When Grouped According to:

Age

			Self Management Competency			
			Generally Weak	Average	Above Average	Outstanding
AGE	30 Years Old Below	F	0	2	4	4
		%	0	16.67	8.70	6.45
	31-40 Years Old	F	0	3	15	12
		%	0	25	32.61	19.35
	41-50 Years Old	F	1	4	13	26
		%	100	33.33	28.26	41.94
	51-60 Years Old	F	0	3	12	16
		%	0	25	26.09	25.81
	More Than 60 Years Old	F	0	0	2	4
		%	0	0	4.35	6.45
Overall		F	1	12	46	62
		%	100	100	100	100
Computed Chi-square	**P-value**		**Decision**			**Remarks**
7.21	0.843		Accept H_0			Not Significant

Table 39 shows the significant relationship between self-management competency and the respondents' profile according to age as shown in the Chi-square. When self-management competency was plotted against age, Chi-square was computed as 7.21.

Likewise, the P-value of 0.843 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between self-management competency and age.

Table 40

Significant Relationship between Communication Competency and the Respondents Profile When Grouped According to:

Employment Status

			Communication Competency		
			Average	Above Average	Outstanding
Employment Status	Regular	F	20	54	23
		%	86.96	84.38	95.83
	Probationary	F	3	10	1
		%	13.04	15.63	4.17
Overall		F	23	64	24
		%	100	100	100
Computed Chi-square		**P-value**	**Decision**		**Remarks**
2.084		0.353	Accept H_0		Not Significant

Table 40 discloses the significant relationship between communication competency and the respondents' profile according to employment status as shown in the Chi-square. When communication competency was plotted against employment status, Chi-square was computed as 2.084. Likewise, the P-value of 0.353 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between communication competency and employment status.

Table 41

Significant Relationship between Planning and Administration Competency and the Respondents Profile When Grouped According to:

Employment Status

			Planning & Administration Competency			
			Generally Weak	Average	Above Average	Outstanding
Employment Status	Regular	F	1	16	56	28
		%	100	69.57	87.5	96.55
	Probationary	F	0	7	8	1
		%	0	30.43	12.5	3.45
Overall		F	1	23	64	29
		%	100	100	100	100
Computed Chi-square		**P-value**	**Decision**			**Remarks**
8.275		0.041	Reject H_0			Significant

Table 41 shows the significant relationship between planning and administration competency and the respondents' profile according to employment status as shown in the Chi-square. When planning and administration competency was plotted against employment status, Chi-square was computed as 8.275. Likewise, the P-value of 0.041 is lower than 0.05 thus, the null hypothesis is rejected.This means that there is a significant relationship between planning and administration competency and employment status.

Table 42

Significant Relationship between Teamwork Competency and the Respondents Profile When Grouped According to:

Employment Status

			Teamwork Competency		
			Average	Above Average	Outstanding
Employment Status	Regular	F	9	48	38
		%	81.82	80	97.44
	Probationary	F	2	12	1
		%	18.18	20	2.56
Overall		F	11	60	39
		%	100	100	100
Computed Chi-square		**P-value**	**Decision**		**Remarks**
6.316		0.043	Reject H_0		Significant

Table 42 discloses the significant relationship between teamwork competency and the respondents' profile according to employment status as shown in the Chi-square. When teamwork competency was plotted against employment status, Chi-square was computed as 6.316. Likewise, the P-value of 0.043 is lower than 0.05 thus, the null hypothesis is rejected.This means that there is a significant relationship between teamwork competency and employment status.

Table 43

Significant Relationship between Strategic Action Competency and the Respondents Profile When Grouped According to:

Employment Status

			Strategic Action Competency			
			Generally Weak	Average	Above Average	Outstanding
Employment Status	Regular	F	1	20	40	36
		%	100	76.92	85.11	94.74
	Probationary	F	0	6	7	2
		%	0	23.08	14.89	5.26
Overall		F	1	26	47	38
		%	100	100	100	100
Computed Chi-square		**P-value**	**Decision**			**Remarks**
4.513		0.211	Accept H_0			Not Significant

Table 43 presents the significant relationship between strategic action competency and the respondents' profile according to employment status as shown in the Chi-square. When strategic action competency was plotted against employment status, Chi-square was computed as 4.513. Likewise, the P-value of 0.211 is higher than 0.05 thus, the null hypothesis is accepted. This means that there is no significant relationship between strategic action competency and employment status.

Table 44

Significant Relationship between Self-Management Competency and the Respondents Profile When Grouped According to:

Employment Status

			Self Management Competency			
			Generally Weak	Average	Above Average	Outstanding
Employment Status	Regular	F	1	10	33	56
		%	100	83.33	76.74	93.33
	Probationary	F	0	2	10	4
		%	0	16.67	23.26	6.67
Overall		F	1	12	43	60
		%	100	100	100	100
Computed Chi-square		**P-value**	**Decision**			**Remarks**
6.044		0.109	Accept H_0			Not Significant

Table 44 discloses the significant relationship between self-management competency and the respondents' profile according to employment status as shown in the Chi-square. When self-management competency was plotted against employment status, Chi-square was computed as 6.044. Likewise, the P-value of 0.109 is higher than 0.05 thus, the null hypothesis is accepted. This means that there is no significant relationship between self management competency and employment status.

Table 45

Significant Relationship between Communication Competency and the Respondents Profile When Grouped According to:

Educational Attainment

			Communication Competency		
			Average	Above Average	Outstanding
Educational Attainment	M.A.	F	15	37	8
		%	62.5	58.73	34.78

			Generally Weak	Average	Above Average	Outstanding
	PhD/EdD	F	5	21	13	
		%	20.83	33.33	56.52	
	Prof. Degree	F	4	5	2	
		%	16.67	7.94	8.70	
Overall		F	24	63	23	
		%	100	100	100	
Computed Chi-square	**P-value**		**Decision**		**Remarks**	
7.908	0.095		Accept H_0		Not Significant	

Table 45 shows the significant relationship between communication competency and the respondents' profile according to educational attainment as shown in the Chi-square. When communication competency was plotted against educational attainment, Chi-square was computed as 7.908. Likewise, the P-value of 0.095 is higher than 0.05 thus, the null hypothesis is accepted. This means that there is no significant relationship between communication competency and educational attainment.

Table 46

Significant Relationship between Planning and Administration Competency and the Respondents Profile When Grouped According to:

Educational Attainment

			Planning & Administration Competency			
			Generally Weak	Average	Above Average	Outstanding
Educational Attainment	M.A.	F	1	13	38	13
		%	100	54.17	64.41	40.63
	PhD/EdD	F	0	6	16	17
		%	0	25	27.12	53.13
	Prof. Degree	F	0	5	5	2
		%	0	20.83	8.47	6.25
Overall		F	1	24	59	32
		%	100	100	100	100
Computed Chi-square	**P-value**		**Decision**		**Remarks**	
11.057	0.087		Accept H_0		Not Significant	

Table 46shows the significant relationship between planning and administration competency and the respondents' profile according to educational attainment as shown in the Chi-square. When planning and administration competency was plotted against educational attainment, Chi-square was computed as 11.057. Likewise, the P-value of 0.087

is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between planning and administration competency and educational attainment.

Table 47

Significant Relationship between Teamwork Competency and the Respondents Profile When Grouped According to:

Educational Attainment

<table>
<tr><td colspan="3" rowspan="2"></td><td colspan="3">Teamwork Competency</td></tr>
<tr><td>Average</td><td>Above Average</td><td>Outstanding</td></tr>
<tr><td rowspan="6">Educational Attainment</td><td rowspan="2">M.A.</td><td>F</td><td>8</td><td>34</td><td>18</td></tr>
<tr><td>%</td><td>66.67</td><td>56.67</td><td>48.65</td></tr>
<tr><td rowspan="2">PhD/EdD</td><td>F</td><td>2</td><td>18</td><td>17</td></tr>
<tr><td>%</td><td>16.67</td><td>30</td><td>45.95</td></tr>
<tr><td rowspan="2">Prof. Degree</td><td>F</td><td>2</td><td>8</td><td>2</td></tr>
<tr><td>%</td><td>16.67</td><td>13.33</td><td>5.41</td></tr>
<tr><td colspan="2">Overall</td><td>F</td><td>12</td><td>60</td><td>37</td></tr>
<tr><td colspan="2"></td><td>%</td><td>100</td><td>100</td><td>100</td></tr>
<tr><td colspan="2">Computed Chi-square</td><td>P-value</td><td colspan="2">Decision</td><td>Remarks</td></tr>
<tr><td colspan="2">5.197</td><td>0.268</td><td colspan="2">Accept H$_0$</td><td>Not Significant</td></tr>
</table>

Table 47shows the significant relationship between teamwork competency and the respondents' profile according to educational attainment as shown in the Chi-square. When teamwork competency was plotted against educational attainment, Chi-square was computed as 5.197. Likewise, the P-value of 0.268 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between teamwork competency and educational attainment.

Table 48

Significant Relationship between Strategic Action Competency and the Respondents Profile When Grouped According to:

Educational Attainment

<table>
<tr><td colspan="3" rowspan="2"></td><td colspan="4">Strategic Action Competency</td></tr>
<tr><td>Generally Weak</td><td>Average</td><td>Above Average</td><td>Outstanding</td></tr>
<tr><td rowspan="4">Educational Attainment</td><td rowspan="2">M.A.</td><td>F</td><td>1</td><td>17</td><td>29</td><td>15</td></tr>
<tr><td>%</td><td>100</td><td>62.96</td><td>64.44</td><td>38.46</td></tr>
<tr><td rowspan="2">PhD/EdD</td><td>F</td><td>0</td><td>5</td><td>12</td><td>22</td></tr>
<tr><td>%</td><td>0</td><td>18.52</td><td>26.67</td><td>56.41</td></tr>
</table>

			Generally Weak	Average	Above Average	Outstanding
	Prof. Degree	F	0	5	4	2
		%	0	18.52	8.89	5.13
Overall		F	1	27	45	39
		%	100	100	100	100
Computed Chi-square	**P-value**		**Decision**			**Remarks**
14.905	0.021		Reject H_0			Significant

Table 48 presents the significant relationship between strategic action competency and the respondents' profile according to educational attainment as shown in the Chi-square. When strategic action competency was plotted against educational attainment, Chi-square was computed as 14.905. Likewise, the P-value of 0.021 is lower than 0.05 thus, the null hypothesis is rejected. This means that there is a significant relationship between strategic action competency and educational attainment.

Table 49

Significant Relationship between Self-Management Competency and the Respondents Profile When Grouped According to:

Educational Attainment

			Self Management Competency			
			Generally Weak	Average	Above Average	Outstanding
Educational Attainment	M.A.	F	1	6	31	27
		%	100	50	72.09	45
	PhD/EdD	F	0	3	10	26
		%	0	25	23.26	43.33
	Prof. Degree	F	0	3	2	7
		%	0	25	4.65	11.67
Overall		F	1	12	43	60
		%	100	100	100	100
Computed Chi-square	**P-value**		**Decision**			**Remarks**
11.408	0.077		Accept H_0			Not Significant

Table 49 reveals the significant relationship between self-management competency and the respondents' profile according to educational attainment as shown in the Chi-square. When self-management competency was plotted against educational attainment, Chi-square was computed as 11.408. Likewise, the P-value of 0.077 is higher than 0.05 thus, the null hypothesis is accepted. This means that there is no significant relationship between self-management competency and educational attainment.

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Table 50

Significant Relationship between Communication Competency and the Respondents Profile When Grouped According to:

Year/s in Service in the Institution

			Communication Competency		
			Average	Above Average	Outstanding
Year/s in Service in the institution	0-5	F	10	15	4
		%	41.67	23.81	16
	6-10	F	2	11	10
		%	8.33	17.46	40
	11-15	F	4	16	6
		%	16.67	25.40	24
	16-20	F	1	7	4
		%	4.17	11.11	16
	More than 20 yrs.	F	7	14	1
		%	29.17	22.22	4
Overall		F	24	63	25
		%	100	100	100
Computed Chi-square	P-value		Decision		Remarks
16.636	0.034		Reject H_0		Significant

Table 50 shows the significant relationship between communication competency and the respondents' profile according to year/s in service in the institution as shown in the Chi-square. When communication competency was plotted against year/s in service in the institution, Chi-square was computed as 16.636. Likewise, the P-value of 0.034 is lower than 0.05 thus, the null hypothesis is rejected. This means that there is a significant relationship between communication competency and year/s in service in the institution.

Table 51

Significant Relationship between Planning and Administration Competency and the Respondents Profile When Grouped According to:

Year/s in Service in the Institution

			Planning & Administration Competency			
			Generally Weak	Average	Above Average	Outstanding
Year/s in Service in the institution	0-5	F	1	14	11	5
		%	100	56	17.46	17.24
	6-10	F	0	4	12	10
		%	0	16	19.05	34.48
	11-15	F	0	3	15	8
		%	0	12	23.81	27.59
	16-20	F	0	1	8	3
		%	0	4	12.70	10.34

			Average	Above Average	Outstanding	
More than 20 yrs.		F	0	3	17	3
		%	0	12	26.98	10.34
Overall		F	1	25	63	29
		%	100	100	100	100
Computed Chi-square	**P-value**		**Decision**			**Remarks**
23.436	0.024		Reject H_0			Significant

Table 51 presents the significant relationship between planning and administration competency and the respondents' profile according to year/s in service in the institution as shown in the Chi-square. When planning and administration competency was plotted against year/s in service in the institution, Chi-square was computed as 23.436. Likewise, the P-value of 0.024 is lower than 0.05 thus, the null hypothesis is rejected. This means that there is a significant relationship between planning and administration competency and year/s in service in the institution.

Table 52

Significant Relationship between Teamwork Competency and the Respondents Profile When Grouped According to:

Year/s in Service in the Institution

			Teamwork Competency		
			Average	Above Average	Outstanding
Year/s in Service in the institution	0-5	F	7	16	5
		%	58.33	26.67	13.16
	6-10	F	0	13	10
		%	0	21.67	26.32
	11-15	F	1	13	10
		%	8.33	21.67	26.32
	16-20	F	1	5	6
		%	8.33	8.33	15.79
	More than 20 yrs.	F	3	13	7
		%	25	21.67	18.42
Overall		F	12	60	38
		%	100	100	100
Computed Chi-square	**P-value**		**Decision**		**Remarks**
13.291	0.102		Accept H_0		Not Significant

Table 52 presents the significant relationship between teamwork competency and the respondents' profile according to year/s in service in the institution as shown in the Chi-square. When teamwork competency was plotted against year/s in service in the institution, Chi-square was computed as 13.291. Likewise, the P-value of 0.102 is higher than 0.05 thus, the null hypothesis is accepted. This means that there is no significant relationship between teamwork competency and year/s in service in the institution.

Table 53

Significant Relationship between Strategic Action Competency and the Respondents Profile When Grouped According to:

Year/s in Service in the Institution

			Strategic Action Competency			
			Generally Weak	Average	Above Average	Outstanding
Year/s in Service in the institution	0-5	F	0	10	11	6
		%	0	37.04	23.91	15.38
	6-10	F	0	4	10	11
		%	0	14.81	21.74	28.21
	11-15	F	1	2	12	10
		%	100	7.41	26.09	25.64
	16-20	F	0	3	4	5
		%	0	11.11	8.70	12.82
	More than 20 yrs.	F	0	8	9	7
		%	0	29.63	19.57	17.95
Overall		F	1	27	46	39
		%	100	100	100	100
Computed Chi-square	**P-value**		**Decision**			**Remarks**
12.647	0.395		Accept H_0			Not Significant

Table 53shows the significant relationship between strategic action competency and the respondents' profile according to year/s in service in the institution as shown in the Chi-square. When strategic action competency was plotted against year/s in service in the institution, Chi-square was computed as 12.647. Likewise, the P-value of 0.395 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between strategic action competency and year/s in service in the institution.

Table 54

Significant Relationship between Self-Management Competency and the Respondents Profile When Grouped According to:

Year/s in Service in the Institution

			Self Management Competency			
			Generally Weak	Average	Above Average	Outstanding
Year/s in Service in the institution	0-5	F	0	5	14	11
		%	0	41.67	31.11	18.64
	6-10	F	0	2	6	18
		%	0	16.67	13.33	30.51
	11-15	F	0	2	9	15
		%	0	16.67	20	25.42

16-20	F	0	1	6	5
	%	0	8.33	13.33	8.47
More than 20 yrs.	F	1	2	10	10
	%	100	16.67	22.22	16.95
Overall	F	1	12	45	59
	%	100	100	100	100

Computed Chi-square	P-value	Decision	Remarks
13.163	0.435	Accept H_0	Not Significant

Table 54presents the significant relationship between self-management competency and the respondents' profile according to year/s in service in the institution as shown in the Chi-square. When self-management competency was plotted against year/s in service in the institution, Chi-square was computed as 13.163. Likewise, the P-value of 0.435 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between self-management competency and year/s in service in the institution.

Table 55

Significant Relationship between Communication Competency and the Respondents Profile When Grouped According to:

Year/s in Service in the Present Position

			Communication Competency		
			Average	Above Average	Outstanding
Year/s in the Service in the Present Position	Less than 1 year	F	8	12	3
		%	32	18.46	11.54
	1 year	F	2	3	4
		%	8	4.62	15.38
	2 years	F	5	10	4
		%	20	15.38	15.38
	3 years	F	3	8	3
		%	12	12.31	11.54
	4 years	F	1	4	6.00
		%	4	6.15	23.08
	5 years and above	F	6	28	6
		%	24	43.08	23.08
Overall		F	25	65	26
		%	100	100	100
Computed Chi-square	P-value	Decision		Remarks	
15.662	0.11	Accept H_0		Not Significant	

Table 55presents the significant relationship between communication competency and the respondents' profile according to year/s in service in the present position as shown in the Chi-square. When communication competency was plotted against year/s in service in the

present position, Chi-square was computed as 15.662. Likewise, the P-value of 0.11 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between communication competency and year/s in service in the present position.

Table 56

Significant Relationship between Planning and Administration Competency and the Respondents Profile When Grouped According to:

Year/s in Service in the Present Position

			Planning & Administration Competency			
			Generally Weak	Average	Above Average	Outstanding
Year/s in the Service in the Present Position	Less than 1 year	F	1	9	9	6
		%	100	36	13.85	19.35
	1 year	F	0	0	8	1
		%	0	0	12.31	3.23
	2 years	F	0	6	12	3
		%	0	24	18.46	9.68
	3 years	F	0	3	6	5
		%	0	12	9.23	16.13
	4 years	F	0	1	5	5
		%	0	4	7.69	16.13
	5 years and above	F	0	6	25	11
		%	0	24	38.46	35.48
Overall		F	1	25	65	31
		%	100	100	100	100
Computed Chi-square	**P-value**		**Decision**			**Remarks**
19.243	0.203		Accept H_0			Not Significant

Table 56presents the significant relationship between planning and administration competency and the respondents' profile according to year/s in service in the present position as shown in the Chi-square. When planning and administration competency was plotted against year/s in service in the present position, Chi-square was computed as 19.243. Likewise, the P-value of 0.203 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between planning and administration competency and year/s in service in the present position.

Table 57

Significant Relationship betweenTeamwork Competency and the Respondents Profile When Grouped According to:

Year/s in Service in the Present Position

			Teamwork Competency		
			Average	Above Average	Outstanding
Year/s in the Service in the Present Position	Less than 1 year	F	4	14	6
		%	33.33	22.95	14.29
	1 year	F	0	6	3
		%	0	9.84	7.14
	2 years	F	3	7	7
		%	25	11.48	16.67
	3 years	F	2	7	5
		%	16.67	11.48	11.90
	4 years	F	1	2	8
		%	8.33	3.28	19.05
	5 years and above	F	2	25	13
		%	16.67	40.98	30.95
Overall		F	12	61	42
		%	100	100	100
Computed Chi-square	**P-value**		**Decision**		**Remarks**
13.268	0.209		Accept H_0		Not Significant

Table 57shows the significant relationship between teamwork competency and the respondents' profile according to year/s in service in the present position as shown in the Chi-square. When teamwork competency was plotted against year/s in service in the present position, Chi-square was computed as 13.268. Likewise, the P-value of 0.209 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between teamwork competency and year/s in service in the present position.

Table 58

Significant Relationship betweenStrategic Action Competency and the Respondents Profile When Grouped According to:

Year/s in Service in the Present Position

			Strategic Action Competency			
			Generally Weak	Average	Above Average	Outstanding
Year/s in the Service in the Present Position	Less than 1 year	F	0	8	8	6
		%	0	29.63	16.67	14.63
	1 year	F	0	3	5	2
		%	0	11.11	10.42	4.88

2 years	F	0	5	8	7	
	%	0	18.52	16.67	17.07	
3 years	F	0	3	5	6	
	%	0	11.11	10.42	14.63	
4 years	F	1	0	3	6	
	%	100	0	6.25	14.63	
5 years and above	F	0	8	19	14	
	%	0	29.63	39.58	34.15	
Overall	F	1	27	48	41	
	%	100	100	100	100	

Computed Chi-square	P-value	Decision	Remarks
19.221	0.204	Accept H_0	Not Significant

Table 58presents the significant relationship between strategic action competency and the respondents' profile according to year/s in service in the present position as shown in the Chi-square. When strategic action competency was plotted against year/s in service in the present position, Chi-square was computed as 19.221. Likewise, the P-value of 0.204 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between strategic action competency and year/s in service in the present position.

Table 59

Significant Relationship betweenSelf-Management Competency and the Respondents Profile When Grouped According to:

Year/s in Service in the Present Position

			Self Management Competency			
			Generally Weak	Average	Above Average	Outstanding
Year/s in the Service in the Present Position	Less than 1 year	F	0	3	11	11
		%	0	25	23.91	17.74
	1 year	F	0	0	4	6
		%	0	0	8.70	9.68
	2 years	F	0	2	12	6
		%	0	16.67	26.09	9.68
	3 years	F	0	2	4	8
		%	0	16.67	8.70	12.90
	4 years	F	0	0	4	7
		%	0	0	8.70	11.29
	5 years and above	F	1	5	11	24
		%	100	41.67	23.91	38.71
Overall		F	1	12	46	62
		%	100	100	100	100

Computed Chi-square	P-value	Decision	Remarks
12.119	0.67	Accept H_0	Not Significant

Table 59reveals the significant relationship between self-management competency and the respondents' profile according to year/s in service in the present position as shown in the Chi-square. When self-management competency was plotted against year/s in service in the present position, Chi-square was computed as 12.119. Likewise, the P-value of 0.67 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between self-management competency and year/s in service in the present position.

Table 60

Significant Relationship between Communication Competency and the Respondents Profile When Grouped According to:

Year/s in Service in the Previous Position

			Communication Competency		
			Average	Above Average	Outstanding
Year/s in the Service in the Previous Position	Less than 1 year	F	1	3	1
		%	5	5.45	4.17
	1 year	F	4	5	4
		%	20	9.09	16.67
	2 years	F	5	8	4
		%	25	14.55	16.67
	3 years	F	3	5	3
		%	15	9.09	12.5
	4 years	F	1	6	1
		%	5	10.91	4.17
	5 years and above	F	6	28	11
		%	30	50.91	45.83
Overall		F	20	55	24
		%	100	100	100
Computed Chi-square	**P-value**		**Decision**		**Remarks**
5.786	0.833		Accept H_0		Not Significant

Table 60presents the significant relationship between communication competency and the respondents' profile according to year/s in service in the previous position as shown in the Chi-square. When communication competency was plotted against year/s in service in the previous position, Chi-square was computed as 5.786. Likewise, the P-value of 0.833 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between communication competency and year/s in service in the previous position.

Table 61

Significant Relationship between Planning and Administration Competency and the Respondents Profile When Grouped According to:

Year/s in Service in the Previous Position

			Planning & Administration Competency			
			Generally Weak	Average	Above Average	Outstanding
Year/s in the Service in the Previous Position	Less than 1 year	F	1	1	1	2
		%	100	5.26	1.82	6.67
	1 year	F	0	5	4	5
		%	0	26.32	7.27	16.67
	2 years	F	0	5	10	2
		%	0	26.32	18.18	6.67
	3 years	F	0	2	8	3
		%	0	10.53	14.55	10
	4 years	F	0	1	6	2
		%	0	5.26	10.91	6.67
	5 years and above	F	0	5	26	16
		%	0	26.32	47.27	53.33
Overall		F	1	19	55	30
		%	100	100	100	100
Computed Chi-square	**P-value**		**Decision**			**Remarks**
31.558	0.007		Reject H_0			Significant

Table 61reveals the significant relationship between planning and administration competency and the respondents' profile according to year/s in service in the previous position as shown in the Chi-square. When planning and administration competency was plotted against year/s in service in the previous position, Chi-square was computed as 31.588. Likewise, the P-value of 0.007 is lower than 0.05 thus, the null hypothesis is rejected.This means that there is a significant relationship between planning and administration competency and year/s in service in the previous position.

Table 62

Significant Relationship betweenTeamwork Competency and the Respondents Profile When Grouped According to:

Year/s in Service in the Previous Position

			Teamwork Competency		
			Average	Above Average	Outstanding
Year/s in the Service in the Previous Position	Less than 1 year	F	1	2	2
		%	10	4.17	5
	1 year	F	2	4	4
		%	20	8.33	10

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			Generally Weak	Average	Above Average	Outstanding
	2 years	F	4	6		7
		%	40	12.5		17.5
	3 years	F	1	6		3
		%	10	12.5		7.5
	4 years	F	0	5		4
		%	0	10.42		10
	5 years and above	F	2	25		20
		%	20	52.08		50
Overall		F	10	48		40
		%	100	100		100

Computed Chi-square	P-value	Decision			Remarks
8.666	0.564	Accept H_0			Not Significant

Table 62shows the significant relationship between teamwork competency and the respondents' profile according to year/s in service in the previous position as shown in the Chi-square. When teamwork competency was plotted against year/s in service in the previous position, Chi-square was computed as 8.666. Likewise, the P-value of 0.564 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between teamwork competency and year/s in service in the previous position.

Table 63

Significant Relationship betweenStrategic Action Competency and the Respondents Profile When Grouped According to:

Year/s in Service in the Previous Position

			Strategic Action Competency			
			Generally Weak	Average	Above Average	Outstanding
Year/s in the Service in the Previous Position	Less than 1 year	F	0	0	3	2
		%	0	0	7.69	5.26
	1 year	F	1	5	1	7
		%	100	21.74	2.56	18.42
	2 years	F	0	6	5	5
		%	0	26.09	12.82	13.16
	3 years	F	0	2	4	4
		%	0	8.70	10.26	10.53
	4 years	F	0	2	5	2
		%	0	8.70	12.82	5.26
	5 years and above	F	0	8	21	18
		%	0	34.78	53.85	47.37
Overall		F	1	23	39	38
		%	100	100	100	100

Computed Chi-square	P-value	Decision			Remarks
17.49	0.29	Accept H_0			Not Significant

Table 63presents the significant relationship between strategic action competency and the respondents' profile according to year/s in service in the previous position as shown in

the Chi-square. When strategic action competency was plotted against year/s in service in the previous position, Chi-square was computed as 17.49. Likewise, the P-value of 0.29 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between strategic action competency and year/s in service in the previous position.

Table 64

Significant Relationship betweenSelf-Management Competency and the Respondents Profile When Grouped According to:

Year/s in Service in the Previous Position

			Self Management Competency			
			Generally Weak	Average	Above Average	Outstanding
Year/s in the Service in the Previous Position	Less than 1 year	F	0	1	2	2
		%	0	9.09	5.41	3.64
	1 year	F	0	4	2	9
		%	0	36.36	5.41	16.36
	2 years	F	0	2	8	7
		%	0	18.18	21.62	12.73
	3 years	F	0	2	5	5
		%	0	18.18	13.51	9.09
	4 years	F	0	0	3	5
		%	0	0	8.11	9.09
	5 years and above	F	1	2	17	27
		%	100	18.18	45.95	49.09
Overall		F	1	11	37	55
		%	100	100	100	100
Computed Chi-square	**P-value**	**Decision**				**Remarks**
12.602	0.633	Accept H_0				Not Significant

Table 64shows the significant relationship between self-management competency and the respondents' profile according to year/s in service in the previous position as shown in the Chi-square. When self-management competency was plotted against year/s in service in the previous position, Chi-square was computed as 12.602. Likewise, the P-value of 0.633 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between self-management competency and year/s in service in the previous position.

Table 65

Significant Relationship betweenOverall Managerial Competencies Competency and the Respondents Profile When Grouped According to:

Type of HEI

			Overall Managerial Competencies		
			Average	Above Average	Outstanding
Type of HEI	Sectarian	F	18	48	21
		%	85.71	75	55.26
	Non-Sectarian	F	3	16	17
		%	14.29	25	44.74
Overall		F	21	64	38
		%	100	100	100
Computed Chi-square	P-value		Decision		Remarks
7.232	0.027		Reject H_0		Significant

Table 65illustrates the significant relationship between overall managerial competencies and the respondents' profile according to type of HEI as shown in the Chi-square. When overall managerial competencies were plotted against type of HEI, Chi-square was computed as 7.232. Likewise, the P-value of 0.027 is lower than 0.05 thus, the null hypothesis is rejected.This means that there is a significant relationship between overall managerial competencies and type of HEI.

Table 66

Significant Relationship betweenOverall Managerial Competencies Competency and the Respondents Profile When Grouped According to:

Level of Accreditation

			Overall Managerial Competencies		
			Average	Above Average	Outstanding
Level of Accreditation	Level 1	F	2	5	1
		%	11.76	9.62	3.23
	Level 2	F	6	19	15
		%	35.29	36.54	48.39
	Level 3 and up	F	9	28	15
		%	52.94	53.85	48.39
Overall		F	17	52	31
		%	100	100	100
Computed Chi-square	P-value		Decision		Remarks
2.264	0.687		Accept H_0		Not Significant

Table 66shows the significant relationship between overall managerial competencies and the respondents' profile according to level of accreditation as shown in the Chi-square. When overall managerial competencies were plotted against level of accreditation, Chi-square was computed as 2.264. Likewise, the P-value of 0.687 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between overall managerial competencies and level of accreditation.

Table 67

Significant Relationship betweenOverall Managerial Competencies Competency and the Respondents Profile When Grouped According to:

Gender

			Overall Managerial Competencies		
			Average	Above Average	Outstanding
GENDER	Male	F	9	17	14
		%	40.91	28.33	45.16
	Female	F	13	43	17
		%	59.09	71.67	54.84
Overall		F	22	60	31
		%	100	100	100
Computed Chi-square	P-value		Decision		Remarks
2.894	0.235		Accept H_0		Not Significant

Table 67illustrates the significant relationship between overall managerial competencies and the respondents' profile according to gender as shown in the Chi-square. When overall managerial competencies were plotted against gender, Chi-square was computed as 2.894. Likewise, the P-value of 0.235 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between overall managerial competencies and gender.

Table 68

Significant Relationship betweenOverall Managerial Competencies Competency and the Respondents Profile When Grouped According to:

Age

			Overall Managerial Competencies		
			Average	Above Average	Outstanding
AGE	30 Years Old Below	F	2	5	3
		%	9.09	7.94	7.89
	31-40 Years Old	F	8	13	9
		%	36.36	20.63	23.68

			Average	Above Average	Outstanding
	41-50 Years Old	F	8	21	15
		%	36.36	33.33	39.47
	51-60 Years Old	F	4	17	11
		%	18.18	26.98	28.95
	More Than 60 Years Old	F	0	7	0
		%	0	11.11	0
Overall		F	22	63	38
		%	100	100	100
Computed Chi-square	**P-value**		**Decision**		**Remarks**
9.282	0.319		Accept H_0		Not Significant

Table 68illustrates the significant relationship between overall managerial competencies and the respondents' profile according to age as shown in the Chi-square. When overall managerial competencies were plotted against age, Chi-square was computed as 9.282. Likewise, the P-value of 0.319 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between overall managerial competencies and age.

Table 69

Significant Relationship betweenOverall Managerial Competencies Competency and the Respondents Profile When Grouped According to:

Employment Status

			Overall Managerial Competencies		
			Average	Above Average	Outstanding
Employment Status	Regular	F	16	52	34
		%	80	82.54	97.14
	Probationary	F	4	11	1
		%	20	17.46	2.86
Overall		F	20	63	35
		%	100	100	100
Computed Chi-square	**P-value**		**Decision**		**Remarks**
4.946	0.084		Accept H_0		Not Significant

Table 69presents the significant relationship between overall managerial competencies and the respondents' profile according to employment status as shown in the Chi-square. When overall managerial competencies were plotted against employment status, Chi-square was computed as 4.946. Likewise, the P-value of 0.084 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between overall managerial competencies and employment status.

Table 70

Significant Relationship betweenOverall Managerial Competencies Competency and the Respondents Profile When Grouped According to:

Educational Attainment

			Overall Managerial Competencies		
			Average	Above Average	Outstanding
Educational Attainment	M.A.	F	14	37	15
		%	63.64	61.67	42.86
	PhD/EdD	F	4	17	18
		%	18.18	28.33	51.43
	Prof. Degree	F	4	6	2
		%	18.18	10	5.71
Overall		F	22	60	35
		%	100	100	100
Computed Chi-square	**P-value**		**Decision**		**Remarks**
9.096	0.059		Accept H_0		Not Significant

Table 70shows the significant relationship between overall managerial competencies and the respondents' profile according to Educational attainment as shown in the Chi-square. When overall managerial competencies were plotted against educational attainment, Chi-square was computed as 9.096. Likewise, the P-value of 0.059 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between overall managerial competencies and educational attainment.

Table 71

Significant Relationship betweenOverall Managerial Competencies Competency and the Respondents Profile When Grouped According to:

Year/s in Service in the Institution

			Overall Managerial Competencies		
			Average	Above Average	Outstanding
Year/s in Service in the institution	0-5	F	10	16	5
		%	45.45	25.81	14.29
	6-10	F	3	12	11
		%	13.64	19.35	31.43
	11-15	F	3	13	10

			%	13.64	20.97	28.57
	16-20		F	1	6	5
			%	4.55	9.68	14.29
	More than 20 yrs.		F	5	15	4
			%	22.73	24.19	11.43
Overall			F	22	62	35
			%	100	100	100
Computed Chi-square	**P-value**		**Decision**			**Remarks**
11.979	0.152		Accept H_0			Not Significant

Table 71illustrates the significant relationship between overall managerial competencies and the respondents' profile according to year/s in service in the institution as shown in the Chi-square. When overall managerial competencies were plotted against year/s in service in the institution, Chi-square was computed as 11.979. Likewise, the P-value of 0.152 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between overall managerial competencies and year/s in service in the institution.

Table 72

Significant Relationship betweenOverall Managerial Competencies Competency and the Respondents Profile When Grouped According to:

Year/s in Service in the Present Position

			Overall Managerial Competencies		
			Average	Above Average	Outstanding
Year/s in Present Position	Less than 1 year	F	7	13	5
		%	31.82	20.31	13.51
	1 year	F	0	8	2
		%	0	12.5	5.41
	2 years	F	5	10	6
		%	22.73	15.63	16.22
	3 years	F	3	5	6
		%	13.64	7.81	16.22
	4 years	F	1	4	6
		%	4.55	6.25	16.22
	5 years and above	F	6	24	12
		%	27.27	37.5	32.43
Overall		F	22	64	37
		%	100	100	100
Computed Chi-square	**P-value**		**Decision**		**Remarks**
11.715	0.305		Accept H_0		Not Significant

Table 72reveals the significant relationship between overall managerial competencies and the respondents' profile according to year/s in service in the present position as shown

in the Chi-square. When overall managerial competencies were plotted against year/s in service in the present position, Chi-square was computed as 11.715. Likewise, the P-value of 0.305 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between overall managerial competencies and year/s in service in the present position.

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Table 73

Significant Relationship betweenOverall Managerial Competencies Competency and the Respondents Profile When Grouped According to:

Year/s in Service in the Previous Position

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			Overall Managerial Competencies		
			Average	Above Average	Outstanding
Year/s in Service in the Previous Position	Less than 1 year	F	1	2	2
		%	5.26	3.92	5.56
	1 year	F	5	3	7
		%	26.32	5.88	19.44
	2 years	F	5	7	5
		%	26.32	13.73	13.89
	3 years	F	2	7	4
		%	10.53	13.73	11.11
	4 years	F	1	6	2
		%	5.26	11.76	5.56
	5 years and above	F	5	26	16
		%	26.32	50.98	44.44
Overall		F	19	51	36
		%	100	100	100
Computed Chi-square	**P-value**	**Decision**			**Remarks**
10.139	0.428	Accept H_0			Not Significant

Table 73presents the significant relationship between overall managerial competencies and the respondents' profile according to year/s in service in the previous position as shown in the Chi-square. When overall managerial competencies were plotted against year/s in service in the previous position, Chi-square was computed as 10.139. Likewise, the P-value of 0.428 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between overall managerial competencies and year/s in service in the present position.

5. Is there a significant relationship between succession planning and management practices of the respondents and their profile?

Table 74

Significant Relationship betweenthe Respondents' Succession Planning and Management Practices in terms of Communicate Expectations When Grouped According to:

Type of HEI

			Communicate Expectations				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Type of HEI	Sectarian	F	2	21	23	23	17
		%	100	95.45	58.97	62.16	85
	Non-Sectarian	F	0	1	16	14	3
		%	0	4.55	41.03	37.84	15
Overall		F	2	22	39	37	20
		%	100	100	100	100	100
Computed Chi-square	P-value	Decision			Remarks		
13.413	0.009	Reject H_0			Significant		

Table 74 shows the significant relationship between the respondents' succession planning and management practices in terms of communicate expectations when grouped according to type of HEI. Respondents from sectarian gained the highest percentage of twenty three (23) or 62.16 percent with a verbal interpretation of moderately aware. While respondents from non-sectarian garnered sixteen (16) or 41.03 percent with a verbal interpretation of aware.

Consequently, the data indicate the significant relationship between succession planning and management practices and the respondents' profile according to type of HEI as shown in the Chi-square. When succession planning and management practices in terms of communicate expectations were plotted against type of HEI, Chi-square was computed as 13.413. Likewise, the P-value of 0.009 is lower than 0.05 thus, the null hypothesis is rejected.This means that there is a significant relationship between succession planning and management practices in terms of organization assessment and alignment and type of HEI.

Table 75

Significant Relationship between the Respondents' Succession Planning and Management Practices in terms of Organization Assessment and Alignment When Grouped According to:

Type of HEI

			Organization assessment and alignment				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Type of HEI	Sectarian	F	2	21	27	27	10
		%	66.67	87.5	58.70	81.82	66.67
	Non-Sectarian	F	1	3	19	6	5
		%	33.33	12.5	41.30	18.18	33.33
Overall		F	3	24	46	33	15
		%	100	100	100	100	100
Computed Chi-square	P-value	Decision			Remarks		
8.711	0.069	Accept H_0			Not Significant		

Table 75 reveals the significant relationship between the respondents' succession planning and management practices in terms of organization assessment and alignment when grouped according to type of HEI. Respondents from sectarian gained twenty seven (27) or 81.82 percent with a verbal interpretation of moderately aware.While respondents from non-sectarian garnered nineteen (19) or 41.30 percent with a verbal interpretation of aware.

Thus, the data show the significant relationship between succession planning and management practices and the respondents' profile according to type of HEI as shown in the Chi-square. When succession planning and management practices in terms of organization assessment and alignment were plotted against type of HEI, Chi-square was computed as 8.711. Likewise, the P-value of 0.069 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between succession planning and management practices in terms of organization assessment and alignment and type of HEI.

Table 76

Significant Relationship between the Respondents' Succession Planning and Management Practices in terms of Training Talent and Development When Grouped According to:

Type of HEI

			Talent Training& Development				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Type of HEI	Sectarian	F	1	16	30	29	11
		%	100	80	63.83	80.56	64.71
	Non-Sectarian	F	0	4	17	7	6
		%	0	20	36.17	19.44	35.29
Overall		F	1	20	47	36	17
		%	100	100	100	100	100
Computed Chi-square	**P-value**	**Decision**			**Remarks**		
4.326	0.364	Accept H_0			Not Significant		

Table 76discloses the significant relationship between the respondents' succession planning and management practices in terms of talent training and development when grouped according to type of HEI. Respondents from sectarian gained the highest percentage of thirty (30) or 63.83 percent with a verbal interpretation of aware. While respondents from non-sectarian gathered seventeen (17) or 36.17 percent with a verbal interpretation of aware. Both respondents from sectarian and non-sectarian are aware of the succession planning and management practices in terms of talent training and development.

Hence, the data illustrate the significant relationship between succession planning and management practices and the respondents' profile according to type of HEI as shown in the Chi-square. When succession planning and management practices in terms of talent training and development were plotted against type of HEI, Chi-square was computed as 4.326. Likewise, the P-value of 0.364 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between succession planning and management practices in terms of talent training and development and type of HEI.

Table 77

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Process Evaluation When Grouped According to:

Type of HEI

			Process Evaluation				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Type of HEI	Sectarian	F	8	18	22	27	12
		%	88.89	90	55	72.97	80
	Non-Sectarian	F	1	2	18	10	3
		%	11.11	10	45	27.03	20
Overall		F	9	20	40	37	15
		%	100	100	100	100	100
Computed Chi-square	**P-value**	**Decision**			**Remarks**		
10.692	0.03	Reject H$_0$			Significant		

Table 77shows the significant relationship between the respondents' succession planning and management practices in terms of process evaluation when grouped according to type of HEI. Respondents from sectarian gained twenty seven (27) or 72.97 percent with a verbal interpretation of moderately aware.While respondents from non-sectarian garnered eighteen (18) or 45.0 percent with a verbal interpretation of aware.

Accordingly, the data denote the significant relationship between succession planning and management practices and the respondents' profile according to type of HEI as shown in the Chi-square. When succession planning and management practices in terms of process evaluation were plotted against type of HEI, Chi-square was computed as 10.692. Likewise, the P-value of 0.03 is lower than 0.05 thus, the null hypothesis is rejected.This means that there is a significant relationship between succession planning and management practices in terms of process evaluation and type of HEI.

Table 78

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Communicate Expectations When Grouped According to:

Level of Accreditation

			Communication Expectations				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Level of Accreditation	Level 1	F	0	1	3	4	0
		%	0	4.76	10	13.79	0
	Level 2	F	1	10	14	8	7
		%	100	47.62	46.67	27.59	41.18
	Level 3 and up	F	0	10	13	17	10
		%	0	47.62	43.33	58.62	58.82
Overall		F	1	21	30	29	17
		%	100	100	100	100	100
Computed Chi-square	**P-value**		**Decision**			**Remarks**	
7.045	0.532		Accept H_0			Not Significant	

Table 78presents the significant relationship between the respondents' succession planning and management practices in terms of communicate expectations when grouped according to level of accreditation. Respondents with level 1 gained four (4) or 13.79 percent with a verbal interpretation of moderately aware. While respondents with level 2 gathered fourteen (14) or 46.6 percent with a verbal interpretation of aware.Likewise, respondents with level 3 and up got seventeen (17) or 58.62 percent with a verbal interpretation of moderately aware.

Consequently, the data exemplify the significant relationship between succession planning and management practices and the respondents' profile according to level of accreditation as shown in the Chi-square. When succession planning and management practices in terms of communicate expectations were plotted against of level of accreditation, Chi-square was computed as 7.045. Likewise, the P-value of 0.532 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between succession planning and management practices in terms of communicate expectations and level of accreditation.

Table 79

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Organization Assessment and Alignment When Grouped According to:

Level of Accreditation

			Organization Assessment and Alignment				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Level of Accreditation	Level 1	F	0	2	5	1	0
		%	0	11.11	13.89	3.70	0
	Level 2	F	1	10	13	11	5
		%	33.33	55.56	36.11	40.74	35.71
	Level 3 and up	F	2	6	18	15	9
		%	66.67	33.33	50	55.56	64.29
Overall		F	3	18	36	27	14
		%	100	100	100	100	100
Computed Chi-square	**P-value**		**Decision**			**Remarks**	
6.813	0.557		Accept H_0			Not Significant	

Table 79 shows the frequency and percentage distribution of the respondents' succession planning and management practices in terms of organization assessment and alignment when grouped according to level of accreditation. Respondents with level 1 gained five (5) or 13.89 percent with a verbal interpretation of aware. While respondents with level 2 gathered thirteen (13) or 36.11 percent with a verbal interpretation of aware.Likewise, respondents with level 3 and up got eighteen (18) or 50.0 percent with a verbal interpretation of aware. It can be gleaned from the result that respondents in different accreditation levels are aware of the succession planning and management practices in terms of organization assessment and alignment

Consequently, the data exemplify the significant relationship between succession planning and management practices and the respondents' profile according to level of accreditation as shown in the Chi-square. When succession planning and management practices in terms of organization assessment and alignment were plotted against of level of accreditation, Chi-square was computed as 6.813 Likewise, the P-value of 0.557 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant

relationship between succession planning and management practices in terms of organization assessment and alignment.

Table 80

Significant Relationship between the Respondents' Succession Planning and Management Practices in terms of Talent Training and Development When Grouped According to:

Level of Accreditation

			Talent & Training Development				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Level of Accreditation	Level 1	F	0	1	5	2	0
		%	0	6.25	13.89	7.14	0
	Level 2	F	1	6	17	7	9
		%	100	37.5	47.22	25	52.94
	Level 3 and up	F	0	9	14	19	8
		%	0	56.25	38.89	67.86	47.06
Overall		F	1	16	36	28	17
		%	100	100	100	100	100
Computed Chi-square	**P-value**	**Decision**			**Remarks**		
9.857	0.275	Accept H_0			Not Significant		

Table 80 shows the significant relationship between the respondents' succession planning and management practices in terms of talent training and development when grouped according to level of accreditation. Respondents with level 1 gained five (5) or 13.89 percent with a verbal interpretation of aware. While respondents with level 2 gathered seventeen (17) or 47.22 percent with a verbal interpretation of aware.Likewise, respondents with level 3 and up got nineteen (19) or 67.86 percent with a verbal interpretation of moderately aware. It can be inferred from the result that respondents with level 3 accreditation garnered the highest level of awareness of succession planning and management practices in terms of talent training and development.

Thus, the data represent the significant relationship between succession planning and management practices and the respondents' profile according to level of accreditation as shown in the Chi-square. When succession planning and management practices in terms of talent training and development were plotted against of level of accreditation, Chi-square was computed as 9.857. Likewise, the P-value of 0.275 is higher than 0.05 thus, the null

hypothesis is accepted.This means that there is no significant relationship between succession planning and management practices in terms of talent training and development and level of accreditation.

Table 81

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Process EvaluationWhen Grouped According to:

Level of Accreditation

			Process Evaluation				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Level of Accreditation	Level 1	F	1	1	3	3	0
		%	14.29	6.25	9.68	9.09	0
	Level 2	F	3	6	12	14	5
		%	42.86	37.5	38.71	42.42	45.45
	Level 3 and up	F	3	9	16	16	6
		%	42.86	56.25	51.61	48.48	54.55
Overall		F	7	16	31	33	11
		%	100	100	100	100	100
Computed Chi-square	**P-value**	**Decision**			**Remarks**		
1.824	0.986	Accept H_0			Not Significant		

Table 81reveals the significant relationship between the respondents' succession planning and management practices in terms of process evaluation when grouped according to level of accreditation. Respondents with level 1 gained three (3) or 9.68 percent with a verbal interpretation of aware. While respondents with level 2 gathered fourteen (14) or 42.42 percent with a verbal interpretation of moderately aware.Likewise, respondents with level 3 and up got sixteen (16) or 51.61 percent with a verbal interpretation of aware. The figures show that respondents with levels 1 and 3 accreditation are both aware but respondents with level 2 accreditation are moderately aware of the succession planning and management practices in terms of process evaluation in their institution.

Seemingly, the data show the significant relationship between succession planning and management practices and the respondents' profile according to level of accreditation as shown in the Chi-square. When succession planning and management practices in terms of process evaluation were plotted against of level of accreditation, Chi-square was computed as 1.824. Likewise, the P-value of 0.986 is higher than 0.05 thus, the null

hypothesis is accepted.This means that there is no significant relationship between succession planning and management practices in terms of process evaluation and level of accreditation.

Table 82

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Communicate Expectations When Grouped According to:

Gender

			Communicate Expectations				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
GENDER	Male	F	1	5	12	15	5
		%	50	21.74	35.29	45.45	27.78
	Female	F	1	18	22	18	13
		%	50	78.26	64.71	54.55	72.22
Overall		F	2	23	34	33	18
		%	100	100	100	100	100
Computed Chi-square		**P-value**	**Decision**			**Remarks**	
3.989		0.407	Accept H_0			Not Significant	

Table 82presents the significant relationship between the respondents' succession planning and management practices in terms of communicate expectations when grouped according to gender. Male respondents gained fifteen (15) or 45.45 percent with a verbal interpretation of moderately aware. While female respondents garnered twenty two (22) or 64.716 percent with a verbal interpretation of aware. It can be inferred from the figures that majority of the respondents are aware of the succession planning and management practices in terms of communicate expectations.

Consequently, the data exemplify the significant relationship between succession planning and management practices and the respondents' profile according to gender as shown in the Chi-square. When succession planning and management practices in terms of communicate expectations were plotted against gender, Chi-square was computed as 3.989. Likewise, the P-value of 0.407 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between succession planning and management practices in terms of communicate expectations and gender.

Table 83

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Organization Assessment and Alignment When Grouped According to:

Gender

			Organization Assessment and Alignment				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
GENDER	Male	F	3	7	12	14	3
		%	100	29.17	29.27	46.67	23.08
	Female	F	0	17	29	16	10
		%	0	70.83	70.73	53.33	76.92
Overall		F	3	24	41	30	13
		%	100	100	100	100	100
Computed Chi-square	**P-value**		**Decision**			**Remarks**	
9.113	0.058		Accept H_0			Not Significant	

Table 83 shows the significant relationship between the respondents' succession planning and management practices in terms of organization assessment and alignment when grouped according to gender. Male respondents gained fourteen (14) or 46.67 percent with a verbal interpretation of moderately aware. While female respondents got twenty nine (29) or 70.73 percent with a verbal interpretation of aware. It can be inferred from the result that male respondents are moderately aware while female respondents are aware of the succession planning and management practices in terms of organization assessment and alignment.

Consequently, the data show the significant relationship between succession planning and management practices and the respondents' profile according to gender as shown in the Chi-square. When succession planning and management practices in terms of organization assessment and alignment were plotted against gender, Chi-square was computed as 9.113. Likewise, the P-value of 0.058 is higher than 0.05 thus, the null hypothesis is accepted. This means that there is no significant relationship between succession planning and management practices in terms of organization assessment and alignment and gender.

Table 84

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Talent Training and Development When Grouped According to:

Gender

			Talent & Training Development				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
GENDER	Male	F	1	8	14	11	5
		%	100	42.11	32.56	33.33	33.33
	Female	F	0	11	29	22	10
		%	0	57.89	67.44	66.67	66.67
Overall		F	1	19	43	33	15
		%	100	100	100	100	100
Computed Chi-square	**P-value**	**Decision**			**Remarks**		
2.445	0.655	Accept H_0			Not Significant		

Table 84reveals the significant relationship between the respondents' succession planning and management practices in terms of talent training and development when grouped according to gender. Male respondents gained fourteen (14) or 32.56 percent with a verbal interpretation of aware. While female respondents got twenty nine (29) or 67.44 percent with a verbal interpretation of aware. It can be inferred from the figures that both male and female respondents are aware of the succession planning and management practices in terms of talent training and development.

Moreover, the data disclose the significant relationship between succession planning and management practices and the respondents' profile according to gender as shown in the Chi-square. When succession planning and management practices in terms of talent training and development were plotted against gender, Chi-square was computed as 2.445. Likewise, the P-value of 0.655 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between succession planning and management practices in terms of talent training and development and gender.

Table 85

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Process Evaluation When Grouped According to:

Gender

			Process Evaluation				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
GENDER	Male	F	3	7	12	14	3
		%	33.33	36.84	34.29	40	23.08
	Female	F	6	12	23	21	10
		%	66.67	63.16	65.71	60	76.92
Overall		F	9	19	35	35	13
		%	100	100	100	100	100
Computed Chi-square	**P-value**	**Decision**			**Remarks**		
1.241	0.871	Accept H_0			Not Significant		

Table 85presents the significant relationship between the respondents' succession planning and management practices in terms of process evaluation when grouped according to gender. Male respondents gained fourteen (14) or 40.0 percent with a verbal interpretation of moderately aware. While majority of the female respondents got twenty three (23) or 65.71 percent with a verbal interpretation of aware. It can be inferred from the result that both male and female respondents' level of awareness of the succession planning and management practices in terms of process evaluation are worthy of consideration.

Essentially, the data establish the significant relationship between succession planning and management practices and the respondents' profile according to gender as shown in the Chi-square. When succession planning and management practices in terms of process evaluation were plotted against gender, Chi-square was computed as 1.241. Likewise, the P-value of 0.871 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between succession planning and management practices in terms of process evaluation and gender.

Table 86

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Communicate Expectations When Grouped According to:

Age

			Communicate Expectations				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
AGE	30 Years Old Below	F	0	1	2	6	0
		%	0	4.35	5.13	16.22	0
	31-40 Years Old	F	0	5	11	10	4
		%	0	21.74	28.21	27.03	20
	41-50 Years Old	F	1	8	13	16	6
		%	100	34.78	33.33	43.24	30
	51-60 Years Old	F	0	6	13	4	9
		%	0	26.09	33.33	10.81	45
	More Than 60 Years Old	F	0	3	0	1	1
		%	0	13.04	0	2.70	5
Overall		F	1	23	39	37	20
		%	100	100	100	100	100
Computed Chi-square	P-value	Decision			Remarks		
21.771	0.151	Accept H_0			Not Significant		

Table 86 the significant relationship between the respondents' succession planning and management practices in terms of communicate expectations when grouped according to age. Respondents who are 30 years old and below got six (6) or 16.22 percent with a verbal interpretation of moderately aware. Respondents who are 31-40 years old garnered eleven (11) or 28.21 percent with a verbal interpretation of aware. Respondents who are 41-50 years old gained sixteen (16) or 43.24 percent with a verbal interpretation of moderately aware. Respondents who are 51-60 years old gathered thirteen (13) or 33.33 percent with a verbal interpretation of aware. Respondents who are 60 years old and above got three (3) or 13.04 with a verbal interpretation of less aware. It can be inferred from the figures that respondents whose age are 41-50 years old are moderately aware while respondents whose age are 6o years old and above are less aware of the succession planning and management practices in terms of communicate expectations.

Consequently, the data exemplify the significant relationship between succession planning and management practices and the respondents' profile according to gender as shown in the Chi-square. When succession planning and management practices in terms of communicate expectations were plotted against gender, Chi-square was computed as 21.771. Likewise, the P-value of 0.151 is higher than 0.05 thus, the null hypothesis is accepted. This means that there is no significant relationship between succession planning and management practices in terms of communicate expectations and age.

Table 87

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Organization Assessment and Alignment When Grouped According to:

Age

			Organization Assessment and Alignment				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
AGE	30 Years Old Below	F	0	3	3	4	0
		%	0	12.5	6.38	12.12	0
	31-40 Years Old	F	1	3	13	10	3
		%	50	12.5	27.66	30.30	20
	41-50 Years Old	F	0	9	17	14	4
		%	0	37.5	36.17	42.42	26.67
	51-60 Years Old	F	0	7	13	5	7
		%	0	29.17	27.66	15.15	46.67
	More Than 60 Years Old	F	1	2	1	0	1
		%	50	8.33	2.13	0	6.67
Overall		F	2	24	47	33	15
		%	100	100	100	100	100
Computed Chi-square	**P-value**		**Decision**			**Remarks**	
24.648	0.076		Accept H_0			Not Significant	

Table 87 displays the significant relationship between the respondents' succession planning and management practices in terms of organization assessment and alignment when grouped according to age. Respondents who are 30 years old and below got four (4) or 12.12 percent with a verbal interpretation of moderately aware. Respondents who are 31-40 years old garnered thirteen (13) or 27.66 percent with a verbal interpretation of aware.

Respondents who are 41-50 years old gained seventeen (17) or 36.17 percent with a verbal interpretation of aware. Respondents who are 51-60 years old gathered thirteen (13) or 27.66 percent with a verbal interpretation of aware. Respondents who are 60 years old and above got two (2) or 8.33 with a verbal interpretation of less aware. Majority of the respondents are aware of the succession planning and management practices in terms of organization assessment and alignment.

Consequently, the data exemplify the significant relationship between succession planning and management practices and the respondents' profile according to age as shown in the Chi-square. When succession planning and management practices in terms of organization and assessment and alignment were plotted against age, Chi-square was computed as 24.648. Likewise, the P-value of 0.076 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between succession planning and management practices in terms of organization assessment and alignment and age.

Table 88

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Talent Training and Development When Grouped According to:

Age

			Talent Training &Development			
			Less Aware	Aware	Moderately Aware	Highly Aware
AGE	30 Years Old Below	F	1	4	4	1
		%	5	8.33	11.11	5.88
	31-40 Years Old	F	5	11	8	6
		%	25	22.92	22.22	35.29
	41-50 Years Old	F	8	18	15	3
		%	40	37.5	41.67	17.65
	51-60 Years Old	F	4	14	7	7
		%	20	29.17	19.44	41.18
	More Than 60 Years Old	F	2	1	2	0
		%	10	2.08	5.56	0
Overall		F	20	48	36	17
		%	100	100	100	100
Computed Chi-square		**P-value**	**Decision**		**Remarks**	
9.198		0.686	Accept H_0		Not Significant	

Table 88 presents the significant relationship between the respondents' succession planning and management practices in terms of talent training and development when

grouped according to age. Respondents who are 30 years old and below got four (4) or 11.11 percent with a verbal interpretation of moderately aware. Respondents who are 31-40 years old garnered six (6) or 35.29 percent with a verbal interpretation of highly aware. Respondents who are 41-50 years old gained fifteen (15) or 41.67 percent with a verbal interpretation of moderately aware. Respondents who are 51-60 years old gathered seven (7) or 41.18 percent with a verbal interpretation of highly aware. Respondents who are 60 years old and above got two (2) or 10.0 with a verbal interpretation of less aware. Majority of the respondents from 41-50 years old are moderately aware of the succession planning and management practices in terms of talent training and development.

Accordingly, the data exemplify the significant relationship between succession planning and management practices and the respondents' profile according to age as shown in the Chi-square. When succession planning and management practices in terms of talent training and development were plotted against age, Chi-square was computed as 9.198. Likewise, the P-value of 0.686 is higher than 0.05 thus, the null hypothesis is accepted. This means that there is no significant relationship between succession planning and management practices in terms of talent training and development and age.

Table 89

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Process Evaluation When Grouped According to:

Age

			Process Evaluation				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
AGE	30 Years Old Below	F	0	2	4	4	0
		%	0	10	9.76	10.81	0
	31-40 Years Old	F	3	7	5	12	3
		%	37.5	35	12.20	32.43	20
	41-50 Years Old	F	1	6	18	13	6
		%	12.5	30	43.90	35.14	40
	51-60 Years Old	F	3	4	13	6	6
		%	37.5	20	31.71	16.22	40
	More Than 60 Years Old	F	1	1	1	2	0
		%	12.5	5	2.44	5.41	0
Overall		F	8	20	41	37	15
		%	100	100	100	100	100
Computed Chi-square	**P-value**		**Decision**			**Remarks**	
15.617	0.48		Accept H$_0$			Not Significant	

Table 89 shows the significant relationship between the respondents' succession planning and management practices in terms of process evaluation when grouped according to age. Respondents who are 30 years old and below got four (4) or 10.81 percent with a verbal interpretation of moderately aware. Respondents who are 31-40 years old garnered three (3) or 37.5 percent with a verbal interpretation of less aware. Respondents who are 41-50 years old gained eighteen (18) or 43.90 percent with a verbal interpretation of aware. Respondents who are 51-60 years old gathered six (6) or 40.0 percent with a verbal interpretation of highly aware. Respondents who are 60 years old and above got one (1) or 12.5 with a verbal interpretation of not aware. It can be gleaned from the result that respondents whose age are 51-60 years old gained are highly aware, however, respondents whose age are 60 years old and above are not aware of the succession planning and management practices in terms process evaluation.

Seemingly, the results show the significant relationship between succession planning and management practices and the respondents' profile according to age as shown in the Chi-square. When succession planning and management practices in terms of process evaluation were plotted against age, Chi-square was computed as 15.617. Likewise, the P-value of 0.48 is higher than 0.05 thus, the null hypothesis is accepted. This means that there is no significant relationship between succession planning and management practices in terms of process evaluation and age.

Table 90

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Communicate Expectations When Grouped According to:

Employment Status

			Communication Expectations				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Employment Status	Regular	F	2	19	26	34	18
		%	100	86.36	70.27	94.44	100
	Probationary	F	0	3	11	2	0
		%	0	13.64	29.73	5.56	0
Overall		F	2	22	37	36	18
		%	100	100	100	100	100
Computed Chi-square		**P-value**	**Decision**			**Remarks**	
13.061		0.011	Reject H_0			Significant	

Table 90 reveals the significant relationship between the respondents' succession planning and management practices in terms of communicate expectations when grouped according to employment status. Respondents who have regular status got the highest percentage of two (2) or 100.0 percent with a verbal interpretation of not aware, and eighteen (18) or 100.0 percent highly aware verbal interpretation respectively. Likewise, respondents who have probationary status gained eleven (11) or 29.73 percent with a verbal interpretation of aware. The respondents who have regular status gained extreme level of awareness as not aware and highly aware respectively of the succession planning and management practices in terms of communicate expectations.

Thus, the data exemplify the significant relationship between succession planning and management practices and the respondents' profile according to employment status as shown in the Chi-square. When succession planning and management practices in terms of communicate expectations were plotted against employment status, Chi-square was computed as 13.061. Likewise, the P-value of 0.011 is lower than 0.05 thus, the null hypothesis is rejected.This means that there is a significant relationship between succession planning and management practices in terms of communicate expectations and employment status.

Table 91

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Organization Assessment and Alignment When Grouped According to:

Employment Status

			Organization Assessment and Alignment				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Employment Status	Regular	F	2	20	34	31	13
		%	66.67	83.33	79.07	93.94	100
	Probationary	F	1	4	9	2	0
		%	33.33	16.67	20.93	6.06	0
Overall		F	3	24	43	33	13
		%	100	100	100	100	100
Computed Chi-square		P-value	Decision			Remarks	
6.711		0.152	Accept H_0			Not Significant	

Table 91 presents the significant relationship between the respondents' succession planning and management practices in terms of organization assessment and alignment when grouped according to employment status. Respondents who have regular status got the highest percentage of thirteen (13) or 100.0 percent with a verbal interpretation of highly aware. Likewise, respondents who have probationary status gained one (1) or 33.33 percent with a verbal interpretation of not aware. The respondents who have regular and probationary status gained extreme level of awareness as not aware and highly aware of the succession planning and management practices in terms of organization assessment and alignment.

Hence, the results establish the significant relationship between succession planning and management practices and the respondents' profile according to employment status as shown in the Chi-square. When succession planning and management practices in terms of organization assessment and alignment were plotted against employment status, Chi-square was computed as 6.711. Likewise, the P-value of 0.152 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between succession planning and management practices in terms of organization assessment and alignment and employment status.

Table 92

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Talent Training and Development When Grouped According to:

Employment Status

			Talent & Training Development				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Employment Status	Regular	F	1	14	37	32	16
		%	100	73.68	82.22	91.43	100
	Probationary	F	0	5	8	3	0
		%	0	26.32	17.78	8.57	0
Overall		F	1	19	45	35	16
		%	100	100	100	100	100
Computed Chi-square		**P-value**	**Decision**			**Remarks**	
6.629		0.157	Accept H_0			Not Significant	

Table 92 displays the significant relationship between the respondents' succession planning and management practices in terms of talent training and development when grouped according to employment status. Respondents who have regular status got the highest percentage of one (1) or 100.0 percent with a verbal interpretation of not aware, and sixteen (16) or 100.0 percent highly aware verbal interpretation respectively. Likewise, respondents who have probationary status gained five (5) or 26.32 percent with a verbal interpretation of less aware. The respondents who have regular status gained extreme level of awareness as not aware and highly aware respectively of the succession planning and management practices in terms of talent training and development.

Likewise, the data typify the significant relationship between succession planning and management practices and the respondents' profile according to employment status as shown in the Chi-square. When succession planning and management practices in terms of talent training and development were plotted against employment status, Chi-square was computed as 6.629. Likewise, the P-value of 0.157 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between succession planning and management practices in terms of talent training and development and employment status.

Table 93

Significant Relationship betweenthe Respondents' Succession Planning and Management Practices in terms of Process Evaluation When Grouped According to:

Employment Status

			Process Evaluation				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Employment Status	Regular	F	8	14	31	33	14
		%	88.89	77.78	79.49	91.67	100
	Probationary	F	1	4	8	3	0
		%	11.11	22.22	20.51	8.33	0
Overall		F	9	18	39	36	14
		%	100	100	100	100	100
Computed Chi-square		**P-value**	**Decision**			**Remarks**	
5.754		0.218	Accept H_0			Not Significant	

Table 93 reveals the significant relationship between the respondents' succession planning and management practices in terms of process evaluation when grouped according

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to employment status. Respondents who have regular status got the highest percentage of fourteen (14) or 100.0 percent with a verbal interpretation of highly aware. Similarly, respondents who have probationary status gained four (4) or 22.22 percent with a verbal interpretation of less aware. The respondents who have regular status gained the highest level of awareness of the succession planning and management practices in terms of process evaluation.

Thus, the data exemplify the significant relationship between succession planning and management practices and the respondents' profile according to employment status as shown in the Chi-square. When succession planning and management practices in terms of process evaluation were plotted against employment status, Chi-square was computed as 5.754. Likewise, the P-value of 0.218 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between succession planning and management practices in terms of process evaluation and employment status.

Table 94

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Communicate Expectations When Grouped According to:

Educational Attainment

			Communication Expectations				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Educational Attainment	M.A.	F	1	12	22	20	10
		%	100	52.17	59.46	58.82	52.63
	PhD/EdD	F	0	8	10	11	9
		%	0	34.78	27.03	32.35	47.37
	Prof. Degree	F	0	3	5	3	0
		%	0	13.04	13.51	8.82	0
Overall		F	1	23	37	34	19
		%	100	100	100	100	100
Computed Chi-square	**P-value**		**Decision**			**Remarks**	
5.264	0.729		Accept H_0			Not Significant	

Table 94 reveals the significant relationship between the respondents' succession planning and management practices in terms of communicate expectations when grouped according to educational attainment. Respondents with M.A garnered one (1) or 100.0

percent with a verbal interpretation of not aware. Likewise, respondents with PhD gained nine (9) or 47.37 percent with a verbal interpretation of highly aware. Respondents with prof.degree got five (5) or 13.51 percent with a verbal interpretation of aware. It can be inferred from the data that respondents who are PhD holder gained the highest level of awareness of the succession planning and management practices in terms of communicate expectations.

Thus, the data exemplify the significant relationship between succession planning and management practices and the respondents' profile according to educational attainment as shown in the Chi-square. When succession planning and management practices in terms of communicate expectations were plotted against educational attainment, Chi-square was computed as 5.264. Likewise, the P-value of 0.729 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between succession planning and management practices in terms of communicate expectations and educational attainment.

Table 95

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Organization Assessment and Alignment When Grouped According to:

Educational Attainment

			Organization Assessment and Alignment				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Educational Attainment	M.A.	F	1	13	25	20	6
		%	50	54.17	55.56	66.67	42.86
	PhD/EdD	F	1	7	15	7	8
		%	50	29.17	33.33	23.33	57.14
	Prof. Degree	F	0	4	5	3	0
		%	0	16.67	11.11	10	0
Overall		F	2	24	45	30	14
		%	100	100	100	100	100
Computed Chi-square		**P-value**	**Decision**			**Remarks**	
7.244		0.511	Accept H_0			Not Significant	

Table 95 reveals the significant relationship between the respondents' succession planning and management practices in terms of organization assessment and alignment

when grouped according to educational attainment. Respondents with M.A garnered twenty (20) or 66.67 percent with a verbal interpretation of moderately aware. Likewise, respondents with PhD gained eight (8) or 57.14 percent with a verbal interpretation of highly aware. Respondents with prof.degree got four (4) or 16.67 percent with a verbal interpretation of less aware. It can be inferred from the data that respondents who are PhD holder gained the highest level of awareness of the succession planning and management practices in terms of organization assessment and alignment.

Thus, the results show the significant relationship between succession planning and management practices and the respondents' profile according to educational attainment as shown in the Chi-square. When succession planning and management practices in terms of organization assessment and alignment were plotted against educational attainment, Chi-square was computed as 7.244. Likewise, the P-value of 0.511 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between succession planning and management practices in terms of communicate expectations and educational attainment.

Table 96

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Talent Training and Development When Grouped According to:

Educational Attainment

			Talent Training& Development			
			Less Aware	Aware	Moderately Aware	Highly Aware
Educational Attainment	M.A.	F	12	27	19	7
		%	60	58.70	57.58	43.75
	PhD/EdD	F	5	13	11	9
		%	25	28.26	33.33	56.25
	Prof. Degree	F	3	6	3	0
		%	15	13.04	9.09	0
Overall		F	20	46	33	16
		%	100	100	100	100
Computed Chi-square		**P-value**	**Decision**		**Remarks**	
6.294		0.391	Accept H$_0$		Not Significant	

Table 96 reveals the significant relationship between the respondents' succession planning and management practices in terms of talent training and development when grouped according to educational attainment. Respondents with M.A garnered twelve (12) or 60.0 percent with a verbal interpretation of less aware. Likewise, respondents with PhD gained nine (9) or 56.25 percent with a verbal interpretation of highly aware. Respondents with prof.degree got three (3) or 15.0 percent with a verbal interpretation of less aware. It can be inferred from the data that respondents who are PhD holder have consistent level of awareness as highly aware of the succession planning and management practices in terms of talent training and development.

Consequently, the data exemplify the significant relationship between succession planning and management practices and the respondents' profile according to educational attainment as shown in the Chi-square. When succession planning and management practices in terms of talent training and development were plotted against educational attainment, Chi-square was computed as 6.294. Likewise, the P-value of 0.391 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between succession planning and management practices in terms of talent training and development and educational attainment.

Table 97

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Process EvaluationWhen Grouped According to:

Educational Attainment

			Process Evaluation				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Educational Attainment	M.A.	F	5	16	16	22	6
		%	62.5	80	42.11	62.86	42.86
	PhD/EdD	F	3	1	14	12	8
		%	37.5	5	36.84	34.29	57.14
	Prof. Degree	F	0	3	8	1	0
		%	0	15	21.05	2.86	0
Overall		F	8	20	38	35	14
		%	100	100	100	100	100
Computed Chi-square		**P-value**	**Decision**			**Remarks**	
20.287		0.009	Reject H$_0$			Significant	

Table 97 shows the significant relationship between the respondents' succession planning and management practices in terms of process evaluation when grouped according to educational attainment. Respondents with M.A garnered sixteen (16) or 80.0 percent with a verbal interpretation of less aware. Likewise, respondents with PhD gained eight (8) or 57.14 percent with a verbal interpretation of highly aware. Respondents with prof.degree got eight (8) or 21.05 percent with a verbal interpretation of aware. It can be inferred from the data that respondents who are M.A holder gained the highest percentage with level of awareness of less aware of the succession planning and management practices in terms of process evaluation.

Seemingly, the figures exemplify the significant relationship between succession planning and management practices and the respondents' profile according to educational attainment as shown in the Chi-square. When succession planning and management practices in terms of process evaluation were plotted against educational attainment, Chi-square was computed as 20.287. Likewise, the P-value of 0.009 is lower than 0.05 thus, the null hypothesis is rejected.This means that there is a significant relationship between succession planning and management practices in terms of process evaluation and educational attainment.

Table 98

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Communicate Expectations When Grouped According to:

Years in Service in the Institution

			Communicate Expectations				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Years in Service in the institution	0-5	F	0	4	15	10	1
		%	0	17.39	40.54	27.78	5.26
	6-10	F	0	3	8	10	4
		%	0	13.04	21.62	27.78	21.05
	11-15	F	0	6	6	9	4
		%	0	26.09	16.22	25	21.05
	16-20	F	1	0	5	4	2
		%	100	0	13.51	11.11	10.53
	More than 20 yrs.	F	0	10	3	3	8
		%	0	43.48	8.11	8.33	42.11
Overall		F	1	23	37	36	19
		%	100	100	100	100	100
Computed Chi-square	**P-value**		**Decision**			**Remarks**	
36.119	0.003		Reject H_0			Significant	

Table 98 displays the significant relationship between the respondents' succession planning and management practices in terms of communicate expectations when grouped according to year/s in service in the institution. Respondents with 0-5 got fifteen (15) or 40.54 percent with a verbal interpretation of aware. Likewise, respondents 6-10 gained ten (10) or 27.78 percent with a verbal interpretation of moderately aware. Respondents with 11-15 got six (6) or 26.09 percent with a verbal interpretation of less aware. Respondents with 16-20 gathered one (1) or 100.0 percent with a verbal interpretation of not aware. Similarly, respondents with more than 20 years and above garnered ten (10) or 43.48 percent with a verbal interpretation of less aware. It can be gleaned from the data that respondents with 16-20 years in service in the institution are moderately aware, however, respondents with more than 20 years in service are less aware of the succession planning and management practices in terms of communicate expectations.

Thus, the data present the significant relationship between succession planning and management practices and the respondents' profile according to year/s in service in the institution as shown in the Chi-square. When succession planning and management practices in terms of communicate expectations were plotted against year/s in service in the institution, Chi-square was computed as 36.199. Likewise, the P-value of 0.003 is lower than 0.05 thus, the null hypothesis is rejected. This means that there is a significant relationship between succession planning and management practices in terms of communicate expectations and year/s in service in the institution.

Table 99

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Organization Assessment and Alignment When Grouped According to:

Years in Service in the Institution

			Organization Assessment and Alignment				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Years in Service in the institution	0-5	F	1	4	17	5	3
		%	50	16.67	38.64	15.15	21.43
	6-10	F	1	3	9	11	2
		%	50	12.5	20.45	33.33	14.29
	11-15	F	0	7	8	7	3
		%	0	29.17	18.18	21.21	21.43

16-20	F	0	2	5	4	1
	%	0	8.33	11.36	12.12	7.14
More than 20 yrs.	F	0	8	5	6	5
	%	0	33.33	11.36	18.18	35.71
Overall	F	2	24	44	33	14
	%	100	100	100	100	100

Computed Chi-square	P-value	Decision		Remarks	
17.337	0.364	Accept H_0		Not Significant	

Table 99 shows the significant relationship between the respondents' succession planning and management practices in terms of organization assessment and alignment when grouped according to year/s in service in the institution. Respondents with 0-5 got one (1) or 50.0 percent with a verbal interpretation of not aware. Likewise, respondents 6-10 gained one (1) or 50.0 percent with a verbal interpretation of not aware. Respondents with 11-15 got seven (7) or 29.17 percent with a verbal interpretation of less aware.Respondents with 16-20 gathered four (4) or 12.12 percent with a verbal interpretation of moderately aware.Similarly, respondents with more than 20 years and above garnered five (5) or 35.71 percent with a verbal interpretation of highly aware. It can be gleaned from the data that respondents with more than 20 years in service are highly aware of the succession planning and management practices in terms of organization assessment and alignment.

Thus, the data establish the significant relationship between succession planning and management practices and the respondents' profile according to year/s in service in the institution as shown in the Chi-square. When succession planning and management practices in terms of organization assessment and alignment were plotted against year/s in service in the institution, Chi-square was computed as 17.337. Likewise, the P-value of 0.364 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between succession planning and management practices in terms of organization assessment and alignment and year/s in service in the institution.

Table 100

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Talent Training and Development When Grouped According to:

Years in Service in the Institution

			Talent Training &Development			
			Less Aware	Aware	Moderately Aware	Highly Aware
Years in Service in the institution	0-5	F	6	15	6	3
		%	30	31.91	17.65	18.75
	6-10	F	2	10	10	4
		%	10	21.28	29.41	25
	11-15	F	7	9	5	4
		%	35	19.15	14.71	25
	16-20	F	1	4	6	1
		%	5	8.51	17.65	6.25
	More than 20 yrs.	F	4	9	7	4
		%	20	19.15	20.59	25
Overall		F	20	47	34	16
		%	100	100	100	100
Computed Chi-square		**P-value**	**Decision**		**Remarks**	
9.818		0.632	Accept H_0		Not Significant	

Table 100 displays the significant relationship between the respondents' succession planning and management practices in terms of talent training and development when grouped according to year/s in service in the institution. Respondents with 0-5 got fifteen (15) or 31.91 percent with a verbal interpretation of aware. Likewise, respondents 6-10 gained ten (10) or 29.41 percent with a verbal interpretation of moderately aware. Respondents with 11-15 got seven (7) or 35.0 percent with a verbal interpretation of less aware.Respondents with 16-20 gathered six (6) or 17.65 percent with a verbal interpretation of moderately aware.Likewise, respondents with more than 20 years and above garnered four (4) or 25.0 percent with a verbal interpretation of highly aware. It can be gleaned from the data that respondents with more than 20 years in service are highly aware while respondents with 11-15 are less aware of the succession planning and management practices in terms of talent training and development.

Consequently, the results show the significant relationship between succession planning and management practices and the respondents' profile according to year/s in service in the institution as shown in the Chi-square. When succession planning and management practices in terms of talent training and development were plotted against

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year/s in service in the institution, Chi-square was computed as 9.818. Likewise, the P-value of 0.632 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between succession planning and management practices in terms of talent training and development as regards to year/s in service in the institution.

Table 101

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Process EvaluationWhen Grouped According to:

Years in Service in the Institution

			Process Evaluation				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Years in Service in the institution	0-5	F	1	7	11	8	3
		%	12.5	35	28.95	21.62	21.43
	6-10	F	1	2	11	9	3
		%	12.5	10	28.95	24.32	21.43
	11-15	F	3	5	6	9	2
		%	37.5	25	15.79	24.32	14.29
	16-20	F	1	0	5	5	1
		%	12.5	0	13.16	13.51	7.14
	More than 20 yrs.	F	2	6	5	6	5
		%	25	30	13.16	16.22	35.71
Overall		F	8	20	38	37	14
		%	100	100	100	100	100
Computed Chi-square	**P-value**		**Decision**			**Remarks**	
13.167	0.661		Accept H_0			Not Significant	

Table 101 presents the significant relationship between the respondents' succession planning and management practices in terms of process evaluation when grouped according to year/s in service in the institution. Respondents with 0-5 got seven (7) or 35.0 percent with a verbal interpretation of less aware. Likewise, respondents 6-10 gained eleven (11) or 28.95 percent with a verbal interpretation of aware. Respondents with 11-15 got six (6) or 26.09 percent with a verbal interpretation of less aware.Respondents with 16-20 gathered five (5) or 13.51 percent with a verbal interpretation of moderately aware.Similarly, respondents with more than 20 years and above garnered five (5) or 35.71 percent with a verbal interpretation of highly aware. It can be gleaned from the data that respondents with

more than 20 years in service are highly aware of the succession planning and management practices in terms of process evaluation.

Thus, the data establish the significant relationship between succession planning and management practices and the respondents' profile according to year/s in service in the institution as shown in the Chi-square. When succession planning and management practices in terms of process evaluation were plotted against year/s in service in the institution, Chi-square was computed as 13.167. Likewise, the P-value of 0.661 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between succession planning and management practices in terms of process evaluation and year/s in service in the institution.

Table 102

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Communicate Expectations When Grouped According to:

Year/s in Service in the Present Position

			Communicate Expectations				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Year/s in Service in the Present Position	Less than 1 year	F	0	4	10	7	4
		%	0	17.39	25.64	18.92	21.05
	1 year	F	0	1	4	1	3
		%	0	4.35	10.26	2.70	15.79
	2 years	F	0	7	5	7	1
		%	0	30.43	12.82	18.92	5.26
	3 years	F	0	2	7	3	2
		%	0	8.70	17.95	8.11	10.53
	4 years	F	1	1	3	5	1
		%	50	4.35	7.69	13.51	5.26
	5 years and above	F	1	8	10	14	8
		%	50	34.78	25.64	37.84	42.11
Overall		F	2	23	39	37	19
		%	100	100	100	100	100
Computed Chi-square	**P-value**		**Decision**			**Remarks**	
18.678	0.543		Accept H_0			Not Significant	

Table 102 displays the significant relationship between the respondents' succession planning and management practices in terms of communicate expectations when grouped

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according to year/s in service in the present position. Respondents with less than 1 year gained ten (10) or25.64 percent with a verbal interpretation of aware. Likewise, respondents 1 year gained three (3) or 15.79 percent with a verbal interpretation of highly aware. Respondents with 2 years got seven (7) or 30.43 percent with a verbal interpretation of less aware. Respondents with 3 years gathered seven (7) or 17.95 percent with a verbal interpretation of aware. Similarly, respondents with 4 years garnered one (1) or 50.0 percent with a verbal interpretation of not aware.Respondents with 5 years and above got one (1) or 50.0 percent with a verbal interpretation of not aware. It can be gleaned from the data that respondents with 4 and 5 years and above in service in the present position are not aware of the succession planning and management practices in terms of communicate expectations.

Thus, the data present the significant relationship between succession planning and management practices and the respondents' profile according to year/s in service in the present position as shown in the Chi-square. When succession planning and management practices in terms of communicate expectations were plotted against year/s in service in the present position, Chi-square was computed as 18.678. Likewise, the P-value of 0.543 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between succession planning and management practices in terms of communicate expectations and year/s in service in the present position.

Table 103

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Organization Assessment and Alignment When Grouped According to:

Year/s in Service in the Present Position

			Organization Assessment and Alignment				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Years in Service in the Present Position	Less than 1 year	F	2	4	10	7	2
		%	66.67	16.67	21.28	21.21	14.29
	1 year	F	0	3	3	3	1
		%	0	12.5	6.38	9.09	7.14
	2 years	F	0	5	9	4	2
		%	0	20.83	19.15	12.12	14.29
	3 years	F	0	2	7	4	1
		%	0	8.33	14.89	12.12	7.14
	4 years	F	1	0	4	5	1

		%	33.33	0	8.51	15.15	7.14
	5 years and above	F	0	10	14	10	7
		%	0	41.67	29.79	30.30	50
Overall		F	3	24	47	33	14
		%	100	100	100	100	100

Computed Chi-square	P-value	Decision	Remarks
15.622	0.74	Accept H_0	Not Significant

Table 103 presents the significant relationship between the respondents' succession planning and management practices in terms of organization assessment and alignment when grouped according to year/s in service in the present position. Respondents with less than 1 year gained two (2) or 66.67 percent with a verbal interpretation of not aware. Likewise, respondents 1 year gained three (3) or 12.5 percent with a verbal interpretation of less aware. Respondents with 2 years got five (5) or 20.83 percent with a verbal interpretation of less aware. Respondents with 3 years gathered seven (7) or 14.89 percent with a verbal interpretation of aware. Similarly, respondents with 4 years garnered one (1) or 33.33 percent with a verbal interpretation of not aware.Respondents with 5 years and above got seven (7) or 50.0 percent with a verbal interpretation of highly aware. It can be inferred from the data that respondents with 5 years and above in service in the present position are highly aware of the succession planning and management practices in terms of organization assessment and alignment.

Hence, the data reveal the significant relationship between succession planning and management practices and the respondents' profile according to year/s in service in the present position as shown in the Chi-square. When succession planning and management practices in terms of organization assessment and alignment were plotted against year/s in service in the present position, Chi-square was computed as 15.622. Likewise, the P-value of 0.74 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between succession planning and management practices in terms of organization and assessment and year/s in service in the present position.

Table 104

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Talent Training and Development When Grouped According to:

Year/s in Service in the Present Position

			Talent Training &Development				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Years in Service in the Present Position	Less than 1 year	F	0	5	10	5	5
		%	0	25	20.83	13.89	31.25
	1 year	F	0	2	4	2	2
		%	0	10	8.33	5.56	12.5
	2 years	F	0	2	9	7	2
		%	0	10	18.75	19.44	12.5
	3 years	F	0	1	9	4	0
		%	0	5	18.75	11.11	0
	4 years	F	1	2	2	6	0
		%	100	10	4.17	16.67	0
	5 years and above	F	0	8	14	12	7
		%	0	40	29.17	33.33	43.75
Overall		F	1	20	48	36	16
		%	100	100	100	100	100
Computed Chi-square	**P-value**		**Decision**			**Remarks**	
24.359	0.227		Accept H_0			Not Significant	

Table 104 discloses the significant relationship between the respondents' succession planning and management practices in terms of talent training and development when grouped according to year/s in service in the present position. Respondents with less than 1 year gained five (5) or 31.25 percent with a verbal interpretation of highly aware. Likewise, respondents 1 year gained two (2) or 12.5 percent with a verbal interpretation of highly aware. Respondents with 2 years got seven (7) or 19.44 percent with a verbal interpretation of moderately aware. Respondents with 3 years gathered nine (9) or 18.75 percent with a verbal interpretation of aware. Similarly, respondents with 4 years garnered one (1) or 100.0 percent with a verbal interpretation of not aware.Respondents with 5 years and above got seven (7) or 43.75 percent with a verbal interpretation of highly aware. It can be gleaned from the data that only respondents with 4 years in service in the present position are not

aware of the succession planning and management practices in terms of talent training and development.

Thus, the data present the significant relationship between succession planning and management practices and the respondents' profile according to year/s in service in the present position as shown in the Chi-square. When succession planning and management practices in terms of talent training and development were plotted against year/s in service in the present position, Chi-square was computed as 24.359. Likewise, the P-value of 0.227 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between succession planning and management practices in terms of talent training and development and year/s in service in the present position.

Table 105

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Process EvaluationWhen Grouped According to:

Year/s in Service in the Present Position

			Process Evaluation				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Years in Service in the Present Position	Less than 1 year	F	3	5	7	6	4
		%	33.33	25	17.07	16.22	28.57
	1 year	F	0	1	5	1	3
		%	0	5	12.20	2.70	21.43
	2 years	F	1	3	7	7	2
		%	11.11	15	17.07	18.92	14.29
	3 years	F	0	1	8	4	1
		%	0	5	19.51	10.81	7.14
	4 years	F	1	3	1	5	1
		%	11.11	15	2.44	13.51	7.14
	5 years and above	F	4	7	13	14	3
		%	44.44	35	31.71	37.84	21.43
Overall		F	9	20	41	37	14
		%	100	100	100	100	100
Computed Chi-square	**P-value**	**Decision**			**Remarks**		
14.479	0.622	Accept H_0			Not Significant		

Table 105 shows the significant relationship between the respondents' succession planning and management practices in terms of process evaluation when grouped according to year/s in service in the present position. Respondents with less than 1 year gained three (3) or 33.33 percent with a verbal interpretation of not aware. Likewise, respondents 1 year gained three (3) or 21.43 percent with a verbal interpretation of highly aware. Respondents with 2 years got seven (7) or 18.92 percent with a verbal interpretation of moderately aware. Respondents with 3 years gathered eight (8) or 19.51 percent with a verbal interpretation of aware. Similarly, respondents with 4 years garnered five (5) or 13.51 percent with a verbal interpretation of moderately aware. Respondents with 5 years and above got four (4) or 44.44 percent with a verbal interpretation of not aware. The data revealed respondents with less than 1 year and 5 years and above in service in the present position are not aware of the succession planning and management practices in terms of process evaluation.

Thus, the data present the significant relationship between succession planning and management practices and the respondents' profile according to year/s in service in the present position as shown in the Chi-square. When succession planning and management practices in terms of process were plotted against year/s in service in the present position, Chi-square was computed as 14.479. Likewise, the P-value of 0.622 is higher than 0.05 thus, the null hypothesis is accepted. This means that there is no significant relationship between succession planning and management practices in terms of process evaluation and year/s in service in the present position.

Table 106

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Communicate Expectations When Grouped According to:

Year/s in Service in the Previous Position

			Communicate Expectations				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Years in Service in the Previous Position	Less than 1 year	F	0	0	1	4	0
		%	0	0	3.23	12.5	0
	1 year	F	0	5	5	2	3
		%	0	25	16.13	6.25	15.79
	2 years	F	1	2	6	7	1
		%	50	10	19.35	21.875	5.26

3 years	F	0	0	7	4	1
	%	0	0	22.58	12.5	5.26
4 years	F	0	2	2	3	2
	%	0	10	6.45	9.38	10.53
5 years and above	F	1	11	10	12	12
	%	50	55	32.26	37.5	63.16
Overall	F	2	20	31	32	19
	%	100	100	100	100	100
Computed Chi-square	**P-value**	**Decision**			**Remarks**	
23.94	0.245	Accept H_0			Not Significant	

Table 106 displays the the significant relationship between the respondents' succession planning and management practices in terms of communicate expectations when grouped according to year/s in service in the previous position. Respondents with less than 1 year gained four (4) or 12.5 percent with a verbal interpretation of moderately aware. Likewise, respondents 1 year gained five (5) or 25.0 percent with a verbal interpretation of less aware. Respondents with 2 years got one (1) or 50.0 percent with a verbal interpretation of not aware. Respondents with 3 years gathered seven (7) or 22.58 percent with a verbal interpretation of aware. Similarly, respondents with 4 years garnered two (2) or 10.53 percent with a verbal interpretation of highly aware. Respondents with 5 years and above got twelve (12) or 63.16 percent with a verbal interpretation of highly aware. It can be gleaned from the data those respondentswith less than 1 year and 5 years and above in service in the previous position are moderately and highly aware of the succession planning and management practices in terms of communicate expectations.

Thus, the data present the significant relationship between succession planning and management practices and the respondents' profile according to year/s in service in the previous position as shown in the Chi-square. When succession planning and management practices in terms of communicate expectations were plotted against year/s in service in the previous position, Chi-square was computed as 23.94. Likewise, the P-value of 0.245 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between succession planning and management practices in terms of communicate expectations and year/s in service in the previous position.

Table 107

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Organization Assessment and Alignment When Grouped According to:

Year/s in Service in the Previous Position

			Organization Assessment and Alignment				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Years in Service in the Previous Position	Less than 1 year	F	0	2	0	3	0
		%	0	9.09	0	10.34	0
	1 year	F	0	5	6	2	2
		%	0	22.73	17.14	6.90	13.33
	2 years	F	1	2	8	5	1
		%	33.33	9.09	22.86	17.24	6.67
	3 years	F	0	0	8	2	2
		%	0	0	22.86	6.90	13.33
	4 years	F	1	2	1	4	1
		%	33.33	9.09	2.86	13.79	6.67
	5 years and above	F	1	11	12	13	9
		%	33.33	50	34.29	44.83	60
Overall		F	3	22	35	29	15
		%	100	100	100	100	100
Computed Chi-square	**P-value**		**Decision**			**Remarks**	
24.73	0.212		Accept H_0			Not Significant	

Table 107 displays the significant relationship between the respondents' succession planning and management practices in terms of organization assessment and alignment when grouped according to year/s in service in the previous position. Respondents with less than 1 year gained three (3) or 10.34 percent with a verbal interpretation of moderately aware. Likewise, respondents 1 year gained five (5) or 22.73 percent with a verbal interpretation of less aware. Respondents with 2 years got one (1) or 33.33 percent with a verbal interpretation of not aware. Respondents with 3 years gathered eight (8) or 22.86 percent with a verbal interpretation of aware. Similarly, respondents with 4 years garnered one (1) or 33.33 percent with a verbal interpretation of not aware.Respondents with 5 years and above got nine (9) or 60.0 percent with a verbal interpretation of highly aware. The data show that respondents with 2 years and 4 years above in service in the previous position are not aware while respondent with 5 years and above are highly aware of the succession planning and management practices in terms of organization assessment and alignment.

Thus, the data present the significant relationship between succession planning and management practices and the respondents' profile according to year/s in service in the

previous position as shown in the Chi-square. When succession planning and management practices in terms of organization assessment and alignment were plotted against year/s in service in the previous position, Chi-square was computed as 24.73. Likewise, the P-value of 0.212 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between succession planning and management practices in terms of organization assessment and alignment as regards to year/s in service in the previous position.

Table 108

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Talent Training and Development When Grouped According to:

Year/s in Service in the Previous Position

			Talent Training &Development				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Years in Service in the Previous Position	Less than 1 year	F	0	0	3	2	0
		%	0	0	8.11	6.45	0
	1 year	F	0	4	6	4	1
		%	0	22.22	16.22	12.90	5.88
	2 years	F	0	3	6	6	2
		%	0	16.67	16.22	19.35	11.76
	3 years	F	0	0	6	5	1
		%	0	0	16.22	16.13	5.88
	4 years	F	0	3	2	2	2
		%	0	16.67	5.41	6.45	11.76
	5 years and above	F	1	8	14	12	11
		%	100	44.44	37.84	38.71	64.71
Overall		F	1	18	37	31	17
		%	100	100	100	100	100
Computed Chi-square	**P-value**	**Decision**			**Remarks**		
14.232	0.819	Accept H_0			Not Significant		

Table108shows the significant relationship between the respondents' succession planning and management practices in terms of talent training and development when grouped according to year/s in service in the previous position. Respondents with less than 1 year gained three (3) or 8.11 percent with a verbal interpretation of aware. Likewise, respondents 1 year gained four (4) or 22.22 percent with a verbal interpretation of less

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aware. Respondents with 2 years got six (6) or 19.35 percent with a verbal interpretation of moderately aware. Respondents with 3 years gathered six (6) or 16.22 percent with a verbal interpretation of aware. Similarly, respondents with 4 years garnered three (3) or 16.67 percent with a verbal interpretation of less aware. Respondents with 5 years and above got one (1) or 100.0 percent with a verbal interpretation of not aware. It can be gleaned from the data those respondentswith and 5 years and above in service in the previous position are not aware of the succession planning and management practices in terms of talent training and development.

Thus, the results present the significant relationship between succession planning and management practices and the respondents' profile according to year/s in service in the previous position as shown in the Chi-square. When succession planning and management practices in terms of talent training and development were plotted against year/s in service in the previous position, Chi-square was computed as 14.232. Likewise, the P-value of 0.819 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between succession planning and management practices in terms of talent training and development as regards to year/s in service in the previous position.

Table 109

Significant Relationship between of the Respondents' Succession Planning and Management Practices in terms of Process EvaluationWhen Grouped According to:

Year/s in Service in the Previous Position

			Process Evaluation				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Years in Service in the Previous Position	Less than 1 year	F	0	1	2	2	0
		%	0	5.56	6.90	5.88	0
	1 year	F	0	4	5	3	3
		%	0	22.22	17.24	8.82	21.43
	2 years	F	3	2	4	8	0
		%	33.33	11.11	13.79	23.53	0
	3 years	F	0	2	6	2	2
		%	0	11.11	20.69	5.88	14.29
	4 years	F	2	2	0	4	1
		%	22.22	11.11	0	11.76	7.14
	5 years and above	F	4	7	12	15	8
		%	44.44	38.89	41.38	44.12	57.14
Overall		F	9	18	29	34	14
		%	100	100	100	100	100
Computed Chi-square	**P-value**		**Decision**			**Remarks**	
20.117	0.451		Accept H_0			Not Significant	

Table 109 reveals the significant relationship between the respondents' succession planning and management practices in terms of process evaluation when grouped according to year/s in service in the previous position. Respondents with less than 1 year gained two (2) or 6.90 percent with a verbal interpretation of aware. Likewise, respondents 1 year gained four (4) or 22.22 percent with a verbal interpretation of less aware. Respondents with 2 years got three (3) or 33.33 percent with a verbal interpretation of not aware. Respondents with 3 years gathered six (6) or 20.69 percent with a verbal interpretation of aware. Similarly, respondents with 4 years garnered two (2) or 22.22 percent with a verbal interpretation of not aware. Respondents with 5 years and above got (8) or 57.14 percent with a verbal interpretation of highly aware. It can be gleaned from the data that only those respondents with5 years and above in service in the previous position are highly aware of the succession planning and management practices in terms of process evaluation.

Thus, the data present the significant relationship between succession planning and management practices and the respondents' profile according to year/s in service in the previous position as shown in the Chi-square. When succession planning and management practices in terms of process evaluation were plotted against year/s in service in the previous position, Chi-square was computed as 20.117. Likewise, the P-value of 0.451 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between succession planning and management practices in terms of process evaluation as regards to year/s in service in the previous position.

Table 110

Significant Relationship between Overall Succession Planning and Management Practices and the Respondents' Profile When Grouped According to:

Type of HEI

			Overall Succession Planning and Management Practices				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Type of HEI	Sectarian	F	1	20	29	26	11
		%	50	95.24	56.86	81.25	73.33
	Non-Sectarian	F	1	1	22	6	4
		%	50	4.76	43.14	18.75	26.67
Overall		F	2	21	51	32	15
		%	100	100	100	100	100
Computed Chi-square	P-value	Decision			Remarks		
13.244	0.01	Reject H_0			Significant		

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Table 110 illustrates the significant relationship between overall succession planning and management practices and the respondents' profile according to type of HEI. Respondents from sectarian institution garnered twenty (20) or 95.24 percent with a verbal interpretation of less aware. Respondents from non-sectarian gained one (1) or 50.0 percent with a verbal interpretation of not aware. It can be inferred from the result that respondents from sectarian and non-sectarian have little awareness in terms of succession planning and management practices.

Consequently, the data present the significant relationship between overall succession planning and management practices and the respondents' profile according to type of HEI as shown in the Chi-square. When overall succession planning and management practices were plotted against type of HEI, Chi-square was computed as 13.244. Likewise, the P-value of 0.01 is lower than 0.05 thus, the null hypothesis is rejected.This means that there is a significant relationship between overall succession planning and management practices as regards to type of HEI.

Table 111

Significant Relationship between Overall Succession Planning and Management Practices and the Respondents' Profile When GroupedAccording to:

Level of Accreditation

			Overall Succession Planning and Management Practices				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Level of Accreditation	Level 1	F	0	2	4	2	0
		%	0	12.5	10	7.41	0
	Level 2	F	1	7	17	9	6
		%	50	43.75	42.5	33.33	46.15
	Level 3 and up	F	1	7	19	16	7
		%	50	43.75	47.5	59.26	53.85
Overall		F	2	16	40	27	13
		%	100	100	100	100	100
Computed Chi-square	**P-value**		**Decision**			**Remarks**	
2.984	0.935		Accept H_0			Not Significant	

Table 111 presents the significant relationship between overall succession planning and management practices and the respondents' profile according to level of accreditation. Respondents with level 1 gained two (2) or 12.5 percent with a verbal interpretation of less

aware. Respondents with level 2 garnered one (1) or 50.0 percent with a verbal interpretation of not aware. Respondents with level 3 and up got sixteen (16) or 59.26 percent with a verbal interpretation of moderately aware. It can be inferred from the result that only respondents with level 3 and up have moderate level of awareness of succession planning and management practices in terms of level of accreditation.

Consequently, the data present the significant relationship between overall succession planning and management practices and the respondents' profile according to level of accreditation as shown in the Chi-square. When overall succession planning and management practices were plotted against level of accreditation, Chi-square was computed as 2.984. Likewise, the P-value of 0.935 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between overall succession planning and management practices and level of accreditation.

Table 112

Significant Relationship between Overall Succession Planning and Management Practices and the Respondents' Profile When Grouped According to:

Gender

			Overall Succession Planning and Management Practices				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
GENDER	Male	F	2	5	17	11	4
		%	100	23.81	36.96	37.93	30.77
	Female	F	0	16	29	18	9
		%	0	76.19	63.04	62.07	69.23
Overall		F	2	21	46	29	13
		%	100	100	100	100	100
Computed Chi-square	**P-value**	**Decision**			**Remarks**		
5.149	0.272	Accept H_0			Not Significant		

Table 112 shows the significant relationship between overall succession planning and management practices and the respondents' profile according to gender. Male respondents gained two (2) or 100.0 percent with a verbal interpretation of not aware. Whereas, female respondents garnered sixteen (16) or 76.19 percent with a verbal interpretation of less aware. It can be inferred from the result that both respondents have little level of awareness when it comes to succession planning and management practices as regards to gender

Thus, the data present the significant relationship between overall succession planning and management practices and the respondents' profile according to gender as shown in the Chi-square. When overall succession planning and management practices were plotted against gender, Chi-square was computed as 5.149. Likewise, the P-value of 0.272 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between overall succession planning and management practices and gender.

Table 113

Significant Relationship between Overall Succession Planning and Management Practices and the Respondents' Profile When Grouped According to:

Age

			Overall Succession Planning Practices				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
AGE	30 Years Old Below	F	0	1	5	4	0
		%	0	4.76	9.62	12.5	0
	31-40 Years Old	F	0	6	11	10	3
		%	0	28.57	21.15	31.25	20
	41-50 Years Old	F	0	7	19	12	6
		%	0	33.33	36.54	37.5	40
	51-60 Years Old	F	0	6	15	5	6
		%	0	28.57	28.85	15.625	40
	More Than 60 Years Old	F	1	1	2	1	0
		%	100	4.76	3.85	3.125	0
Overall		F	1	21	52	32	15
		%	100	100	100	100	100
Computed Chi-square	**P-value**	**Decision**			**Remarks**		
30.093	0.018	Reject H_0			Significant		

Table 113 reveals the significant relationship between overall succession planning and management practices and the respondents' profile according to age. Respondents whose age are 30 years old and below gained four (4) or 12.5 percent with a verbal interpretation of moderately aware. Respondents whose age are 31-40 garnered ten (10) or 31.25 percent with a verbal interpretation of moderately aware. Respondents whose age are 41-50 got six (6) or 40.0 percent with a verbal interpretation of highly aware. Likewise, respondents whose age are 51-60 gained six (6) or 40.0 percent with a verbal interpretation of highly aware. Respondents whose age are 60 years old and above gathered one (1) or 100 percent

with a verbal interpretation of not aware. It can be gleaned from the result that respondents whose age are 41-50 and 51-60 years old got the highest level of awareness when it comes to succession planning and management practices as regards to age.

Thus, the data present the significant relationship between overall succession planning and management practices and the respondents' profile according to age as shown in the Chi-square. When overall succession planning and management practices were plotted against age, Chi-square was computed as 30.093. Likewise, the P-value of 0.018 is lower than 0.05 thus, the null hypothesis is rejected.This means that there is a significant relationship between overall succession planning and management practices and age.

Table 114

Significant Relationship between Overall Succession Planning and Management Practices and the Respondents' Profile When Grouped According to:

Employment Status

			Overall Succession Planning and Management Practices				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Employment Status	Regular	F	2	14	41	29	14
		%	100	73.68	82	93.55	100
	Probationary	F	0	5	9	2	0
		%	0	26.32	18	6.45	0
Overall		F	2	19	50	31	14
		%	100	100	100	100	100
Computed Chi-square		P-value	Decision			Remarks	
7.215		0.125	Accept H_0			Not Significant	

Table 114 shows the significant relationship between overall succession planning and management practices and the respondents' profile according to employment status. Respondents with regular status gained two (2) or 100.0 percent with a verbal interpretation of not aware, hence, fourteen (14) or 100.0 percent with a verbal interpretation of highly aware. Whereas, respondents with probationary status garnered five (5) or 26.32 percent with a verbal interpretation of less aware.Unique however, the extreme level of awareness for respondents with regular status. It can be inferred from the result that not all respondents with regular status are aware of succession planning and management practices.

Hence, the results present the significant relationship between overall succession planning and management practices and the respondents' profile according to employment

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status as shown in the Chi-square. When overall succession planning and management practices were plotted against employment status, Chi-square was computed as 7.215. Likewise, the P-value of 0.125 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between overall succession planning and management practices and employment status.

Table 115

Significant Relationship between Overall Succession Planning and Management Practices and the Respondents' Profile When Grouped According to:

Educational Attainment

			Overall Succession Planning and Management Practices				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Educational Attainment	M.A.	F	0	15	25	19	6
		%	0	71.43	50	65.52	42.86
	PhD/EdD	F	1	3	18	8	8
		%	100	14.29	36	27.59	57.14
	Prof. Degree	F	0	3	7	2	0
		%	0	14.29	14	6.90	0
Overall		F	1	21	50	29	14
		%	100	100	100	100	100
Computed Chi-square	**P-value**		**Decision**			**Remarks**	
11.913	0.155		Accept H_0			Not Significant	

Table 115discloses the significant relationship between overall succession planning and management practices and the respondents' profile according to educational attainment. Respondents with M.A gained fifteen (15) or 71.53 percent with a verbal interpretation of less aware. Respondents with Ph.D garnered one (1) or 100.0 percent with a verbal interpretation of not aware. Likewise, respondents with prof.degree got three (3) or 14.29 percent with a verbal interpretation of less aware. The results show that majority of respondents have little level of awareness when it comes to succession planning and management practices as regards to educational attainment.

Seemingly, the data present the significant relationship between overall succession planning and management practices and the respondents' profile according to educational attainment as shown in the Chi-square. When overall succession planning and management practices were plotted against educational attainment, Chi-square was computed as 11.913. Likewise, the P-value of 0.115 is higher than 0.05 thus, the null hypothesis is

accepted.Thismeans that there is no significant relationship between overall succession planning and management practices and educational attainment.

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Table 116

Significant Relationship between Overall Succession Planning and Management Practices and the Respondents' Profile When Grouped According to:

Year/s in Service in the Institution

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			Overall Succession Planning and Management Practices				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Year/s in Service in the institution	0-5	F	0	6	15	6	3
		%	0	28.57	30.61	18.75	21.43
	6-10	F	1	1	12	10	2
		%	100	4.76	24.49	31.25	14.29
	11-15	F	0	6	9	7	3
		%	0	28.57	18.37	21.88	21.43
	16-20	F	0	1	6	4	1
		%	0	4.76	12.24	12.5	7.14
	More than 20 yrs.	F	0	7	7	5	5
		%	0	33.33	14.29	15.63	35.71
Overall		F	1	21	49	32	14
		%	100	100	100	100	100
Computed Chi-square	**P-value**		**Decision**			**Remarks**	
15.672	0.476		Accept H_0			Not Significant	

Table 116 implies the significant relationship between overall succession planning and management practices and the respondents' profile according to year/s in service in the institution. Respondents with 0-5 gained fifteen (15) or 30.61 percent with a verbal interpretation of aware. Respondents with 6-10 garnered one (1) or 100.0 percent with a verbal interpretation of not aware. Respondents with 11-15 got six (6) 0r 28.57 percent with a verbal interpretation of less aware. Respondents with 16-20 gathered four (4) or 12.5 percent with a verbal interpretation of moderately aware.Respondents with more than 20 years got five (5) or 35.71 percent with a verbal interpretation of highly aware. It reinforces the idea that the longer they stayed in the institution, the higher their level of awareness in terms of succession planning and management practices.

Thus, the data imply the significant relationship between overall succession planning and management practices and the respondents' profile according to year/s in service in the

institution as shown in the Chi-square. When overall succession planning and management practices were plotted against year/s in service in the institution, Chi-square was computed as 15.672. Likewise, the P-value of 0.476 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between overall succession planning and management practices and year/s in service in the institution.

Table 117

Significant Relationship between Overall Succession Planning and Management Practices and the Respondents' Profile When Grouped According to:

Year/s in Service in the Present Position

			Overall Succession Planning and Management Practices				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Year/s in Service in the Present Position	Less than 1 year	F	1	5	10	6	3
		%	50	23.81	19.23	18.75	21.43
	1 year	F	0	2	4	2	2
		%	0	9.52	7.69	6.25	14.29
	2 years	F	0	3	10	5	2
		%	0	14.29	19.23	15.63	14.29
	3 years	F	0	1	8	4	1
		%	0	4.76	15.38	12.5	7.14
	4 years	F	1	2	2	5	1
		%	50	9.52	3.85	15.63	7.14
	5 years and above	F	0	8	18	10	5
		%	0	38.10	34.62	31.25	35.71
Overall		F	2	21	52	32	14
		%	100	100	100	100	100
Computed Chi-square	**P-value**	**Decision**			**Remarks**		
12.41	0.901	Accept H_0			Not Significant		

Table 117 presents the significant relationship between overall succession planning and management practices and the respondents' profile according to year/s in service in the present position. Respondents with less than 1 year gained one (1) or 50.0 percent with a verbal interpretation of not aware. Respondents with 1 year got two (2) or 14.29 percent with a verbal interpretation of highly aware. Respondents with 2 years garnered ten (10) or 19.23 percent with a verbal interpretation of aware. Respondents with 3 years got eight (8) or 15.38 with a verbal interpretation of aware. Respondents with 4 years gained one (1) or 50.0 percent with a verbal interpretation of not aware. Respondents with 5 years and above

garnered eight (8) or 38.10 percent with a verbal interpretation of less aware. It can be inferred from the result that even respondents with more than 5 years in service in their present position are less aware when it comes to succession planning and management practices.

Thus, the data present the significant relationship between overall succession planning and management practices and the respondents' profile according to year/s in service in the present position as shown in the Chi-square. When overall succession planning and management practices were plotted against year/s in service in the present position, Chi-square was computed as 12.41. Likewise, the P-value of 0.901 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between overall succession planning and management practices and year/s in service in the present position.

Table 118

Significant Relationship between Overall Succession Planning and Management Practices and the Respondents' Profile When Grouped According to:

Year/s in Service in the Previous Position

			Overall Succession Planning and Management Practices				
			Not Aware	Less Aware	Aware	Moderately Aware	Highly Aware
Year/s in Service in the Previous Position	Less than 1 year	F	0	0	3	2	0
		%	0	0	7.5	6.90	0
	1 year	F	0	5	6	2	2
		%	0	26.32	15	6.90	14.29
	2 years	F	0	4	5	7	1
		%	0	21.05	12.5	24.14	7.14
	3 years	F	0	0	8	2	2
		%	0	0	20	6.90	14.29
	4 years	F	1	2	1	4	1
		%	50	10.53	2.5	13.79	7.14
	5 years and above	F	1	8	17	12	8
		%	50	42.11	42.5	41.38	57.14
Overall		F	2	19	40	29	14
		%	100	100	100	100	100
Computed Chi-square	**P-value**	**Decision**			**Remarks**		
21.479	0.369	Accept H_0			Not Significant		

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Table 118displays the significant relationship between overall succession planning and management practices and the respondents' profile according to year/s in service in the previous position. Respondents with less than 1 year gained three (3) or 7.5 percent with a verbal interpretation of aware. Respondents with 1 year got five (5) or 26.32 percent with a verbal interpretation of less aware. Respondents with 2 years garnered seven (7) or 24.14 percent with a verbal interpretation of moderately aware. Respondents with 3 years got eight (8) or 20.0 percent with a verbal interpretation of aware. Respondents with 4 years gained one (1) or 50.0 percent with a verbal interpretation of not aware. Respondents with 5 years and above garnered eight (8) or 57.14 percent with a verbal interpretation of highly aware. The results imply that only respondents with more than 5 years in service in their present position are highly aware of the succession planning and management practices.

Accordingly, the data establish the significant relationship between overall succession planning and management practices and the respondents' profile according to year/s in service in the previous position as shown in the Chi-square. When overall succession planning and management practices were plotted against year/s in service in the previous position, Chi-square was computed as 21.479. Likewise, the P-value of 0.369 is higher than 0.05 thus, the null hypothesis is accepted.This means that there is no significant relationship between overall succession planning and management practices and year/s in service in the previous position.

6. Is there a significant relationship between managerial competencies and succession planning and management practices of the respondents?

Table 119

Significant Relationship between Managerial Competencies in terms of Communication and Succession Planning and Management Practices of the Respondents

Managerial Competencies in terms of: Communication vs. Succession Planning in terms of	Pearson's r	Verbal Interpretation	P- value	Decision	Remarks
Communicate expectation	0.174	Weak positive relationship	0.057	Accept H_0	Not Significant
Organization assessment and alignment	0.235	Weak positive relationship	0.009	Reject H_0	Significant
Talent & training development	0.198	Weak positive relationship	0.028	Reject H_0	Significant
Process Evaluation	0.224	Strong positive relationship	0.013	Reject H_0	Significant

Table 119 shows the relationship between managerial competencies in terms of communication and succession planning and management practices as shown in the Pearson's r. When communication competency was plotted against communicate expectation, Pearson r was computed as 0.174 with a P-value of 0.057 with a verbal interpretation of weak positive relationship. The values imply that there is no significant relationship between communication competency and communicate expectation. Thus, the null hypothesis is accepted. On one hand, when communication competency was plotted against organization assessment and alignment, Pearson r was computed as 0.235 with P-value of 0.009 which is lower than 0.05 implies that the hypothesis is rejected. This means that there is a significant relationship between communication competency and organization assessment and alignment. On the other hand, when communication competency was plotted against talent training and development, Pearson r was computed 0.198 with P-value of 0.028 which is lower than 0.05 implies that the hypothesis is rejected. This means that there is a significant relationship between communication competency and talent training and development. Likewise, when communication competency was plotted against process evaluation, Pearson r was computed 0.224 with a verbal interpretation of strong positive relationship. The P-value of 0.013 which is lower than 0.05 implies that the hypothesis is rejected. This means that there is a significant relationship between communication competency and process evaluation. The results show that only in the communication competency against communicate expectations has no significant relationship.

Table 120

Significant Relationship between Managerial Competencies in terms of Planning and Administration and Succession Planning and Management Practices of the Respondents

Managerial Competencies in terms of: Planning & Administration vs. Succession Planning in terms of	Pearson's r	Verbal Interpretation	P- value	Decision	Remarks
Communicate expectation	0.284	Moderate positive relationship	0.002	Reject H_0	Significant
Organization assessment and alignment	0.322	Moderate positive relationship	0.000	Reject H_0	Significant
Talent & training development	0.267	Moderate positive relationship	0.003	Reject H_0	Significant
Process Evaluation	0.309	Moderate positive relationship	0.001	Reject H_0	Significant

Table 120 reveals the significant relationship between managerial competencies in terms of planning and administration and succession planning and management practices. When planning and administration was plotted against all the components, the computed Pearson r for communicate expectation is 0.284, organization assessment and alignment is 0.322, talent training and development is 0.267 and process evaluation is 0.309 with a verbal interpretation of moderate positive relationship. The P-value of all the components are lower than 0.05, therefore the hypothesis is rejected. The values imply that there is significant relationship between planning and administration and succession planning and management practices.

Table 121

Significant Relationship between Managerial Competencies in terms of Teamwork and Succession Planning and Management Practices of the Respondents

Managerial Competencies in terms of: Teamwork vs. Succession Planning in terms of	Pearson's r	Verbal Interpretation	P- value	Decision	Remarks
Communicate expectation	0.201	Weak positive relationship	0.029	Reject H_0	Significant
Organization assessment and alignment	0.256	Moderate positive relationship	0.005	Reject H_0	Significant
Talent & training development	0.259	Moderate positive relationship	0.004	Reject H_0	Significant
Process Evaluation	0.302	Moderate positive relationship	0.001	Reject H_0	Significant

Table 121 presents the significant relationship between managerial competencies in terms of teamwork and succession planning and management practices. When teamwork was plotted against all the components, the computed Pearson r for communicate expectation is 0.201 with a verbal interpretation of weak positive relationship, whereas, organization assessment and alignment is 0.256, talent training and development is 0.259 and process evaluation is 0.302 with a verbal interpretation of moderate positive relationship. The P-value of all the components are lower than 0.05, therefore the

hypothesis is rejected. The values imply that there is significant relationship between teamwork and succession planning and management practices.

Table 122

Significant Relationship between Managerial Competencies in terms of Strategic Action and Succession Planning and Management Practices of the Respondents

Managerial Competencies in terms of: Strategic action vs. Succession Planning in terms of	Pearson's r	Verbal Interpretation	P- value	Decision	Remarks
Communicate expectancy	0.236	Weak positive relationship	0.009	Reject H_0	Significant
Organization assessment and alignment	0.278	Moderate positive relationship	0.002	Reject H_0	Significant
Talent & training development	0.236	Weak positive relationship	0.009	Reject H_0	Significant
Process Evaluation	0.283	Moderate positive relationship	0.002	Reject H_0	Significant

Table 122 presents the significant relationship between managerial competencies in terms of strategic action and succession planning and management practices. When strategic action was plotted against all the components, the computed Pearson r for communicate expectation is 0.236, organization assessment and alignment is 0.278, talent training and development is 0.236 and process evaluation is 0.283. The P-value of all the components are lower than 0.05, therefore the hypothesis is rejected. The values imply that there is significant relationship between strategic action and succession planning and management practices.

Table 123

Significant Relationship between Managerial Competencies in terms of Self-management and Succession Planning and Management Practices of the Respondents

Managerial Competencies in terms of: Self management vs. Succession Planning in terms of	Pearson's r	Verbal Interpretation	P- value	Decision	Remarks
Communicate expectancy	0.128	Weak positive relationship	0.162	Accept H_0	Not Significant
Organization assessment and alignment	0.141	Weak positive relationship	0.124	Accept H_0	Not Significant
Talent & training development	0.132	Weak positive relationship	0.148	Accept H_0	Not Significant
Process Evaluation	0.176	Weak positive relationship	0.054	Accept H_0	Not Significant

Table 123 presents the significant relationship between managerial competencies in terms of self-management and succession planning and management practices. When self-management was plotted against all the components, the computed Pearson r for communicate expectation is 0.128, organization assessment and alignment is 0.141, talent training and development is 0.132 and process evaluation is 0.176. The P-value of all the components are higher than 0.05, therefore the hypothesis is accepted. The values imply that there is no significant relationship between self-management and succession planning and management practices.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter discusses the summary of findings, conclusions and recommendations. This study attempted to determine the significant difference of the respondents' managerial competencies and succession planning and practices as regards to their profile. Chi-Square, Pearson's r, Weighted Mean, Frequency, Percentage and SPSS are the statistical tools used to achieve the accurate result of the study,

Summary of Findings

The following are the relevant findings of this study:

1. <u>In terms of Institutional profile when grouped according to</u>:

Type of HEI, there are eighty seven (87) or 70.2 percent respondents from private sectarian, thirty six (36) or 29.0 percent respondents from non-sectarian and one (1) or .8 percent has no response. Majority of the respondents came from sectarian private HEIs.

Level of Accreditation, there are eight (8) or 6.5 percent for level 1; forty (40) or 32.3 percent for level 2; fifty two (52) or 41.9 percent for level 3 and up while there are twenty four (24) or 19.4 percent has no response. Majority of the respondents have acquired level 3 and up accreditation.

<u>In terms of Personal profile when grouped according to:</u>

Gender, there are forty (40) or 32.3 percent male respondents and seventy three (73) or 58.9 percent female while eleven (11) or 8.9 percent has no response. Majority of the respondents are female administrators.

As regards to **Age**, majority of the respondents are within 41-50 years old forty four (44) or 35.5 percent.

In terms of E**mployment Status**, there are one hundred two (102) or 82.3 percent regular status; sixteen (16) or 12.9 percent and six (6) or 4.8 percent has no response. Majority of the respondents are holding a regular status in their respective institution.

In terms of E**ducational Attainment**, there are sixty six (66) or 53.2 percent M.A., thirty nine (39) or 31.5 percent PhD/EdD, twelve (12) or 9.7 percent Professional degree

and seven (7) or 5.6 percent has no response. Majority of the respondents are M.A degree holders.

As to **Year/s in Service in the Institution**, the highest number of respondents is within 0-5 years in service in their respective institutions.

As regards to **Level of Position**, for the top manager: only two (2) or 1.5 rank for VP and others respectively. For Middle manager: twenty seven (27) or rank 1 for dean, fourteen (14) or rank 2 for others, three (3) or rank 3 for director and one (1) or rank 4 for Assoc. Dean. For Lower Manager: chairperson has forty seven (47) or rank 1, coordinator with twenty three (23) or rank 2 and others with seven (7) or rank the least. Majority of the respondents came from middle manager and lower manager.

In terms of **Year/s in Service in the Present Position**, there are twenty five (25) or 20.2 percent with less than 1 year in the present position. Ten (10) or 8.1 percent with 1 year in service, twenty one (21) or 16.9 percent with 2 years, fourteen (14) or 11.3 percent with 3 years, eleven (11) or 8.9 percent with 4 years, forty two (42) or 33.9 percent with 5 years and above and one (1) or .8 percent has no response. Majority of the respondents have rendered five years and above in service in their present position.

In **Previous Position in the Institution**, Others with forty seven (47) rank the first; followed by Chairperson with twenty nine (29), third in rank is Coordinator with twenty seven (27) and the least in rank is Dean with only eleven (11).

In terms of **Year/s in Service in the Previous Position**, there are five (5) or 4.0 percent with less than 1 year, fifteen (15) or 12.1 percent with 1 year, seventeen (17) or 13.7 percent with 2 years, thirteen (13) or 10.5 percent with 3 years, nine (9) or 7.3 percent with 4 years, forty seven (47) or 37.9 percent with 5 years and above and eighteen (18) or 14.5 percent has no response. Majority of the respondents have rendered five years and above in their previous position.

2. In communication competency, all respondents got a verbal interpretation of above average for every item on this competency. The highest item was 5*shows genuine sensitivity to the feelings of others* with a mean of 4.36 and a score of 87.26 which means above average. Likewise, the lowest item was 12*skilled in influencing superior* with a mean of 3.82 and a score of 76.39but still within above average. The grand weighted mean for this competency was 4.10 with a score of 82.03 which was interpreted as above average. In

terms of frequency distribution and verbal interpretation of Institutional and Personal profiles of the respondents, the findings show that all respondents got a verbal interpretation of above average except one which is according to *type of HEI*, with an average verbal interpretation for sectarian and non- sectarian HEIs. Although, none of the respondents got an outstanding verbal interpretation for this competency still, the school managers/leaders of private HEIs show effective transfer and exchange of information that leads to understanding between and among members of their institution.

In planning and administration competency, all respondents got a verbal interpretation of above average for every item on this competency. The highest item was 8*can organize people around specific tasks to help them work together a common objective* with a mean of 4.30 and a score of 85.97 with a verbal interpretation of above average. Hence, the lowest item was 19*creates budgetary guidelines for others* with a mean of 3.70 and a score of 74.07 with a verbal interpretation of above average. The grand weighted mean for this competency was 4.11 and a score of 82.18 with a verbal interpretation of above average.

As regards to the frequency distribution and verbal interpretation of planning and administration of the respondents according to type of HEI, Out of eighty six (86) respondents from sectarian, fifty three (53) or 61.6 percent got above average verbal interpretation, while out of thirty six (36) respondents from non-sectarian, sixteen (16) or 44.4 percent got outstanding verbal interpretation. The result of this finding, as regards to planning and administration competency, could be explained on the natural situation of sectarian schools run by nuns and priests, whereby religious administrators have a strict or exclusive mandate from the congregation they belong. Whereas, non-sectarian HEIs have practiced an open system which there is openness in succession based on competencies like planning and administration. Out of one hundred twenty two (122) total respondents, sixty five (65) or 53.3 percent got above average verbal interpretation. This result implies that respondents from sectarian and non-sectarian institutions equally perform well as shown in their above average performance.

In teamwork competency, all respondents got a verbal interpretation of Above Average for every item on this competency. The highest item was 7*Recognizes, praises, and rewards team members for their contributions* with a mean of 4.41 and a score of 88.17 with a verbal interpretation of above average. Likewise, the lowest item was 4*Creates a*

process for monitoring team performance with a mean of 4.12 and a score of 82.31 with a verbal interpretation of above average. The grand weighted mean for this competency was 4.26 and a score of 85.27 with a verbal interpretation of above average. In terms of frequency distribution and verbal interpretation of Institutional and Personal profiles of the respondents, the findings show that all respondents got a verbal interpretation of above average.

In strategic action competency, all respondents got a verbal interpretation of Above Average on this competency. The highest item was 10*is able to fit into the unique culture of the organization* with a mean of 4.27 and a score of 85.42 with a verbal interpretation of above average. Likewise, the lowest item was 5*knows how organizations compete in the global market* with a mean of 4.0 and a score of 80.00 with a verbal interpretation of above average. The grand weighted mean for this competency was 4.16 and a score of 83.24 with a verbal interpretation of above average. The need to do benchmarking is necessary in order to keep abreast with the changes and demands of the global market. In terms of frequency distribution and verbal interpretation of Institutional and Personal profiles of the respondents, the findings show that all respondents got a verbal interpretation of above average. However, it is also important to note that in the type of HEI, got highest percentage with a verbal interpretation of outstanding came from non-sectarian HEIs. This result implies that administrators from non-sectarian institutions garnered an outstanding performance when it comes to strategic competency.

In self-management competency three (3) items from this competency got an outstanding verbal interpretation. The highest among these items was item 5*Accepts own responsibility for own actions* with a mean of 4.58 and a score of 91.64, followed by item 17*Knows own values, feelings and areas of strengths and limitations* witha mean of 4.52 and a score of 90.33 and item 10*Shows perseverance in the face of obstacles* with a mean of 4.51 and a score of 90.16. The lowest item was 14*Exercises and eats properly* with a mean of 3.89 and a score of 77.70 with a verbal interpretation of above average. Under this item, it has been observed that most of the respondents take for granted the importance of healthy lifestyles. Perhaps, it is because they are accustomed to sedentary work of life. Although, the grand weighted mean for this competency was 4.39 and a score of 87.76 with a verbal interpretation of above average, aspect that pertains to well being must be given equal consideration. In terms of frequency distribution and verbal interpretation of Institutional and Personal profiles of the respondents, the findings show that all respondents got a verbal

interpretation of outstanding except one which is according to level of accreditation with an above average verbal interpretation. Likewise, the overall of managerial competencies of the respondents in terms of Institutional and Personal profiles got a verbal interpretation of moderately aware.

3. The findings show the weighted mean and verbal interpretation of the respondents' as regards to succession planning and management practices in terms of <u>communicate expectations</u>. Item 2*what is your level of awareness that the college/university is monitoring and tracking future workforce requirements for critical leadership positions?*got the highest mean of 3.54 and a verbal interpretation of less aware. Item 5*what is your level of awareness that all employees at the college/university are familiar with the succession planning and management program?*got the lowest mean of 3.21 and a verbal interpretation of aware. The grand weighted average for this process was 3.43 with a verbal interpretation of aware. The result revealed that the respondents are aware of the succession planning and practices; however, there is no proper channel of communication as regards to its actual implementation. This is shown in item 1*what is your level of awareness that the college/university's executive team has communicated expectations of the Succession Planning and Management Program?* with a mean of 3.52 and a verbal interpretation of less aware. Thus, communicate expectations must be intensified through regular meetings by department or area to ensure that every member of the institution is informed as regards to succession planning and practices.

In terms of frequency distribution and verbal interpretation of Institutional and Personal profiles of the respondents, the findings show that all respondents got a verbal interpretation of aware except for two which are according to employment status and year/s in service in the previous position with moderately aware verbal interpretation.

In terms of <u>organization assessment and alignment</u> of the institution, all respondents got a verbal interpretation of aware on this process. The highest item was 1 *to what extent are you aware that your college/university's succession planning and management program is linked to the strategic plan?* with a mean of 3.42 and a verbal interpretation of aware. The lowest item was 4 *to what extent are you aware that your college/university's succession planning and management program is supported by the institution's administrative budget?*with a mean of 3.24 with a verbal interpretation of aware. The result under this area gives an impression that respondents are aware of the succession planning and practices,

however, the programs on succession planning are not properly allotted to implement organization and assessment. The grand weighted average for this process was 3.29 with a verbal interpretation of aware.

In terms of frequency distribution and verbal interpretation of Institutional and Personal profiles of the respondents, the findings reveal that all respondents got a verbal interpretation of aware.

In terms of talent and training development, the highest item was _3as part of the succession planning and development program, to what extent are you aware that the goals from your individual plan are aligned with your department/unit goals?_with a mean of 3.52 and a verbal interpretation of less aware, this item shows that most of the respondents are less aware of the alignment goals from their individual plan. The lowest item was _4to what extent are you aware that the college/university has a formal mentoring program that is available to all full-time faculty and administrative staff for leadership development?_with a mean of 3.31 and a verbal interpretation of aware. The grand weighted average for this process was 3.39 with a verbal interpretation of aware. It can be inferred from the data, that there is a need to enhance training and development programs for all the members of the institution. The institution's leadership may demonstrate support of the training and development of employees by creating mentor and leadership training programs, by utilizing individual employee development plans, and by identifying and/or developing a qualified pool of talent. Likewise, in terms of frequency distribution and verbal interpretation of Institutional and Personal profiles of the respondents, the findings show that all respondents got a verbal interpretation of aware.

In terms of process evaluation, all respondents got a verbal interpretation of aware in this process. The highest item was _3as part of the college/university's annual planning process, to what extent are you aware that succession planning and management program goals are evaluated within your department, in support of unit objectives?_with a mean of 3.27 and a verbal interpretation of aware. The lowest item was _5to what extent are you aware that the college/university's internal professional training and development programs are monitored and tracked in support of its succession planning and management program to ensure the future flow of potential leaders to fill critical positions within the college?_ with a mean of 3.16 and a verbal interpretation of aware. The grand weighted average of 3.21 with a verbal interpretation of aware, implies that process

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evaluation in succession planning and practices is happening in HEIs, however, tracking of professional trainings and development programs be regularly monitored. In terms of frequency distribution and verbal interpretation of Institutional and Personal profiles of the respondents, the findings show that respondents have varied verbal interpretation. Profiles according to level of accreditation with thirty three (33) or 33.7 percent, year/s in service in the institution with thirty seven (37) or 31.6 percent , and year/s in service in the previous position with thirty four (34) or 32.7 percent got a verbal interpretation of moderately aware, while profiles according to type of HEI with forty (40) or 33.1 percent; age with forty one (41) or 33.9 percent; employment status with thirty nine (39) or 33.6 percent; educational attainment with thirty eight (38) or 33.0 percent; and year/s in service in the present position with forty one (41) or 33.9 percent got a verbal interpretation of aware. Personal profile according to gender with thirty five (35) or 31.5 percent got a verbal interpretation of aware and moderately aware respectively. Thus, the overall of succession planning and management practices of the respondents in terms of Institutional and Personal profiles got a verbal interpretation of aware.

4. The findings of the study in terms of significant relationship between the respondents' <u>communication competency</u> as regards to their profile showed that the respondents' profile according to type of HEI as shown in Chi-square of 8.5992. with p-value of 0.014 which implies that the hypothesis is rejected. This means that there is a significant relationship on the respondents' communication competency and the type of HEI. Likewise, the respondents' profile according to year/s in service in the institution has a computed Chi-square of 16.636 with a p-value of 0.034 which implies that the hypothesis is rejected. This means that there is a significant relationship on the type of HEIs, as mentioned in the previous findings, non-sectarian HEIs gained outstanding verbal interpretation as regards to communication competency. It reinforces the idea that the longer they stayed in the institution, the higher their competency to communicate information pertinent to management policies and practices.

In terms of the respondents' <u>planning and administration competency</u> as regards to their profile, there are five (5) profiles with significant remarks. The respondents' profile according to type of HEI has a computed Chi-square of 12.6634 with p-value of 0.005, according to age has a computed Chi-Square of 22.55 with p-value of 0.032, according to employment status has a computed Chi-square of 8.275 with p value of 0.041, according to year/s in service in the institution has a computed Chi-Square of 23.436 with p-value of

0.024 and the last profile according to year/s in service in the previous position has a computed Chi-Square of 31.558 with p-value of 0.007. The values imply that there is a significant relationship in terms of the respondents' profile and their planning and administration competency. Unique, however, that when communication competency was plotted against organization assessment and alignment, and talent and training development significant relationship was established.

In terms of the respondents' <u>teamwork competency</u> as regards to their profile, only one profile got a significant remark. The respondents' profile according to employment status has a computed Chi-Square of 6.316 with p-value of 0.043 which means that the hypothesis is rejected. Thus, the value implies that there is a significant relationship in terms of respondents' teamwork competency and their employment status. As gleaned from the data, employment status has significant effect on the respondents' teamwork. This correlates the idea that the security of tenure has positive effect in building teamwork as shown in the following items indicated in teamwork competency item 7 recognizes, praises, and rewards team members for their contributions, item 12 facilitates cooperative behavior among team members, and item 15 keeps the team moving toward its goals. All these items guarantee a behavior of security which could be equated in the security of employment status.

Similarly, In terms of the respondents' <u>strategic action competency</u> as regards to their profile, only one profile got a significant remark. The respondents' profile according to educational attainment has a computed Chi-Square of 14.905 with p-value of 0.021 which means that the hypothesis is rejected. Thus, the value implies that there is a significant relationship in terms of respondents' strategic action competency and their educational attainment.

In terms of the respondents' <u>self-management competency</u>, all Institutional and Personal profiles of the respondents' have no significant remark. This implies that the hypothesis is accepted. Thus, the overall managerial competencies and the respondents' profile have no significant difference except for one profile with a significant remark which is the type of HEI that has a computed Z-test of 7.232 with p-value of 0.027 which means that the hypothesis is rejected. Thus, the value implies that there is a significant relationship in terms of respondents' overall managerial competency and type of HEI. This result is consistent in the previous findings that type of HEI has significant result on managerial competencies.

5. The findings in terms of significant difference of succession planning and management as regards communicate expectations and the respondents' profiles have varied results. There are three profiles with a significant remark; the first is the type of HEI which has a computed Chi-Square of 13.413 with p-value of 0.009, next is employment status which has a computed Chi-Square of 13.061 with p-value of 0.011, and years in service in the institution which has a computed Chi-Square of 36.119 with p-value of 0.003. Therefore the hypothesis is rejected. Thus, the results imply that there is a significant relationship in terms of respondents' profile according to type of HEI, employment status and years in service in the institution as regards to communicate expectations.

In terms of the organization assessment and alignment and the respondents' profiles, the result showed that all the profiles of the respondents have no significant relationship in terms of their organization assessment and alignment. Therefore, the hypothesis is accepted.

Consequently, in terms of talent and training development and the respondents' profile, the result showed that all the profiles of the respondents have no significant relationship in terms of the talent and training development. Therefore, the hypothesis is accepted.

Likewise, in terms of process evaluation and the respondents' profile, the result showed that the respondents' profile according to type of HEI has a computed Chi-Square of 10.692 with p-value of 0.03 which implies that the hypothesis is rejected. This means that there is a significant relationship on the respondents' process evaluation and the type of HEI. Likewise, the respondents' profile according educational attainment has a computed Chi-Square of 20.287 with a p-value of 0.009 which implies that the hypothesis is rejected. This means that there is a significant relationship on the respondents' process evaluation and educational attainment. Finally, the overall result of succession planning and practices and the respondents' profile showed that the respondents' profile according to type of HEI has a computed Chi-Square of 13.224 with p-value of 0.01 which implies that the hypothesis is rejected. This means that there is a significant relationship on the respondents' overall succession planning and practices and the type of HEI. Likewise, the respondents' profile according age has a computed Chi-Square of 30.093 with a p-value of 0.018 which implies that the hypothesis is rejected. This means that there is a significant relationship on

the respondents' overall succession planning and practices and the respondents' type of HEI and age.

6. In terms of significant relationship between managerial competencies and succession planning and management practices, there are no significant relationship in terms of communication competency when plotted against communicate expectation. Likewise, no significant relationships in self-management competency when plotted against communicate expectations, organization assessment and alignment, talent training and development and process evaluation.

Conclusions

The following conclusions were drawn based on the findings:

1. The Institutional and Personal Profiles of the respondents are consistent with their managerial competencies such as communication, planning and administration, teamwork, and strategic action. However, the self-management competency marked outstanding verbal interpretation.

2. The level of awareness of the respondents as regards to succession planning and management practices in terms of communicate expectations must be strengthened, since it has the highest mean with a verbal interpretation of less aware. Wright Coward indicates in her instrument that awareness does not mean involvement. Indeed, administrators may be aware of the succession planning and practices in their institutions but no involvement in actual succession planning.

3. The level of awareness of the respondents as regards to succession planning and management practices in terms of process evaluation has marked moderately aware on two profiles: level of accreditation (level 3 and up) and year/s in service in the previous position (5 years and above). Although administrators have some knowledge in succession planning and management practices, their involvement is limited.

Recommendations:

Based on the conclusions of the study, the researcher offers the following recommendations:

1. School administrators from sectarian and non-sectarian private HEIs must enhance their competence through training and development programs , in terms of communication, planning and administration, teamwork, and strategic actions.

2. School administrator must learn to balance academic work and physical fitness, since item *14 Exercises and eats properly* in the self-management competency gained the lowest mean.

3. School administrators from sectarian HEIs should provide an open avenue in succession planning and practices specifically in communicate expectations, organization and assessment, talent and training development programs, and process evaluation.

4. School administrators must provide programs and plans to develop internal successors who will take the lead to remain competitive in the future. An apprenticeship programs must be provided for incoming administrators.

5. Since, this paper is a trail blazer in succession planning and management practices, further research must be conducted covering the State Universities and Colleges and Association of Local Colleges and Universities, is highly recommended.

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