Perception of Managerial Competencies Significant For Gulf College Educational Leaders and Managers

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ABSTRACT: *This study examines the perception of managerial competencies significant for gulf college educational leaders and managers. Twenty three (23) respondents are utilized in the study to measure their management skills in terms of communication, planning and administration, teamwork, strategic action, self-management and multicultural. The researchers 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. Results show that managerial competencies of the respondents have no significant relationship with their profile. Although the result is not significant, still it is important to note that managerial competencies are reflection of effective performance of every educational leader and manager of the institution. Hence; the degree of influence of the respondents' profile and their managerial competencies displayed that the degree of influence is not significant since the p-value is consistently below 0.5. However, it is worthy to consider that only fifteen (15) percent of the combined indicators influenced the managerial competencies of the respondents.*

Keywords: Managerial Competencies, Communication Competency, Planning Competency, Teamwork Competency, Administration Competency, Multicultural Competency and Strategic Action Competency

I. INTRODUCTION

The need for academic stability lies in the hands of academic leaders and managers. In order to sustain the strength and constancy amidst internal and external challenges, academic leaders must be able to identify the future needs of the organization. Indeed, in every organization, human and financial resources are indispensable elements to be able to move forward and endure the possible shortage of human capacity. In this regard, academic leaders must ensure that appropriate trainings and development programs are available for all the member of the academic community. In this way, the organization would be able to cope with the demands of the present and future situations. It is important to note that managerial skills are essential components in every organization, thus leaders and managers are considered best asset to deliver and perform well in order to sustain the needs of the organization.

Seemingly, academic leaders possess different leadership styles; viewpoints and methods since they are coming from different educational cultures and backgrounds. Despite these differences, academic leaders and staff carry along with them individual values that may be significant to the growth of the academic institutions.

II. 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.

Theoretical Framework of the Study

There have been different models on leadership that can be used to study the existing practices of the organizations. Theories on leadership have been significant in guiding academic leaders. 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.
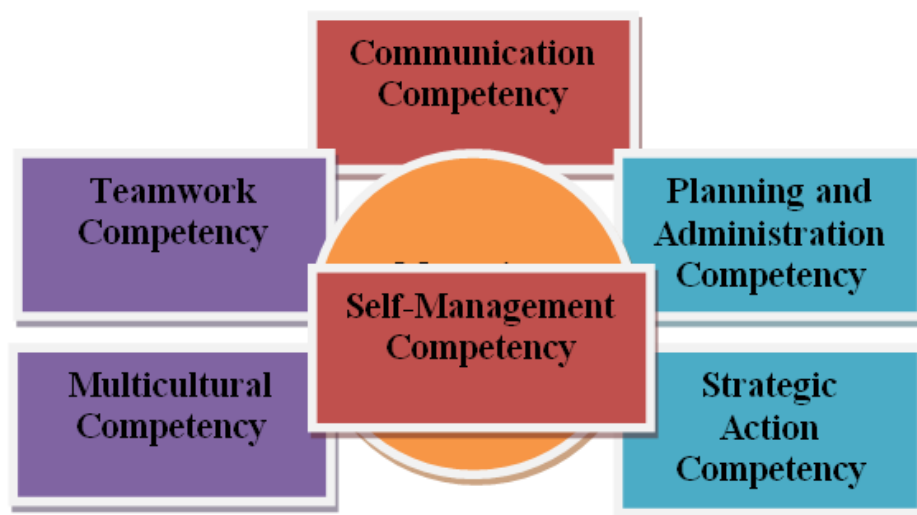
Figure1. A Model of Managerial Competencies

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.
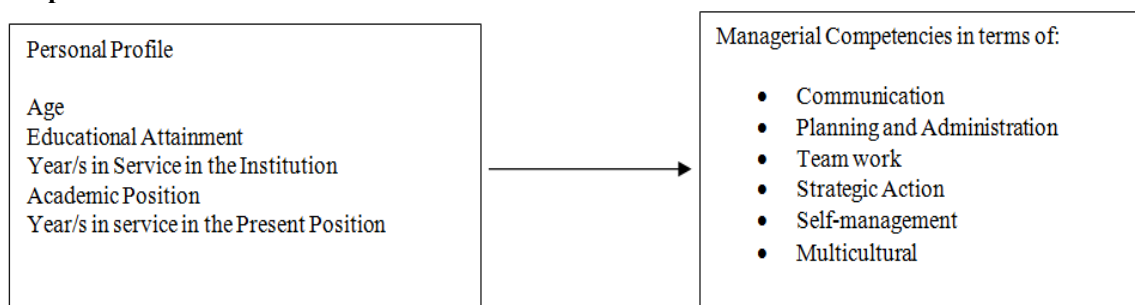
Conceptual Framework

Figure 2 Research Paradigm

The conceptual framework in figure 2 presented the variables of the study. The independent variable consists of age, educational attainment, years in service in the institution, academic position and year/s in service in the present position; while the dependent variables consists of the different competencies such as communication, planning and administration, strategic action, teamwork, self-management and multicultural.

Statement of the Problem
1. What is the respondents' profile in terms of
1.1 Age
1.2 Educational Attainment
1.3 Years in Service in the institution
1.4 Academic Position
 1.5 Years in service in the present position?

2. What is the level of the respondents' profile in terms of
2.1 Age
2.2 Educational Attainment
2.3 Years in Service in the institution
2.4 Academic Position
 2.5 Years in service in the present position?

3. What is the level of the respondents' managerial competencies in terms of
3.1 Communication
3.2 Planning and administration
3.3 Teamwork
3.4 Strategic action
3.5 Self-management
3.6 Multicultural?

4. Is there a significant relationship between respondents' profile and their managerial competencies?
5. What is the degree of influence of the respondents' profile on their managerial competencies?

III. RELATED LITERATURES
Leadership styles and managerial competencies 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.

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.

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 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 the process 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.

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.

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.

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).

Research Method Used

The researchers 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 managerial competencies among the leaders and managers of Gulf College in the Sultanate of Oman.

Population and Sampling Frame

The researchers gathered the data for this study from the school leaders and managers of Gulf College in the Sultanate of Oman.

Description of the Respondents

The respondents of this study were the school leaders and managers from Gulf College a private institution in the Sultanate of Oman. The school leaders and managers are those holding academic status whose designation is that of deputy deans, head of faculty, program leaders, Centre managers and coordinators.

IV. ANALYSIS AND DISCUSSION

1.1 Profile of the respondents as to Age

Age	f	%
30 Years Old Below	2	10
31-40 Years Old	7	28
41-50 Years Old	**10**	**43**
51-60 Years Old	4	19
More Than 60 Years Old	0	0
No Response	0	0
Total	23	100

Table 1 shows the age of the respondents. There are two (2) or 10 percent from 30 years old and below; seven (7) or 28 percent from 31-40 years old; ten (10) or 43 percent from 41-50 years old; four (4) or 19 percent from 51-60 years old. 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.

1.2 Profile of the Respondents as to Educational Attainment

Educational Attainment	f	%
M.A.	**12**	**52.1**
PhD/EdD	10	43.4
No Response	1	4.34
Total	23	100

Table 2 shows the educational attainment of the respondents. There are twelve (12) or 52.1 percent M.A., ten (10) or 43.4 percent PhD/EdD, and one (1) or 4.34 percent has no response. Majority of the respondents are M.A degree holders.

1.3 Profile of the Respondents as to Years in Service in the institution

Years in Service in the Institution	f	%
0-5	5	21.7
6-10	9	39
11-15	5	21.7
16-20	0	0
More than 20 yrs.	2	8.6
No Response	2	8.6
Total	23	100

Table 3 shows the years in service of the respondents in their respective institution. There are five (5) or 21.7 percent from 0-5 years in service, nine (9) or 39 percent from 6-10 years, five (5) or 21.7 percent from 11-15 years, two (2) or 8.6 percent from more than 20 years in service and two (2) or 8.6 percent has no response. The highest number of respondents is within 6-10 years in service in their respective institutions.

1.4 Profile of the Respondents as to Academic Position

Academic Position	f	%
Deputy Dean	2	9
Head of Faculty	2	9
Centre Manager	3	13
Program Leader	9	39
Coordinator	7	30
No Response	0	0
Total	23	100

Table 4 shows the Academic position of the respondents. Deputy Dean has two (2) or 9 percent; Head of faculty has two (2) or 9 percent; Centre manager has three (3) or 13 percent; Program leader has nine (9) or 39 percent; and coordinator has seven (7) or 30 percent. Majority of the respondents came from Program leader.

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.

1.5 Profile of the Respondents as to Year/s in service in the Present Position

Year/s in Service in the Present Position	f	%
Less than 1 year	2	9
1 year	3	13
2 years	6	26
3 years	4	17
4 years	2	9
5 years and above	4	17
No Response	2	9
Total	23	100

Table 5 presents the years in service of the respondents in their current position. There are two (2) or 9 percent with less than 1 year; 1 year has three (3) or 13 percent; six (6) or 26 percent with 2 years, four (4) or 17 percent with 3 years, two (2) or 9 percent with 4 years, four (4) or 17 percent with 5 years and above and two (2) or 9 percent has no response. Majority of the respondents have rendered two years in service in their present position.

2. Level of the respondents' profile?

Profile	*SD*	*M*	Description
Age	0.88	2.7	High
Educational attainment	0.51	2.4	Moderate
Years in service	1.13	2.3	Moderate
Academic position	1.25	3.7	Very high
Years in service in the present position	1.65	3.6	Very high
TOTAL	**0.57**	**2.9**	**High**

Table 6 shows the level of the respondents' profile. In terms of academic position and year/s in service in the present position obtained very high level; while age displayed high level and educational attainment and year/s in service in the institution showed moderate level. This result provides the picture of the present educational leaders and managers in Gulf College.

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.

3. Level of the respondents' managerial competencies?

Managerial Competencies	*SD*	*M*	Description
Communication	0.77	4.3	Very High
Planning and Administration	0.75	4.1	High
Teamwork	0.79	4.1	High
Strategic Action	0.99	4.4	Very High
Self-management	0.80	3.9	High
Multi-cultural background	0.74	4.1	High
TOTAL	**0.76**	**4.1**	**High**

Table 7 shows the weighted mean and the verbal interpretation of the respondents' managerial competencies. Communication competency and strategic action competency got very high level; while the rest obtained high level. In communication competency, the result gives an impression that the school managers/leaders of Gulf College show effective transfer and exchange of information that leads to understanding between and among members of their institution.

Slocum (2009) highlighted the idea that strategic competency focuses on understanding the overall mission and values of the organization and ensuring that employees' actions match with them. Thus, an 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. Likewise, 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.

4. Significant relationship between the respondents' profile and their managerial competencies

Independent Variable	Managerial Competencies of the Respondents		
	r-value	*p*-value	Interpretation
Age	- 0.177	0.418	Not significant
Educational attainment	- 0.264	0.223	Not significant
Years in service	- 0.264	0.224	Not significant
Academic position	0.018	0.935	Not significant
Years in the position	- 0.157	0.476	Not significant

Table 8 reveals the significant relationship between the respondents' profile and managerial competencies. The data showed that managerial competencies of the respondents have no significant relationship with their profile. Although the result is not significant, still it is important to note that managerial competencies are reflection of effective performance of every educational leader and manager of the institution.

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.

5. Degree of influence of the respondents' profile on their managerial competencies

Independent Variable	Managerial Competencies of the Respondents			
	Coefficient	*p*-value	Interpretation	R Square
Constant	6.150			
Age	- 0.031	0.892	Not significant	0.154
Educational attainment	- 0.442	0.250	Not significant	
Years in service	- 0.181	0.355	Not significant	
Academic position	- 0.116	0.467	Not significant	
Years in the position	- 0.001	0.993	Not significant	

Table 9 presents the degree of influence of the respondents' profile and their managerial competencies. The data displayed that the degree of influence is not significant since the p-value is consistently below 0.5. However, it is worthy to consider that only fifteen (15) percent of the combined indicators influenced the managerial competencies of the respondents.

V. CONCLUSIONS
The following conclusions were drawn based on the findings:
1. The personal profiles of the respondents are consistent with their managerial competencies such as communication, planning and administration, teamwork, multicultural, strategic action and self-management.
2. The level of personal profiles and the level of managerial competencies of the respondents are very high. The educational leaders and managers of Gulf College are qualified and competent in their respective management tasks.
3. The personal profiles and the managerial competencies are reliable with their performance as reflected in their self-assessment managerial competencies.
4. The personal profiles and managerial competencies of the educational leaders and managers have no direct effect with their performance.
5. The degree of influence of the respondent's profile is not significant since only fifteen (15) percent of the combined indicators influence their managerial competencies.

VI. RECOMMENDATIONS
Based on the conclusions of the study, the researchers offer the following recommendations:
1. Educational leaders and managers should continue to pursue higher learning relevant to their academic position.
2. Educational leaders and managers must further enhance their managerial competencies through training and development programs.
3. It is highly recommended that since the degree of influence of the respondents profile and their managerial competencies is only fifteen percent then further research must be conducted that will include other variables.

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