EUROPEAN ACADEMIC RESEARCH
Vol. IV, Issue 2/ May 2016

Impact Factor: 3.4546 (UIF)
DRJI Value: 5.9 (B+)

ISSN 2286-4822
www.euacademic.org

Predictors of Leadership Maturity and Managerial Capability of the Administrators of Technological State Universities and Colleges in Region 3

VICKY P. VITAL, Ed.D.
Don Honorio Ventura Technological State University
Philippines

Abstract:

Educational leaders are challenged in terms of maturity and capability to lead the organization. This study examined how the person-related factors affect the leadership maturity and managerial capability of the technological state colleges and universities administrators. The descriptive- survey method of research was utilized in this study. The purposive sampling technique was used in the selection of the administrators while simple random sampling was used in the selection of teacher respondents. Data were gathered through the use of a researcher- made questionnaires. Percentage, mean, frequency and standard deviation were used for descriptive questions while multiple regression analysis was utilized for the inferential problem. Based on the result, person-related variables such as age, gender, administrative experience, training and seminar attended, educational attainment, technology awareness and value orientation, singly or in combination, predict the leadership maturity and managerial capability of the administrator is partly upheld. It is hereby recommended that administrators must have technology awareness through trainings and seminars, providing adequate facilities and professional readings with journals and magazines.

Key words: Leadership, management, leadership maturity, managerial capability, person-related factors, predictors, descriptive- survey, Philippines

INTRODUCTION

The world today faces many challenges. These created various advantages and disadvantages. The educational institution is one of the organizations that is affected by the latter. It should adjust in order to meet the changes and challenges. One of the challenges is providing holistic, innovative and development-oriented approaches to the management of schools.

Increased competition and accelerated pace of change in today's organization climate demands leadership that is agile, flexible, and contagious. Schools and companies are desperate for leaders who can execute with confidence and finesse, and who inspire the members in all levels. Most organizations recognize the leadership dilemma but short shift the process needed to effect sustainable sourcing, selecting and developing of the leaders (Carlen, 2005).

One of the key factors in order to respond to the latest trends is the administrator. He/She holds a position that can make or unmake things. With the new technologies changing the very nature of organizational needs, the administrator's role and responsibilities also change to meet the new organizational thrust. What should be seen is a better approach that leads into the attainment of the organizational goals.

In the administrator's hand lies the success or failure of the organization. He/She should display sensitivity to deal with the changes and challenges that affect the organization. His/Her subordinates expect much from him/her. He/She must possess more capabilities than an average one.

As quoted by Arnold H. Glasow, " One of the tests of leadership is the ability to recognize a problem before it becomes an emergency." This is the test in which many administrators fail. The very reason that they end up with failure is that they are not sensitive to what their position would require.

Recent developments indicate that management attitude towards administrators has changed a lot. They are not only expected to be educated and experienced but also wise in the ways of decision-making and adjustments. The quality and depth of the administrators' capability is manifested by great skill, craftsmanship and hard work that they bring to their position. As the key figure to whom their subordinates turn for the solution of organizational problems encountered in their work, these administrators should be equipped with wisdom. They should also display capability in their work.

Leadership is necessary to bring about unity to the organization. It is the major process by which administrators can influence the attitude and behavior of their subordinates. When the administrators assume their management position, it is expected that they are equipped with the needed abilities.

Being in the forefront to meet the challenges of the times implies that the educational institutions of learning must have capable and competent, as well as efficient and effective, school administrators. These qualities may not be enough. What is to be possessed is a level of maturity that will make them ready with any change or challenge. If there is leadership maturity and managerial capability in the administrators, other good qualities will follow.

There is but one big question that needs to be answered in line with the maturity and capability of administrators. This is," What are the factors that influence the leadership maturity and managerial capability of the administrators?" Once the aforementioned question gets its answer, things will be easier on the part of the administrators to adjust in the different

circumstances that they will encounter in the performance of their tasks.

FRAMEWORK

The first frame reflects the independent variable, i.e., person-related factors hypothesized to predict leadership maturity and managerial capability of the administrators. The said person-related factors include i.e., age, gender, administrative experience, training/ seminar attended, educational attainment, technology awareness, values orientation.

The second frame contains the dependent variables which are leadership maturity, i.e., autonomy, superiority, commitment, expertise, initiative, professionalism and flexibility and managerial capability, i.e., conceptual skills, human skills, technical skills and diagnostic skills.

OBJECTIVES OF THE STUDY

1. Describe the demographic profile of the respondents.
2. Assess the level of leadership maturity of the administrators in terms of autonomy, superiority, commitment, expertise, initiative, professionalism and flexibility.
3. Examine the level of managerial capability of the administrators as measured by their conceptual skills, human skills, technical skills and diagnostic skills.
4. Determine if the person-related factors predict the leadership maturity of the technological colleges and universities administrators.
5. Determine if the person-related factors singly or in combination predict the managerial capability of the technological colleges and universities administrators.

METHODOLOGY

The descriptive –survey method was employed in this study. It focuses at the present condition in which purpose is to arrive at a new truth. The truth may be in different forms such as increased quantity of knowledge, a new generalization, an increased insight into factors which are operating, the discovery of new causal relationship, or more accurate formulation of the problem to be solved (Zulueta and Costales, 2003).

This study involved the collection of data that determined whether the person-related factors predict the leadership maturity and managerial capability of the administrators.

The purposive sampling technique was used in the selection of the administrators while simple random sampling was used in the selection of teacher respondents. The respondents of the study include one hundred eight (108) deans/chairmen and two hundred thirty one (231) teachers.

Table 1. Population and sample

Technological Institutions	Dean/ Chairmen		Faculty	
	Population	Sample	Population	Sample
Bulacan State University	25	15	357	36
Don Honorio Ventura College of Arts and Trades	18	16	198	38
Pampanga Agricultural College	14	11	181	19
Tarlac State University	30	24	246	47
Central Luzon State University	15	10	378	28
Nueva Ecija University of Science and Technology	16	12	231	20
Bataan Polytechnic State College	5	4	121	12
Bataan State College	6	6	41	12
Ramon Magsaysay Technological University	12	10	182	19
TOTAL	141	108	1935	231

Researcher-made questionnaire was used to look into the person-related factors, leadership maturity and managerial capability of the administrators. The unstructured interview was employed to enhance the validity of the findings.

The first part of the questionnaire focused on the person related factors/ variables, such as age, gender, administrative experience, training and seminar attended, educational attainment, technology awareness and values orientation. The second part looked into the leadership maturity of the deans and the chairmen while the third part involved items that measured the managerial capability of the former.

The gathered data were tabulated and treated using the Statistical Package for Social Sciences (SPSS). Specific questions reflected on the statement of the problem were answered with the aid of the following statistical treatment.

To describe the demographic profile of the respondents, frequency, percentage and mean were used.

The level of leadership maturity and managerial capability was described using percentage, mean and standard deviation.

The leadership maturity and managerial capability of the administrators were described using the scale below:

4.51 – 5.00	Very High
3.51 – 4.50	High
2.51 – 3.50	Moderate
1.51 – 2.50	Low
1.0 – 1.50	Very Low

The multiple regression analysis was utilized to determine if the person-related factors singly or in combination predict the managerial capability of the technological colleges and universities administrators. As stated by Alicias Jr. (2000), multiple regression of analysis is one among a family of multivariate statistical techniques that can simultaneously probe into the underlying relationship among a given set of variables. It is particularly designed to test the hypothesized relationship in a recursive model.

RESULTS AND DISCUSSIONS

Profile of the Respondents

The study revealed that majority of the administrators are 41-50 years old or fifty- Seven percent (57%); followed by 51-60 years of age or twenty-seven percent (27%); 31-40 years old, fifteen percent (15%) and 61-70 years old, one percent (1%). In the study of Flippo in Capistrano (2003), contention was made that more mature persons are a prime necessity in the organization and that older employees are considered to be inflexible and resistant to change.

Majority of the administrators are female (67%), and thirty-three percent (33%) are male.

The modal administrative experience of administrators is one (1) to five (5) years or 48%. Forty percent (40%) have administrative experience of six (6) to ten (10) years; six percent (6%) have administrative experience of eleven (11) to fifteen (15) years; four percent (4%) have administrative experience of sixteen (16) to twenty (20) years; and two percent (2%) have twenty-one (21) to twenty-five (25) years administrative experience.

It reveals that thirty-nine (39) or thirty-six point one percent (36.1%) of the administrators have attended one seminar/training relevant to leadership or management; thirty-four (34) or thirty-one point five percent (31.5%) have not attended any seminar/training in leadership or management; twenty-nine (29) or twenty six point nine percent (26.9%) have attended two relevant trainings/seminars; four (4) or three point seven percent (3.7%) have three relevant trainings/seminars; one or (1) or point nine (.9%) have attended five relevant trainings/seminars; and one (1) or point nine percent (.9%) have attended six seminars/trainings relevant to leadership and management.

Forty-seven (47) or forty-four percent (44%) of the administrators are with Ed.D. /Ph.D. degrees, thirty-seven (37) or thirty-four percent (34%) are M.A. graduates with doctoral units, seventeen (17) or sixteen percent (16%) are M.A. graduates, seven or six percent (6%) are baccalaureate degree holders with M.A. units. The figure shows that the administrators are highly educationally qualified.

The awareness of administrators on computer software is only moderate as indicated by the mean of 3.0728 with a standard deviation of .5789.In terms of educational technologies; the mean is 3.8191 with a standard deviation of .4705, interpreted as high. Awareness on home appliances has the mean of 4.1728 with a standard deviation of .5069, indicating high awareness. For overall technology awareness, the mean is 3.6882 interpreted as high awareness among the administrators with a standard deviation of .3739.

The most dominant value which is theoretical, has a mean of 1.9722 having a standard deviation of 1.2564 which indicates heterogeneity among the responses, followed by social with a mean of 1.2778 with a standard deviation of 1.0751, political with a mean of .8519 with .9354 standard deviation, economic with a mean of .6944 with standard deviation 1.0273, aesthetic with a mean of .6667 with a standard deviation of .7854 which indicates homogeneity, and religious with a mean of .5648 having a standard deviation of .9300.

There were six alternatives/ choices for every item in values orientation. A full point of one is given representing a particular value being chosen by the respondents. For every statement, majority of the respondents are having plus one if every individual has equal value to all of them. Majority gave higher regard to theoretical, others did not. The means with less than one indicate that if there is a dominant value, points were deducted from others. If the individual is consistent, there will be six points for one value and zero for the rests.

Level of Leadership Maturity

Based on administrators' perception, the overall mean for leadership maturity is 4.4115, interpreted as agree (A) which indicates that they have high maturity in leadership with a standard deviation of .2270. The perception of the faculty members on the leadership maturity of the administrators has a mean of 4.2832 with a standard deviation of .4601, interpreted as agree (A) which indicates that they have high leadership maturity.

Table 2. Descriptive measures of leadership maturity

Indicators	Descriptions (Administrators)	Descriptions (Faculty)
Autonomy	High Leadership Maturity (4.3537)	High Leadership Maturity (4.1657)
Superiority	High Leadership Maturity (4.4519)	High Leadership Maturity (4.2765)
Commitment	High Leadership Maturity (4.4704)	High Leadership Maturity (4.3391)
Expertise	High Leadership Maturity (4.2620)	High Leadership Maturity (4.2874)
Initiative	High Leadership Maturity (4.3343)	High Leadership Maturity (4.2983)
Professionalism	High Leadership Maturity (4.6028)	High Leadership Maturity (4.3261)
Flexibility	High Leadership Maturity (4.4056)	High Leadership Maturity (4.2891)
Grand Mean	High Leadership Maturity (4.4115)	High Leadership Maturity (4.2832)

Level of Managerial Capability

As shown in Table 3, the level of managerial capability of the administrators was rated higher by the faculty members with a mean of 4.1397, interpreted as very satisfactory, showing high

capability of the administrators in line with management with a standard deviation of .3628.

The perception of the administrators in their managerial capability has a mean of 4.0009, interpreted as very satisfactory with a standard deviation of .3638.

Table 3. Descriptive measures of managerial capability

Indicators	Descriptions (Administrators)	Descriptions (Faculty)
Conceptual Skill	High Managerial Capability (3.4713)	High Managerial Capability (4.1435)
Human Skill	High Managerial Capability (4.0630)	High Managerial Capability (4.1348)
Technical Skill	High Managerial Capability (4.1093)	High Managerial Capability (4.1070)
Diagnostic Skill	High Managerial Capability (4.3602)	High Managerial Capability (4.1735)
Grand Mean	High Managerial Capability (4.009)	High Managerial Capability (4.1397)

Predictors of Leadership Maturity

Autonomy

Autonomy is an indicator of leadership maturity. Technology awareness predicts the latter. How it affects autonomy is reflected in Table 4.

Table 4. Regression of leadership maturity (autonomy) on independent variables

Predictor	Beta	t-value	Sig.
Technology Awareness	.347	3.815	.000

R^2=.112; F Value = 14.557

Technology awareness of the administrators with a beta coefficient of .347 and a t-value of 3.185 which is significant at

the .000 absolute probability level is a predictor of autonomy. The beta coefficient indicates that for every standard deviation unit increase in the technology awareness of the administrator, there is a corresponding .347 deviation unit increase in the autonomy of the administrator. If the administrators are aware of the latest technologies, they tend to perform their tasks with confidence leading to autonomy. Their awareness on technology makes them more confident or self-reliant to perform their responsibilities. This can be explained by administrators who perform their tasks with maximum discretion. Oftentimes, if they are aware of the latest technologies, they do not need anymore the assistance of their staff in accomplishing something.

On the other hand, in the findings of Salas (1999), it was mentioned that some managers failed to realize the capability of the computer as a management tool in decision-making by securing vital and wider range of information through the internet and processing of this information using the appropriate software or computer program. Specifically, they look at the computer as just high-tech equipment that replaced the typewriter with its additional capabilities in encoding, storing and retrieval of information, which the clerical staff has been trained to manipulate.

The adjusted R-square indicates that every unit variance in autonomy is explained by the technology awareness by 11.2%. The F-value of 14.557 is significant with the .000 exact probability value. The unexplained variance of 88.8% may be attributed to variables not captured in this study.

Superiority

Another indicator of leadership maturity is superiority. Awareness on educational technologies and computer software are the predicators of the latter.

Table 5. Regression of leadership maturity (superiority) on independent variables

Predictors	Beta	t-value	Sig.
Technology Awareness on Educational Technologies	.587	5.852	.000
Technology Awareness on Computer Software	-.430	-.4.285	.000

$R^{2=.241;}$ ^{F} Value=17.993

Awareness on educational technologies is a predictor of superiority with a beta coefficient of .587 and a t-value of 5.852 significant at the .000 exact probability. The beta coefficient indicates that for every standard deviation unit increase in the awareness of educational technologies, there is a corresponding .587 standard deviation unit increase in superiority. The administrators who have awareness on educational technologies are believed to have a high intellectual capacity. It is not easy to manipulate the different educational technologies. Usually, it takes time to know how to use them. Those who can easily utilize them are the ones who are keen or fast learners. The administrators who know how to use the educational technologies are the ones who can easily understand what they have to do. They can utilize these in carrying out their tasks particularly when they hold meetings, when they plan, and solve problems in the organization.

The adjusted R-square indicates that every variance unit in superiority is explained by awareness on educational technologies in combination with computer software by 24.1%. The F-value of 17.993 is significant at the .000 exact probability value.

Another predictor of superiority is the awareness on computer software. With a beta coefficient of -.430, it predicts superiority. It has a t-value of –4.285 significant at the .000 probability value. There is a corresponding -.430 standard

deviation unit increase in superiority for every beta coefficient increase in the awareness on computer software.

The negative beta value indicates that the higher the level of awareness on computer software, the lower becomes the level of superiority. This is supported by the study of Salas (1999) in which the middle managers have not appreciated the value of computers in management application. This may be because they can plan without utilizing them.

They are sometimes afraid to try or explore what technology can offer and what is in store for them in leading if they will acquire awareness about it. And also they consider the computer as just a mechanical device that is used by a technician.

Commitment

Another indicator of leadership maturity is commitment. Table 6 captures the predictive effect of two variables, namely, educational technologies and computer software.

Table 6. Regression of leadership maturity (commitment) on independent variables

Predictors	Beta	t-value	Sig.
Technology Awareness on Educational Technologies	.527	5.079	.000
Technology Awareness on Computer Software	-.357	-3.439	.001

R^{2}= .186 ; F Value =13.227

Educational technologies as part of technology awareness is a predictor of commitment. The beta coefficient indicates that for every standard deviation unit increase in the awareness on educational technologies, there is corresponding .527 standard deviation units increase in the commitment of administrators, significant at the .000 absolute probability. When the administrator is well abreast on the educational technologies,

he has the impression of having his work easily done and not leave his school. He can make use of different resources in making his work lighter especially during meetings, conferences, and orientations. He always wants to stay loyal to his organization and his loyalty may be expressed when he tries to know more the current trends that will help him carry out his tasks. Wanting to be updated means that the administrator is concerned of the school where he is connected. Whatever knowledge he will gain, the school benefits.

The adjusted R-square indicates that every unit variance in commitment is explained by awareness on educational technologies and computer software by 18.6%. The F-value of 13.227 is significant with the .000 absolute probability level. The unexplained variance of 81.4% may be attributed to variables not included in this study.

Awareness on computer software predicts the commitment of the administrators. This is indicated by the beta coefficient of -.357 with a t-value of-3.439, significant at the .001 probability value.

The negative beta value indicates that the higher the level of awareness on computer software, the lower becomes the level of commitment. This may probably be explained by administrators who are not anymore that committed or willing to attend seminars because
they could just surf in the internet for any topic that they want to learn or understand. In addition, they might not anymore be willing to work beyond official time. Their work can be made easier and faster through the use of the different computer software in which they could finish earlier than their official time.

Expertise

There is only one predictor of expertise and it is the awareness on home appliances. This is reflected on the table below.

Table 7. Regression of leadership maturity (expertise) on independent variables

Predictor	Beta	t-value	Sig.
Technology Awareness on Home Appliances	.381	4.240	.000
$R^{2=.137}$; F Value =	17.978		

Awareness on home appliances is an aspect of technology awareness. It predicts the expertise of the administrators. It has a beta coefficient of .381 with a t-value of 4.240 significant at the .000 exact level of probability. The beta coefficient indicates that for every standard deviation unit increase in the awareness of home appliances, there is corresponding .381 standard deviation unit increase in the level of expertise of the administrators.

The findings reveal that those who are more knowledgeable in the use of home appliances may tend to be having more expertise in their work. This is explained when administrators are not afraid to try the different strategies in understanding their work and carrying it out, the same in having confidence in manipulating or using a home appliance, thinking that they will not get hurt in exploring new things in understanding their job.

The administrators, who usually know how to understand the instructions and precautions in using the home appliances, are the ones who are more careful when it comes to the understanding their tasks. Administrators who can follow instructions and precautions correctly may tend to perform their tasks efficiently and effectively.

The adjusted R-square indicates that every unit variance of expertise is explained by the technology awareness on home appliances by 13.7%. The F-value of 17.978 is significant with the .000 exact probability value. The unexplained variance may be ascribed to the variables not included in this study.

Initiative

Another indicator of leadership maturity is initiative. Its predictors are home appliances and value orientation. The predictive influence of the two is reflected on Table 8.

Table 8. Regression of Leadership Maturity (Initiative) on Independent Variables

Predictors	Beta	t-value	Sig.
Technology Awareness on Home Appliances	.300	3.338	.001
Value Orientation	.245	2.728	.007

$R^{2=.135}$; F Value =9.324

Home appliances as an aspect of technology awareness predicts the initiative of the administrators with a beta coefficient of .300 and a t-value of 3.338 which is significant at the .001 absolute probability level. The beta coefficient indicates that for every standard deviation unit increase in the awareness on home appliances, there is corresponding .300 standard deviation increases in initiative which is significant at with .0001 absolute probability.

Administrators should be more aware on the use of home appliances and other technologies. Since they are already occupying a high position, they should be equipped with knowledge on whatever is latest in technologies. They should model the change expected by their subordinates and other people, find different ways to get their job done, work out new methods and procedures and should always be innovative.

Value orientation also predicts initiative. It has a beta coefficient of .245 and a t-value of 2.728 which is significant at the .007 probability level. The beta coefficient indicates that for every standard deviation unit increase in value orientation, there is corresponding .245 standard deviation unit increase in the initiative of administrators. This is explained by

administrators who become self-starters when it comes to implementing better strategies and policies in their work. It is believed that whatever the administrators do in their work and how they perform their job, is influenced by their values orientation.

Those who are self-starters are more confident in their capabilities and values that they are more oriented with.

The adjusted R-square indicates that for every unit variance in initiative, it is explained by the values orientation of the administrators in combination with awareness on home appliances by 13.5%. The F-value of 9.324 is significant with the .000 exact probability level.

Flexibility

Flexibility is an indicator of leadership maturity. It only has one predictor, which is awareness on the use of home appliances.

Table 9. Regression of Leadership Maturity (Flexibility) on Independent Variables

Predictors	Beta	t-value	Sig.
Technology Awareness on Home Appliances	.410	4.624	.000

$R^{2=.160}$; F Value =21.379

Awareness on the use of home appliances predicts the level of flexibility of the administrators with a beta coefficient of .410 and a t-value of 4.624 which is significant at the .000 absolute probability level. The beta coefficient indicates that for every standard unit increase in the awareness on home appliances, there is corresponding .410 standard deviation unit increase in the level of flexibility of administrators. This means that those who are more aware on the use of different appliances as part of technology are more flexible in dealing with their work and their subordinates.

When a person wants to know how to use something, like the home appliance, he tries some techniques in line with the instructions. He does not stop unless it works. The same with how the administrator adjusts to the needs in the organization. If something new will be encountered, he wants to be in control of it by becoming flexible. He applies different techniques in order to make his strategies work. The administrator must adjust to make something work, should be ready to face new challenges and champion change expected for others. He must always be in control of any unfortunate occurrence after a decision has been made. His knowledge on technologies can influence his way of adjusting in a sense that he can initiate and manage changes if he is aware of them.

The adjusted R-square indicates that for every unit variance in flexibility, it is explained by the technology awareness on home appliances by 16%. The F-value of 21.379 is significant with the .000 exact probability value.

Predictors of Managerial Capability

Human Skills

Human skill is an indicator of managerial capability. Its predictor is value orientation.

Table 10. Regression of Human Skills on Independent Variables

Predictors	Beta	t-value	Sig.
Value Orientation	.251	2.668	.009

$R^{2= .054;}$ F Value =7.119

Value orientation predicts the human skills of the administrators with a beta coefficient of .251 and a t-value of 2.668 which is significant at the.009 probability level.

The beta coefficient indicates that for every standard deviation unit increase in the values orientation of the

administrator, there is corresponding .251 standard deviation unit increase in the human skill. The administrators deal with their subordinates and other members of the organization. Their manner on how they deal with them depends on the values orientation that they have. Those who give high regard to social values tend to have better human skill than those who do not. This means that if they give regard to the love of others, it is easier for them to establish rapport in their organization.

The adjusted R-square indicates that for every unit variance in human skill, it is explained by the values orientation of the administrators by 5.4%. The F-value of 7.119 is significant at the .009 probability value. The unexplained 94.6% may be attributed to variables not included in this study.

Technical Skills

Another indicator of managerial capability is the technical skill. It is only value orientation of all the variables that predicts technical skill.

Table 11. Regression of Technical Skills on Independent Variables

Predictors	Beta	t-value	Sig.
Value Orientation	.220	2.327	.022

R^{2}= .040; F Value =5.414

Values orientation predicts the technical skills of the administrators. It has a beta coefficient of .220 and a t-value of 2.327 which is significant at the .022 probability level. The beta coefficient indicates that for every standard deviation unit in values orientation, there is corresponding .220 standard deviation unit increase in the technical skill of the administrators. The knowledge of and proficiency of administrators in methods and procedures is influenced by the values orientation that they have. Administrators who give high regard to theoretical values are more willing to develop something new to improve their proficiency. They are usually

open-minded when it comes to searching the truth to put up something new and better in terms of methods and procedures.

The adjusted R-square indicates that for every unit variance in technical skill, it is explained by values orientation by 4.0%. The F-value of 5.414 is significant with the .022 probability level. The unexplained 94% may be attributed to the variables not included in this study.

Diagnostic Skills

Diagnostic skill is an indicator of managerial capability. The following variables are the predictors of the diagnostic skills of the administrators - educational attainment, home appliances and gender.

Table 12. Regression of Diagnostic Skill on Independent Variables

Predictors	**Beta**	**t-value**	**Sig.**
Educational Attainment	-.301	-3.351	.001
Technology Awareness on Home Appliances	.311	3.466	.001
Gender	.185	2.091	.039

$R^{2=.168}$; F Value = 8.184

Educational attainment is a predictor of diagnostic skill with a beta coefficient of -.301 and a t-value of –3.351 which is significant at the .001 exact probability value. The beta coefficient indicates that for every standard deviation unit increase in the educational attainment, there is a corresponding -.301 deviation increase in the diagnostic skill.

The negative beta value indicates that the higher the educational attainment of the administrator, the lower the diagnostic skill. Usually, those who occupy high positions are the ones with high educational attainment. They sometimes cannot identify problems because they fail to look into the very core of the situation. They go beyond the basic element. They

focus more on the solution to the problem because oftentimes they delegate this kind of work to their subordinates. Administrators are more on conceptual skills than the diagnostic skill. If something should be investigated, they assign a subordinate to do it.

Another predictor of diagnostic skill is awareness on home appliances. It has a beta coefficient of .311 and a t-value of 3.466 which is significant at the .001 probability level. The beta coefficient indicates that for every standard deviation increase in the awareness on home appliances, there is corresponding .311 standard deviation unit increase in diagnostic skill of administrators. When an administrator is aware on the use of home appliances, he could easily sense whether it is functioning well or not. Usually, when he is concerned with the care of his/her appliances, the more that he is concerned on other matters that cannot be replaced or bought, like the organization. This may be explained by administrators who are sensitive to what is happening around them making them more capable to identify and solve problems in the organization. Information is taken from the people below/ subordinates.

Gender is also a predictor of diagnostic skill with a beta coefficient of .185 and a t-value of 2.291 which is significant at the .033 probability level. The beta coefficient indicates that for every standard deviation unit increase in gender, there is corresponding .185 standard deviation unit increase in the level of diagnostic skill of the administrators. Female administrators are more intuitive than the male. They could easily sense if something should be treated as a problem or not. They are very particular with details. They are more meticulous than the male On the other hand, male administrators are more reflective. They have different ways of identifying problems in the organization but do not have the intuition ascribed to the female.

The adjusted R-square indicates that for every unit variance in diagnostic skill, it is explained by educational attainment, home appliances and gender by 16.8%. The F-value of 8.184 is significant at the .000 absolute probability level. The remaining 83.2% of the variance of diagnostic skill may be explained by other variables not included in the study.

Summary of the Predictors of Leadership Maturity and Managerial Capability

Table 12 presents the independent variables that predict leadership maturity and managerial capability of administrators.

Table 12. Summary table of the predictors of leadership maturity and managerial capability of administrators

Predictor	Leadership Maturity	Managerial Capability
Gender		Diagnostic Skills
Educational Attainment		Diagnostic Skills
Technology Awareness	Autonomy	
Computer Software	Commitment	
Educational Technologies	Commitment, Superiority	
Home Appliances	Flexibility, Initiative, Expertise	Diagnostic Skills
Value Orientation	Initiative	Human and Technical Skills

Table 12 shows the predictors of leadership maturity which are technology awareness, computer software, educational technologies, home appliances and value orientation. The managerial capability in predicted by gender, educational attainment, home appliances and value orientation.

CONCLUSION

The hypothesis stating that person-related variables such as age, gender, administrative experience, training and seminar attended, educational attainment, technology awareness and value orientation, singly or in combination, predict the

leadership maturity and managerial capability of administrators is partly upheld.

RECOMMENDATIONS

1. Inasmuch as technology awareness is a significant predictor of leadership maturity and managerial capability, there is a need to stress the administrators' technology awareness through trainings/seminars, providing adequate facilities and professional reading centers with journals and magazines.
2. Since the administrators only have a little knowledge on the use or application of computer software as indicated by the moderate awareness on this aspect of technology, there is a need for intensification of it.
3. Since value orientation is a significant predictor of leadership maturity and managerial capability, it is recommended that the administrators and faculty reflect on the effect of their values to their work, making them oriented on other positive values that will lead to the attainment of their goals in the organization.
4. Further study on leadership maturity and managerial capability that will focus/ look into other variables not mentioned in this study like birth order, salary, school location and type of institution, economic status, etc.

LITERATURE CITED

Alicias, Jr (2007). *Data organization and analysis in a computer environment*. Quezon City. University of the Philippines.

Articulo. A.C and Florendo, G. (2003). *Values and work ethics*. Bulacan: Trinitas Publishing.

Catane, J.A. (2000). *Conducting research: A practical application*.Quezon City: JMC Press.

Carlen, M.E. (2005). *The Leadership Maturity Model*. New Jersey. Princeton University Press.

Costales N. B Jr. and Zulueta, F.M. (2003). *Methods of research thesis writing and applied statistics*. Mandaluyong City: National Book Store.

Mc Connell, J.H. (2003). *How to identify your organization's training needs*. U.S.A: AMACOM.

Partington P. and Stainton C. (2003*). Managing staff development.* London: Open University Press.

Salas, N.S. (1999). *Technology orientation of middle managers of selected state technological institutions.* Unpublished doctoral dissertation. Technological University of the Philippines, Manila.

Yedelowitz, J., et al. (2003). *Smart things to know about leadership*. Oxford, U.K.: Capstone Publishing Incorporated.