

# Multi – Dimensional Essentials in School Administration and Supervision

EDWIN S. CABLAO<sup>1</sup>, VIVIAN P. VIZCARA, JD, ED.D.<sup>2</sup>

<sup>1</sup>*Cebu Technological University, Main Campus, R. Palma Street, Cebu City*

<sup>2</sup>*Adviser, Cebu Technological University, Main Campus, R. Palma Street, Cebu City*

*Abstract- This research determined the leadership characteristics, management skills and quality of work among the schools administrators of Cebu Division, Cebu as bases for a proposed managerial development plan. The research employed descriptive design using the quantitative and qualitative approach. This frequency distribution research makes use of quantitative and qualitative approach and interview method in qualitative approach. There were five (5) parts of the research questionnaire in the study to determine the profile of all employees with their levels of leadership characteristics, management skills, and quality of work. There is a significant relationship between identified profile and management level skill, since, the profile affects the skill of managing people in workplace. Likewise, between identified profile and level of quality of work, the profile affects the level of quality of work of administrators, since, the quality of work is always affected by one's personal capability. On the basis of the findings, a conclusion is drawn. The administrator's profile affects the management level skills and quality of work in the workplace. It is recommended that the administrator's professional enhancement should be given utmost preferential attention and managerial development plan will be implemented.*

**Keywords:** *Development Education, Multi-Dimensional Essentials, School Administration and Supervision, Descriptive Design, Cebu, Philippines.*

## I. INTRODUCTION

### Rationale of the Study

Management is important in every organization. It is the process of coordinating human, physical, and financial resources to achieve an organization's objectives. It is essential because people in an organization must work together to achieve some stated or implied objective. Office administration ensures the efficient performance of all departments in the organization. It is the connecting link between the head of office and the employees. This provide

motivation to the work force and make them realize the goals of the organization. Being able to communicate clearly, coordinate and motivate staff, as well as plan tasks effectively are vital skills that all heads need. Management skills are important because they can help the organization run like an efficient machine, as well as help our own career grow.

Management is about persuading people to do things they do not want to do, while leadership is about inspiring people to do things they never thought they could.” To be able to persuade people in the organization, a leader or a head of office must possess the qualities that would motivate the workers or employees to quality works. Here are some problems with leadership today in the Philippine educational system. Failure to Communicate by the head of office to the subordinates or employees. The complexity of today's occupational aspect world requires heads of offices to be able to communicate on multiple levels. Lack of Accountability, that some of the managers evade their responsibilities and accountabilities by designating their works to their employees. Poor execution of work of these leaders are just designating their employees to do their works in lieu of them due to the many seminars and trainings they attend to.

In our locality, there are problems encountered and experienced by the administrators. As one of the administrators, the researcher is motivated to conduct this study and determine which of these problems are existing and what administrators qualities are being possessed that relates or contributes to the quality work.

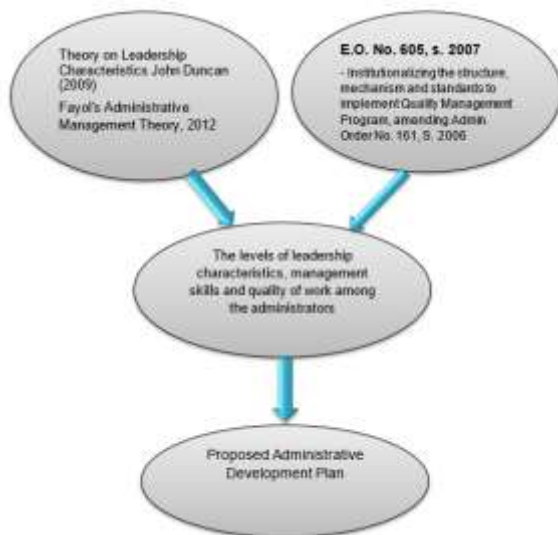
### Theoretical Background

This study is premised on the Theory on Leadership Characteristics by John Duncan (2009) and Fayol's

Administrative Management Theory in 2012 and Evaluation Theory of Rogers and Smith (2006) in contributing to the quality of work among school leaders and managers in maritime school.

It is anchored on the Theory on Leadership Characteristics by John Duncan (2009) in Holden Leadership Center, University of Oregon, USA. The following characteristics must be possessed, (1) Proactive vs. Reactive (2) Flexible/Adaptable:. (3) A Good communicator: (4) Respectful: Treating others with respect will ultimately earn respect. (5) Quiet Confidence:

(6) Enthusiastic: (7) Open-minded: (8) Resourceful: Utilize the resources available. (9) Rewarding:(10) Well Educated: Knowledge is power.). (11) Open to Change: A leader will take into account all points of view and will be willing to change a policy, program, cultural tradition that is out - dated, or no longer beneficial to the group as a whole. (12) Interested in Feedback: How do people feel about your leadership skill



Theoretical Framework of the Study Figure 1

set? How can you improve? These are important questions that a leader needs to constantly ask the chapter. View feedback as a gift to improve. (13) Evaluative: Evaluation of events and programs is essential for an organization/group to improve and progress. An exceptional leader will constantly evaluate and change programs and policies that are

not working/ (14) Organized: Are you prepared for meetings, presentations, events and confident that people around you are prepared and organized as well?

(15) Consistent: Confidence and respect cannot be attained without your leadership being consistent. (16) Delegator: (17) Initiative: A leader should work to be the motivator, an initiator. He/she must be a key element in the planning and implementing of ideas, programs, policies, events, etc. (Duncan, 2009).

Fayol's Administrative Management Theory in 2012. Fayol thought that his principles would be useful to all types of managers. He truly advocated the notion that if a manager wants to be successful, he only needs a certain set of management principles. If a manager climbed the corporate ladder and reached higher positions, this managers provide in planning, organizing, leading and controlling is an essential responsibility in any business. A manager must organize these functions in order to reach company goals and maintain a competitive advantage. Outing these plans into action requires forming groups as underlings must be directed by control. In order for these practices to succeed in an operational manner, an understanding must be reached concerning the basics in which these practices are in relationship to the business structure. (Bateman, Snell, 2007).

Planning is the first tool of the four functions in the management process. The difference between a successful and unsuccessful manager lies within the planning procedure. Planning is the logical thinking through goals and making the decision as to employees is a continual process that takes place regularly within the company. (Allen, G., 2000).

The five functions of management planning, decision-making, organizing, leading and controlling, assume a great worth in the success of any business every day. (Bateman, Snell, 2007). In all organizations, each employee's individual contribution to the success of the company is of enormous importance as the company's goals would not be met and success would not be reached. Even with room for improvement. Wyeth has the appropriate functions of management is position to be a long-term success.

The establishment of QMS in DepEd is expected to enhance people capacity, internal systems, and processes resulting in efficient and effective delivery of basic education services. It shall cover DepEd's core processes, management and support processes, and shall be a coordinated and shared responsibility across all governance levels, pursuant to Executive Order (E.O.) No. 605, s. 2007, entitled "Institutionalizing the Structure, Mechanisms, and Standards to Implement the Government Quality Management Program (GQMP)."

## II. THE PROBLEM

### Statement of the Problem

This research determined the leadership characteristics, management skills and quality of work among the schools administrators of Cebu Division, Cebu during school year 2019-2020 as bases for administration and supervision essentials development plan.

Specifically, this study sought answered to the following queries.

1. What is the profile of the respondent groups in terms of:

- 1.1 age;
- 1.2 gender;
- 1.3 civil status;
- 1.4 highest educational attainments;
- 1.5 length of service;
- 1.6 performance rating and;
- 1.7 relevant trainings and seminars attended?

2. As perceived by the respondent groups, what is the level of leadership characteristics of the administrators in terms of the types:

- 2.1 Charismatic leadership;
- 2.2 Laisses faire leadership;
- 2.3 Transformational leadership, and
- 2.4 Democratic leadership?

3. What is the level of management skills of the administrators as perceived by respondent groups in terms of:

- 3.1 planning;
- 3.2 decision-making;
- 3.3 supervision;
- 3.4 staffing;

- 3.5 organizing, and
- 3.6 Controlling?

4. What is the level of quality of work of administrators as perceived by respondent groups in terms of:

- 4.1 working Conditions;
- 4.2 job Satisfaction;
- 4.3 general-wellbeing;
- 4.4 control at Work, and
- 4.5 homework interface?

5. Is there a significant relationship between the following:

- 5.1 profile and level of leadership characteristics;
- 5.2 profile and level of management skills, and
- 5.3 profile and level of quality of work?

6. Is there a significant difference among the perceptions of the 2 sets of participants on the levels of:

- 6.1 leadership characteristics;
  - 6.1.1 charismatic leadership;
  - 6.1.2 laisses faire leadership;
  - 6.1.3 transformational leadership, and
  - 6.1.4 democratic leadership.

6.2 management skills;

- 6.2.1 planning;
- 6.2.2 in decision making;
- 6.2.3 in supervision;
- 6.2.4 staffing;
- 6.2.5 organizing; and
- 6.2.6 controlling.

6.3 quality of work;

- 6.3.1 working conditions;
- 6.3.2 job satisfaction;
- 6.3.3 general well-being;
- 6.3.4 stress at work and control at work, and
- 6.3.5 homework interface?

7. What are the challenges and barriers in the manifestation of the school leadership and administrator?

8. What administration and supervision essentials development plan can be formulated?

#### Statement of Null Hypotheses

Ho1. There is no significant relationship between the following:

- 1.1 profile and level of leadership characteristics;
- 1.2 profile and level of management skills; and
- 1.3 profile and level of quality of work.

Ho2. There is no significant difference among the perceptions the three sets of participants on the levels of:

- 2.1 leadership characteristics;
- 2.2 management skills; and
- 2.3 quality of work.

#### Significance of the Study

The importance of the study is primarily to familiarize the school principals in regard to the administrators attributes, management skills and quality works of school heads". The result of this study would benefit the following:

DepEd Officials. Upgrading of educational leadership was not just ordinary convergence of educators. This was definitely a molding of minds so as to come up with sound plans and definitive steps in the implementation of educational programs and projects for the benefit of Filipino school children.

Principals - gained additional information in understanding individual's attributes which helped the organization to hire and retain highly motivated teachers. School principal was in constant exposure to different pressures both internal and external has to constantly review own as guide in performing his/her task.

Teachers in a way their sincerity, honesty and devotion to the school they were serving became fruitful; that the personality attributes deeply internalized strong tool as they perform their duties and responsibilities towards school performance.

Community served and gave intuition to mentors in education relative to school principals' management skills towards school performance.

The Researcher benefited from the findings of this study and used as reference to improve his

knowledge and skills on the managerial leadership style.

Future researchers. This study served to conduct another related study to another locale.

### III. RESEARCH METHODOLOGY

This chapter presented the research design, research environment, respondents of the study, instrumentation, data gathering and procedure and data analysis.

#### Design

The researcher employed descriptive design using the quantitative and qualitative approach in this research study. This frequency distribution research was made used of quantitative and qualitative approach and interview method in qualitative approach.

Quantitative data collection methods were entered on the quantification of relationships between variables. Quantitative data gathering instruments established relationship between measured variables. When these methods were used, the researcher was usually detached from the study and the final output was context free.

Qualitative data was concerned with non-statistical methods of inquiry and analysis of social phenomena. It drawn on an inductive process in which themes and categories emerged through analysis or data collected by such techniques such as interviews. Samples were usually small and were often purposively selected. Qualitative research used detailed descriptions from the perspective of the research participants themselves as a means of examining specific issues and problems under study.

#### Flow of the Study

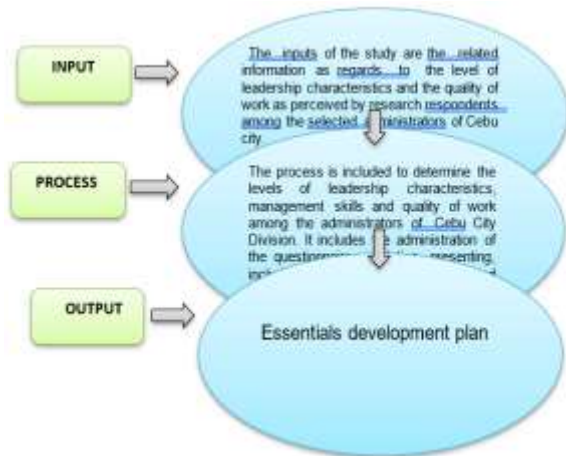
The research flow input-process-output, which served as the structure and guide for the direction of the study.

The inputs of the study were the related information as regards to the level of leadership characteristics of the research subjects as perceived by research respondents, the level of quality of work of the research subjects as perceived by research

respondents among the selected administrators of Cebu city

The process of this study included to determined the levels of leadership characteristics, management skills and quality of work among the administrators of Cebu City Division, Cebu. It included the administration of the questionnaire, validating the data, presenting the data including the statistical treatment thereof and analysis and interpretation of data.

Output of the study include the administration and supervision essentials development plan.



Flow of the Study Figure 2

### Environment

Binaliw National High School was located in Barangay Binaliw 3, Cebu City. Its territorial boundaries are; from the North, Barangay Agsungot, from the south, barangay Pit-os, from the east is Barangay Panoypoy, Consolacion and from west is Barangay Guba. Binaliw is sub-divided into six sitios, namely; Binaliw 1, Binaliw 2, Binaliw 3, Mansawa, Agpasan, and Luton. Most of its area are mountainous and hilly that is why it is an appropriate place for mountain climbing. It is a cool place since it is rich in vegetation of big tall trees. Its distance from the City proper is eighteen(18) kilometers. The neighboring place of Binaliw , Cebu City are Adlaon, Agsungot, babag, Bacayan, Budlaan, Busay, Canduman, Guba, Lataban I, Lataban II, Mabini, Malubog, Nasipit, Payaban and Pit-os.

Binaliw National High School, a public school secondary institution was founded in 1994, formerly known as Binaliw Integrated School, situated in a mountainous barangay of sitio Binaliw III, Binaliw, Cebu City. It is near the Barangay Hall and Barangay Gym of Binaliw. Its territorial boundaries are; from the north, Barangay Agsungot, from the south, barangay Pit-os, from the east is Barangay Panoypoy, Consolacion and from west is Barangay Guba. Binaliw is sub-divided into six sitios, namely; Binaliw 1, Binaliw 2, Binaliw 3, Mansawa, Agpasan, and Luton. Most of its area are mountainous and hilly that is why it is an appropriate place for mountain climbing. It is a cool place since it is rich in vegetation of big tall trees. Its distance from the City proper is eighteen (18) kilometers. The neighboring place of Binaliw , Cebu City are Adlaon, Agsungot, Babag, Bacayan, Budlaan, Busay, Canduman, Guba, Lataban I, Lataban II, Mabini, Malubog, Nasipit, Payaban and Pit-os. The figures below will guide us to reach our school.

Some neighboring schools like Mabini integrated school, Paril NHS, Paril ES, Banilad ES, Banilad Night H.S, Zapatera NHS, Zapatera ES were composed also of the facilities necessary for the operation of the scholas mandated by DEPED.

### Respondents

This study was focused on the 300 respondents including 12 administrators. These 264 teachers were evaluated the levels of leadership characteristics, management skills and quality of work among the administrators of Cebu City Division, Cebu. Likewise, these administrators evaluated the teaching effectiveness of the faculty (8) selected schools, Cebu city.

The seven (7) principals/administrators, 5 teacher in-charge and the 264-teaching staff represents one hundred percent (100%) of the population.



Location Map for the Research Site Environment  
 Figure 3

Table 1

Distribution of Respondents

NAME OF SCHOOL	GROUPS OF PERSONNEL / TEACHING STAFF							Total	Percent %
	Principal		Teacher In-charge		Teaching Staff				
	M	F	M	F	M	F			
Binaliw National High School	1	0	0	0	4	8	13	4.33	
Binaliw Elementary School	0	1	0	0	0	15	16	5.33	
Mabini Integrated School	0	0	0	1	4	18	23	7.67	
Paril NHS	0	1	0	0	5	7	13	4.33	
Paril ES	0	0	0	1	0	8	9	3.00	
Banilad Elementary School	0	1	0	0	4	47	52	17.33	

Banilad Night High School	1	0	0	0	5	21	27	9.00
Zapatera National High School	0	1	0	1	7	43	52	17.33
Zapatera Elementary School	1	0	1	1	11	81	95	31.67
<b>TOTAL</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>32</b>	<b>232</b>	<b>300</b>	<b>100.00</b>

**Instruments**

There were five (5) parts of the research questionnaire in the study to determine the profile of all employees with their levels of leadership characteristics, management skills, and quality of work.

Part I pertained to the profile of all employees in terms of age, sex, civil status, religion, highest educational attainment, average monthly income, length of service as employees, positions and number of seminars and trainings attended related to leadership, management, and quality of work.

Part II comprised twenty three (23) statements which rated by the research participants for the level of leadership characteristics by John Duncan in 2009.

Part III comprised twenty five (25) statements with five (5) stated statements in planning, five (5) stated statements in decision-making, five (5) stated statement in supervision, five (5) stated statements in staffing, five (5) stated statements in organizing and (5) stated statements in controlling to be rated by the research participants for the level of management skills by Fayol in 2012 For the level of management skills of top and middle level managers, the parametric scale below was used. RANGE CATEGORIES INTERPRETATION Very High 3.26 - 4.00 Strongly Agree 2.51 - 3.25 Agree High 1.76 -

2.50 Disagree Low 1.00 -1.75 Strongly Disagree Very Low Part IV comprised twenty (25) statements with five (5) stated statements in working condition, five (5) stated statements in job satisfaction, five (5) stated statements in general-well being, five (5) stated statements in stress at work and control at work and five (5) stated statement in Homework Interface which will be rated by the research participants for the level of quality of work by Rogers and Smith (2006).

Part V entailed the research participants to answer the qualitative part of the study with regards to the factors that influence the leadership characteristics, management skills, quality of work of administrators/employees and their development plan.

**Data Gathering Procedure**

Before the actual gathering of data took place, a letter of intent for the study was sent to the principal. It significantly asked the assistance and cooperation of the co-administrators to derive a desirable outcome of the study.

An approval for the conduct of the survey was also secured from the adviser, dean of the graduate school and selected school principals In addition, signed consent forms were sought from the respondents after they were explained regarding their voluntary participation, understanding and their contribution to the present undertaking.

Subsequently, the tool personally was administered so that questions were entertained and items which were not clear with the respondents were explained to ensure cooperation throughout the study. After which, the data were collated, tallied, and subjected to statistical analysis for further interpretation of data. On the other hand, the teachers were scheduled for personal interviews depending upon their availability and the time and place where they were convenient. Interviews and discussions were primarily the main source of information. This study was made used of observations, in-depth interviews, discussions. The interview begun with an explanation of the purpose of the study, building rapport, gathering demographic information, and having participants who willingly undergone the interview.. Data were collected with

the used of the interview guide. Each interview begun with a broad question. Probing questions for elaboration were asked like showing what they mean, telling more about the situation and by giving examples.

The length of interviews would depend on the participant’s interest in elaborating on their experiences. Participants were given the freedom to discussed the experiences how they felt were relevant to the study.

**Statistical Treatment of Data**

1. Frequency and percentage was used to determine the profile of the teachers and administrators: administrative competence and instructional effectiveness.
2. The Chi-square on contingency able was used to established the relationship between pupils and institutions effectiveness.

**Scoring Procedure**

- A. For the level of Characteristics of Administrators Leadership, the parametric scale below was used.

SCALE	RANGE	DESCRIPTION	VERBAL DESCRIPTION
5	4.21 - 5.00	Strongly Agree	Very high leadership traits
4	3.41 - 4.20	Agree	High leadership traits
3	2.61 - 3.40	Neither	Fair leadership traits
2	1.81 - 2.60	Disagree	Less Leadership traits
1	1.00 - 1.80	Strongly Disagree	Low Leadership traits

- B. For the level of Management Skills of Administrators, the parametric scale below was used.

SCALE	RANGE	DESCRIPTION
4	3.26 - 4.00	Strongly Agree
3	2.51 - 3.25	Agree
2	1.76 - 2.50	Disagree
1	1.00 - 1.75	Strongly Disagree

- C. For the level of quality of work of Administrators, the parametric scale below was used.

SCALE	RANGE	DESCRIPTION
4	3.26 - 4.00	Strongly Agree
3	2.51 - 3.25	Agree
2	1.76 - 2.50	Disagree
1	1.00 - 1.75	Strongly Disagree

#### IV. REVIEW OF RELATED LITERATURE AND STUDIES

This part presented the related literature and studies that correlate to the current research works. Information established in this study could give the readers ideas why this investigation is significant. To link the ideas and information borrowed from different authorities a clincher is provided.

##### Related Literature

One cannot undermine the importance of leadership skills in improving organizational performance. One cannot imagine having a leader who has no skills on how to execute his/her duties and responsibilities as a leader. Leadership is always associated with vision-mission or strategic direction, inspiration, motivation, development and communication. Dudovskiy (2014) explains the importance of communication skills for organizational leaders. Organizational communication is referring to the fact that leaders need to communicate with different organizational stakeholders in a daily basis, and each category of these stakeholders pursues varying aims and objectives. Though having a vision is a prerequisite of leadership, however, leadership is not all about direction and communication. Given the importance of these two aspects of leadership, however, leadership is also about motivation. Motivation here refers to how the leader motivates his /her employees to carry out the vision and mission and objectives of the organization. Though the leader has the ambitious vision-mission but if employees have no motivation to carry out such vision and mission, then it is just nothing. Campbell, Dunnette, Lawler and Weick as cited by Nader (n.d), motivation is defined as “the extent to which persistent effort is directed toward a goal”. In such case, motivation refers to the amount of effort put in the job. The concern here is the amount of effort the employees can dedicate to the accomplishment of the job and long-term vision of the organization. Another concern is the individual employee’s willingness to stay with the tasks until it is complete. Speaking of leadership, vision-mission and motivation, it can be assumed that the leader and employees are two important sides that cannot be ignored. The leader may have the vision-mission but if there are no employees who can carry them out,

then the vision-mission can never be achieved. In addition, to achieve the vision-mission, motivation is not just enough, skills should also be considered. Motivation without skills is like excitement without substance. Furthermore, without skills one cannot contribute to the achievement of the organizational goals. Therefore skills of employees have to be developed. It is along this line of thought, Clemmer (n.d) argues that leaders should invest heavily in growing and developing people, and that makes a difference between leader and manager. Managers may see people as objects to be commanded and controlled, while leader sees employees as human person to be developed. However, developing people is not just focused on the improvement of skills but it also includes leadership skills. It is one of the jobs of a leader to identify potential leaders to be a leader in the in the future.

Leadership is not tantamount to management although they both share some common characteristics. For instance, they are both concerned with influence, working with people and meeting goals (Northouse, 2010). However, the functions of management may be distinguished from those of leadership. In particular, management is concerned with planning and budgeting (e.g. setting timetables and allocating resources), organizing and staffing (e.g. establishing rules and procedures) and controlling and problem solving (e.g. developing initiatives and generating solutions) (Kotter, 1990; cited in Northouse, 2010). On the other hand, leadership involves establishing a direction (e.g. creating a vision and establishing strategies), aligning people with organisational goals (e.g. communicating goals and seeking commitment) and motivating and inspiring people to achieve organizational goals (e.g. empowering subordinates) (Kotter, 1990; cited in Northouse, 2010). Despite these differing functions, leaders are also involved in planning and organising tasks in order to get the job done (i.e. management function) and similarly managers are often involved in helping groups achieve their goals (i.e. leadership function) (Northouse, 2010).

Boyett (2006) mentioned the role of leaders is crucial in gaining the trust of their subordinates and stimulate their commitment towards the successful fulfillment of the undertaken project. Boyett (2006)

described the influence of leaders in the following manner. Firstly, the leaders should have idealized influence, in other words, they have to be charismatic. Leaders can execute the confidence and competence. Secondly, leaders should be able to inspire their followers; this is mainly attributed to their role of inspirational motivation. It is important for the leaders to be able to take each separately while dealing with them. Each person is different from the others regarding their characteristics; needs, wants and attitude towards specific tasks. Therefore, leaders should have the individual consideration to each team member. leadership literature review.

According to Edmonson (2017), the teams who plan everything firstly and execute their plans, later are not found to be feasible in the 21<sup>st</sup> century. Collaboration and coordination are found to be an essential element of the team. At present, it is rare to find teams which are well designed and dynamic and which exist for a long period. The teams which have succeeded to stay competitive and successful are considered to be those who developed good interpersonal skills among one another. According to Edmonson, teaming is considered as an important of organizational growth. In this regard, it is crucial to underline the importance of leaders who are responsible in charge of these teams. Transforming static teams into dynamic one requires strong leadership skills. Dynamic teams are more open to innovation, and they keep up with the latest trends in the industry they are working. Moreover, it is important for team members to understand their roles. Understanding individual tasks that each member of the group is responsible for undertaking allows them to communicate with each other more efficiently and improves understanding their team members.

Misunderstandings and lack of communication are usually the basis of problems between most people. Failing to communicate effectively in a workplace leads to frustration, bitterness, and confusion among employees. Communication is of utmost importance. Effective communication can eliminate obstacles and encourage stronger workplace relationships. When employees know their role within a company and understand how they benefit the overall direction and vision, there is a sense of value and accomplishment.

Good communication results in alignment and a shared sense of purpose. In an agency, organization and academe, the goal is always of top priority. Workforce are made to understand how a certain goal and objectives be realized. communication is made possible.

An evaluation and reflection of daily accomplishments of an employee must be considered. Without reflection we cannot truly understand who we are, why we make certain decisions, what we are good at, and where we fall short. In order to reach your maximum potential, you must be confident in who you are, understanding the good with the bad. Those that have a strong understanding of who they are and what they want to work on, can improve themselves on a regular basis. On the battlefield, a soldier's heart is revealed. You see actions of heroism as well as shameful acts of cowardice. Sometimes you don't even know what type of person you are until you have been put in a situation that pushes you to the limits. Putting in someone else's shoes and understand how they may feel or react to a certain situation. When one has empathy, the capacity to feel compassion is open. The emotion that we feel in response to suffering that motivates a desire to help. The more we can relate to others, the better we will become at understanding what motivates or upsets them.

Self-control is a critical part of emotional intelligence. You need to understand how you feel before you react in a way that you may regret later. This is important in conflict resolution. It doesn't do any good to say things that will not help to resolve the situation. A leader's responsibility is to create order within organization and form a unified culture with positivity at the core.

Self-Assessment: Without reflection we cannot truly understand who we are, why we make certain decisions, what we are good at, and where we fall short. In order to reach your maximum potential, you must be confident in who you are, understanding the good with the bad. Those that have a strong understanding of who they are and what they want to work on, can improve themselves on a regular basis. On the battlefield, a soldier's heart is revealed. You see actions of heroism as well as shameful acts of

cowardice. Sometimes you don't even know what type of person you are until you have been put in a situation that pushes you to the limits. Putting ourselves in someone else's shoes and understand how they may feel or react to a certain situation. When one has empathy, the capacity to feel compassion is open. The emotion that we feel in response to suffering that motivates a desire to help. The more we can relate to others, the better we will become at understanding what motivates or upsets them. This is what we call as empathy. In some cases where there is intense anger due to the issues and misunderstandings, we sometimes forget to control ourselves and not stable of our own emotions. Emotional stability is necessary and a must most specifically for leaders who have the power to make decisions.

According to Rajagopalan (2009), this is referred to as being on the same wavelength as your people. Regarding Goleman's model of emotional intelligence, researchers have concluded that managerial leaders with higher levels of emotional intelligence are more successful leaders in terms of motivating employee behaviors (Prajya, et al., 2014). Several organizational studies reported that effective, participative management and leadership behavior could promote employee satisfaction on the job (Ellinger et al. 2003; Lok and Crawford 2004). In other words, managerial coaching, which has attributes of participation, empowering, and self-directedness as discussed earlier, is likely to influence employee satisfaction with work. Although the impact of coaching on work-related satisfaction is understudied, positive experiences in other types of dyadic relationships (such as mentoring) have been found to be positively associated with positive career outlook and job satisfaction (Ragins and Kram 2007). And, human relations theorists noted that healthy management-employee relationships could be described as an endeavor to increase productivity in workplace by satisfying employee needs (Vroom 1964). The perspective that satisfaction with work positively influences job performance has been also reflected in various recent organizational studies (Judge et al. 2001; Petty et al. 1984).

#### Related Studies

Gozukara and Simsek (2016) conducted a study on the role of transformational leadership in employees' work engagement. The study examined the effect of transformational leadership on work engagement by focusing on the mediator roles of job autonomy and organizational identification. The results supported the study hypotheses, demonstrating that transformational leadership had a positive effect on work engagement, and job autonomy and organizational identification fully mediated the relationship between transformational leadership and work engagement. The findings from this research specifically highlight the significant impact of job autonomy and organizational identification on work engagement within the context of leadership. One important aspect of transformational leadership is its ethical dimension. Along this line, a study conducted by SAJIP (2014) on the influence of ethical leadership on trust and work engagement found a positive relationship between trust in the leader and work engagement, between ethical leadership and work engagement and between ethical leadership and trust in the leader. According to the study, a climate in which the employees are engaged in their work can be created through the trustworthiness of the behavior of the leader and the confidence the followers display in the leader. The increase in work engagement happens when the employees trust the leader to be fair in the distribution of outcomes. The same is case with ethical leadership and work engagement. The study found that employees who perceive their leaders acting ethically tend to improve their work engagement. The reason why ethical leadership leads to work engagement is because they all have the main drive of value-based leadership. Other studies along leadership styles and organizational commitment reveal the same findings that leadership positively correlate to organizational commitment and work commitment. High level of employee's commitment is related to supervision that is not overly tight or close.

Looking further into the connection between leadership and work engagement, Bedarkar and Pandita (2013) conducted a study on the drivers of employee engagement impacting employee performance. They try to identify the key drivers of

employee engagement. Their study reveals that there are three drivers in improving employees' work engagement. These are communication, work life balance and leadership. The study emphasizes that communication plays important role in ensuring employee engagement. Employees require clear communication from superiors to relate their role with the leadership vision. Poor communication is a barrier to engagement. Engagements are affected by internal communication which effectively convey the organizational values to employees and thus obtain their support in reaching organizational goals. In her study.

According to G. Nasl Saraji, and H. Dargahi survey QWL is a comprehensive, department wide program designated to improve employee satisfaction, strengthening workplace learning and helping employees had better manage change and transition by conducting descriptive and analytical study they showed that the majority of employees were dissatisfied with occupational health and safety, intermediate and senior managers, their income, balance between the time they spent working and with family and also indicated that their work was not interesting and satisfying.

European Foundation for the Improvement of Living Conditions (2002) described that the QWL is a multi-dimensional construct, made up of a number of interrelated factors that need careful consideration to conceptualize and measure. It is associated with job satisfaction, job involvement, motivation, productivity, health, safety, job security, competence development and balance between work and non-work life.

Seyed Mehdi Hosseini (2010), argues that career satisfaction, career achievement and career balance are not only the significant variables to achieve good quality of work life but quality of work life (QWL) or the quality of work system as one of the most interesting methods creating motivation and is a major way to have job enrichment which has its roots in staff and managers' attitude to motivation category that is more attention to fair pay, growth opportunities and continuing promotion improves staff's performance which in turn increases QWL of employees. To overcome dissatisfaction and make

the work interesting Raduan Che Rose (2006) says QWL programs will benefit both faculty and management, By mutually solving work-related problems, building cooperation, improving work.

Dela Cruz (2008), states that emotional awareness is not the only predictor of increasing emotional intelligence. Instead all five elements comprising emotional awareness, managing one's emotion, self-motivation, empathy and coaching others emotions will boost emotional intelligence that may at the same time improve performance in terms of supervisory behavior.

Mittal & Dhar, 2015, transformational leadership is a well-researched topic in social sciences. However, most researchers believe that the antecedents of transformational leadership cannot adequately explain the complete phenomenon (Masa'deh, Obeidat & Tarhini, 2016; Mittal & Dhar, 2015). For developing a deep insight on the issue it is necessary to use relevant moderating and mediating variables (Van-Knippenberg & Sitkin, 2013). Moreover, Bartram and Casimir (2007) report that transformational leaders' attitude and behavior towards followers has been discussed extensively in the recent literature. DeGroot et al, (2000) have reported that followers' performance significantly depends on the transformational leadership style. They also argued that transformational leadership style has a strong association with the followers' attitude, values and beliefs (LePine, Zhang, Crawford, & Rich, 2016). In addition, existing literature also found a significant association between transformational leadership and performance (Muenjohn & Armstrong, 2015). However, the use of moderating and mediating variables on the relationship between transformational leadership and organizational performance will provide additional insights (Chan & Mak, 2014).

Muchinsky (2003) has summarized a recent research on the relation between personality factors and a range of organizational behaviors. Among other things, personality factors are related to team work performance which is associated with emotional stability. Other personal characteristics such as interpersonal skills have been shown to be associated with successful leadership and with team work

performance. When we look at 'human capital' and try to distinguish characteristics that are innate and those that are learned, we categorize 'human capital' into 'personal attributes' such as intelligence which are non-modifiable and 'skills' e.g., work related skills and competencies which are modifiable (Carson, Ranzijn, Winefield & Marsden, 2004). In an organization the human capital plays a very important role since human have feelings and emotions that could feel the force within the workforce. Interpersonal skills is very necessary for a team . No man is an island. Organization needs people. There could be no organization without people but people may exist without organization. The interpersonal relationship to the employees in an organization is of essence. Being motivated and inspired, meeting new people and learning new ideas is learning. Learning comes from listening and doing something in practice is a great experience. This is the output of good camaraderie and making things in common.

According to Higgs et al. (2010), the interaction of the business, the organization's structure and culture surrounding the decision maker are similar to a filter. The decision maker observes business problems through such filters, therefore, seeing organizations functioning from a limited perspective. In other words, the degree of success that the organization achieves is largely a result of the simplifications existing on the mental models used as a basis for the decisions made.

Decision makers need diversity to reduce the risks associated with important business decisions (Higgs et al., 2010). The importance of an organization-wide culture for knowledgeable fact based decision making is crucial. To encourage such a culture, business intelligence and analytics professionals must know how to turn raw data and information into meaningful and actionable knowledge and properly communicate this knowledge to decision makers in the organization (Hsinchun, Chiang,& Storey, 2012) In an organization international or local, the leader needs to be wise decision maker. A leader with a head and a heart. Decisions must be based on the facts gathered from the workforce and of course the performance of the individual. Communication is the blood life in the society as Confucius stated, meaning

there must be listening from each of the employees and the head of office.

## V. PRESENTATION, DATA ANALYSIS AND INTERPRETATION

This section presents the analysis of the data taken to include profile of the teachers and school administrators such as age, gender, civil status, highest educational attainment, years of experience, performance and seminars attended. It also elicit perceptions on the level of leadership characteristics, management skills and quality of work of administrators and relatedness of such attributes. This study also provides information as to what challenges and restrictions do the administrators were facing in order to provide a better managerial endeavor.

## VI. PROFILE OF THE RESPONDENTS

The profile of the respondents relates information as to age and gender that would look into the dynamism and youthfulness of the group. It also describes the civil status, the highest educational attainment, the length of service and attending seminars and trainings necessary or relevant to the current position or designation. Data were presented through Table 2 to Table 8.

### Age

The respondents' ages from as young as 20 to a retiring age of 65. This is presented on Table 2. It can be seen that the group has a dynamic age closing to 40 with 11% closing to retiring age.

Table 2 Age

Age	<i>f</i>	%
61 – 65 years old	2	0.8547
56 – 60 years old	17	7.265
51 – 55 years old	28	11.966
46 – 50 years old	27	11.538
41 – 45 years old	29	12.393
36 – 40 years old	39	16.667
31 – 35 years old	36	15.385
26 – 30 years old	38	16.239
21 – 25 years old	18	7.6923

Total	234	100
Average		39.69

It can be implied that public schools these days have younger teaching workforce and administrators. These translate to dynamic and ideal set-up with a vibrant leadership at its best shape.

**Gender**

To date, teaching is still a profession dominated by females as seen on Table-3. Females constitutes 85 % of the population though the males were more likely strides the ladder for administrators' position.

Table 3 Gender

Gender	<i>f</i>	%
Male	36	15.385
Female	198	84.615
Total	234	100

This manifests the scenario that mothers were the first teachers to children and so teaching is better associated to females. Teaching a female dominated in the field due to the limited economic opportunities available for women at that time, in spite of the depressing condition in the career, many females still flocked to the teaching profession due to its promise of independence and purpose.

**Civil Status**

A teacher whether married or single carries the responsibility of being the second parent in school and as such plays a very important role – a friend, a mother or a counselor.

As displayed on the Table-4, teachers who were married occupies the spot. Twenty six percent were singles and three percent were separated and widowed.

Table 4 Civil Status

Civil Status	<i>f</i>	%
	61	

Single		26.068
Married	165	70.513
Separated	3	1.2821
Widow	5	2.1368
Total	234	100

A teacher who is married teacher had to be in her family after work as she had responsibilities at home to tend with while a single teacher had ample time to stay with the learners. Whatever the status is, the prevailing conditions remained – a passion and a vocation to teach.

**Highest Educational Attainment**

An old adage says that one cannot teach what one do not have. This is the very reason that a teacher has to be abreast with what the society is made of today. The need to upgrade with the educational attainment is no longer a want but a necessity.

Table-5 displays the data on highest educational attainment.

Table – 5 Highest Educational Attainment

Highest Educational Attainment	<i>f</i>	%
Doctorate	5	2.1368
Masters	61	26.068
Baccalaureate	168	71.795
Total	234	100

As presented on Table-5, five were already doctorate degree holder and 61 were master's degree and 72% were Baccalaureate degree holder. This means that the group had a profound knowledge gained from year of learning the course and far more idealistic as indicated by the mean age provided in Table-5. This further implies that Graduate studies will position the educators as an expert in your industry. This advanced study will give an in-depth knowledge and practical skills in educational field. While learning in the classroom,

It could be applied through the knowledge in terms of internships and teaching opportunities.

better and wider perspective of the things that has to be done.

Length of Service

The longer a person stay in one's work, the more knowledgeable that person becomes. It provided a

Table – 6 Length in Service

<p>As presented on Table-5, five were already doctorate degree holder and 61 were master's degree and 72% were Baccalaureate degree holder. This means that the group had a profound knowledge gained from year of learning the course and far more idealistic as indicated by the mean age provided in Table-5. This further implies that Graduate studies will position the educators as an expert in your industry. This advanced study will give an in-depth knowledge and practical skills in educational field. While learning in the classroom,</p>	<p>As presented on Table-5, five were already doctorate degree holder and 61 were master's degree and 72% were Baccalaureate degree holder. This means that the group had a profound knowledge gained from year of learning the course and far more idealistic as indicated by the mean age provided in Table-5. This further implies that Graduate studies will position the educators as an expert in your industry. This advanced study will give an in-depth knowledge and practical skills in educational field. While learning in the classroom,</p>
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Length of Service

Table - 6

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As shown on Table-6, 30% of the respondents were in the first five years stay in the school. This means that one is on the adjustment period and on probation

As printed on Table-7, 93% of the respondents performed very satisfactorily and one percent for moderately satisfactory. This means that the teachers were able to provide the necessary deliverables of the school. They achieve agreed goals and objectives with successful outcomes and meet or exceeding agreed standards of performance in the organizational system.

while others are newly accepted as permanent. Eighteen percent had served for 11-15 years, thirteen percent for 6-10 years, twelve percent for 21 – 25 years and six percent is due for retiring having serve for more than 30 years.

**Attendance to Relevant Trainings and Seminars**

Further, one can infer that managing performance is still progressing and adjusting for a better one. The reasons why employees and teachers stay in the system it may be because they feel as though they are respected, recognized and valued or simply because they are being paid well.

One of the many important activities a teacher had to attend is to participate in the trainings, seminars and workshops intended for continuous learning. Teacher training is important for both experienced and those teachers who are novice to the teaching profession. Teachers must get a hang of innovative pedagogy, interactive assessment techniques and use of differentiation in the classroom to enliven the teaching-learning process.

**Performance Rating**

Performance rating is categorized as outstanding, very satisfactory, satisfactory, moderately satisfactory and unsatisfactory.

Table – 8 Attendance to Trainings, Seminars and Workshops

Performance Rating	f	%
Outstanding (above 93)	7	2.9915
Very Satisfactory (75-92)	217	92.735
Satisfactory (50-74)	7	2.9915
Moderately Satisfactory (30-49)	3	1.2821
Total	234	100
Average		82.58

Relevant Trainings/Seminars Attended	f	%
National	26	11.111
Regional	52	22.222
Local	156	66.667
Total	234	100

Revealed on Table-8, only seven were able to attend such trainings, seminars and workshops that would

equip the teachers' knowledge to keep pace of the past changing world of education. Teachers are not able to attend seminars due to the financial in capabilities of the schools and other teachers are hesitant to attend seminars and trainings due to COVID protocols of the IATF.

VII. LEVEL OF CHARACTERISTICS OF ADMINISTRATORS

Perception on qualities of an Administrator were taken in relation to being charismatic, laissez faire, transformational or democratic. Table - 9 describes the data on the four characteristics mentioned.

Table – 9 Level of Characteristics of Administrators

Administrators' Leadership Characteristics	S A	A	N	D	S D	Mea n	StDe v	Verbal Description
<b>1. CHARISMATIC</b> Proactive vs. Reactive, Flexible/ adoptable, Good communicator, Sense of confidence and magnetic personality	82	92	3 2	1 4	14	3.91	1.12	Agree
<b>2. LAISSES FAIRE</b> Hands off manner, Less respectful, Not consistent in policy making, Total delegation	25	33	4 6	7 2	58	2.55	1.29	Disagree
<b>3. TRANSFORMATIONAL</b> Enthusiastic, Open to change, Positive reaction on feedbacks, Constant coordination with subordinates.	96	87	2 2	1 4	15	4.00	1.15	Agree
<b>4. DEMOCRATIC</b> Open-minded, Resourceful, Sense of ownership, Freedom to exercise skills	87	10 3	1 6	1 3	15	4.00	1.12	Agree

Legend: 4.21 - 5.00 Strongly Agree 3.41 - 4.20 Agree 2.61 - 3.40 Neither 1.81 - 2.60 Disagree 1.00 - 1.80 Strongly Disagree

Charismatic Leadership Characteristics

The group agree on the average that their leader practices charismatic type of leadership as indicated by the average of 3.91. Definitely such leader finds solutions at hand for every challenges met, has a varying degree and adoptability to any situation arising and communicates well with people in the surroundings. Such type of leader has sense of confidence that draws individuals in the organization to work with him accordingly.

Laissez Faire Leadership Characteristics

A leader of this type had qualities being less respectful to one's subordinate, a changeable mind in the implementation of the policies, often not visible and simply delegates one's work to close circle of the organization. As presented on Table-8, the respondents significantly disagree that such leadership was afforded to them as indicated by the average value of 2.55.

Transformational Leadership Characteristics

A transformational leader constantly coordinates with subordinates and inspires every individuals in the organization. Such leader is open to change and positively provide feedbacks on every challenges and situations that calls upon his prowess. As depicted on Table-8, the respondents agree that their leader possess such quality as indicated by the average of 4.00.

Democratic Leadership Characteristics

Democratic leadership allows individuals to freely exercise one's skills leading to being a part owner of the organization. A leader of such type is responsive to ideas, impressions or suggestions that motivates everyone to participate in the formulation of possible solutions to challenges and barriers met. Much like the Transformational leadership as shown on Table-8, the respondents agree that their leader manifest those qualities being mentioned,

On general note, the respondents favored much alike the transformational leader and the democratic leader with a charismatic quality than a leader who happens to be less respectful with changeable mind and delegates most of the work to someone else in the organization. It is because that the transformational leadership is a system where leaders work towards creating change and influencing the behavior of their followers through inspiration rather than with rewards and punishments.

Management skill of Administrators considered under study includes planning, decision – making, supervision, staffing and controlling. Tables 9 to 14 describe the data on the six functions considered.

Planning

Planning skills refer to how a leader manages the group at work. Expressing oneself and being understood by others and moving forward with each person a vital cog in the team.

VIII. LEVEL OF MANAGEMENT SKILLS OF ADMINISTRATORS

Table – 10 Planning Skills

PLANNING	Mean	StdDev	Verbal Description
Makes sure that my part in the group is understood by the group members.	3.23	0.7997	Agree
Assigns or delegate tasks for others to handle.	3.13	0.7438	Agree
Let the members do their work the way they think.	3.11	0.7305	Agree
Keeps the group working together as a team	3.39	0.8537	Strongly Agree
Allows complete freedom in their work.	3.23	0.7891	Agree
<b>AVERAGE WEIGHTED MEAN</b>	<b>3.22</b>		<b>Agree</b>

Legend: 3.26 - 4.00 Strongly Agree 2.51 - 3.25 Agree  
 1.76 - 2.50 Disagree 1.00 - 1.75 Strongly Disagree

effectively. This implies that the teachers as a team understand their obligations and accountabilities as educators and have that sense of ownership.

As presented on Table-10, the respondents strongly agree that keeping the group working as a team is an essential skill of an Administrator. All other skill such as delegating tasks to the right person and allowing subordinates to work freely on assign tasks were also needed and agreed upon. to assign tasks is necessary because assigning duties to each individual makes them happy, accepts responsibility, and works confidently to reach better goals for delegating

Decision-Making

This refers to the bearing of responsibilities in one’s job – allowing the subordinates to feel that their ideas were salable and workable, bringing to the group every situation prior to giving off decisions that highlights the concept being fair and just.

Table-11 Decision-Making

IN DECISION-MAKING	Mean	Std. Dev.	Verbal Description
Makes subordinates feel that their decisions are as good as their ideas and willing to utilize them.	3.24	0.7429	Agree
Treats members in the exercise of good judgment.	3.24	0.7642	Agree

Brings into the group the problems of the office before a decision is given.	3.16	0.8019	Agree
Takes time to explain to the group my decision.	3.21	0.7474	Agree
Amenable to suggestions.	3.28	0.7845	Strongly Agree
AVERAGE WEIGHTED MEAN	3.22		Agree

As printed on Table-11, rating on the parameter ranges closer to the margin of the description of Strongly Agree. This indicates a participative decision – making Administrator allowing each one to be heard and has the opportunity of walking through the idea as agreed upon by everyone.

**Supervision**

As provided in the study, takes into account how an Administrator provides initiatives, advance notices, considerations under prevailing circumstances that provide slack in performance beyond reason and decisions being understood. Table-10 provides an analysis of the parameters described.

Table -12 Supervision

SUPERVISION	Mean	StdDev	Verbal Description
Gives the group a high degree of initiative.	3.26	0.8077	Strongly Agree
Takes into consideration prevailing circumstances.	3.22	0.7652	Agree
Sees to it that my decision is understood by the group.	3.28	0.7439	Strongly Agree
Gives the group advance notices of changes.	3.25	0.7685	Agree
Tolerates reasonable delays in the performance of duties without being upset.	3.00	0.7668	Agree
AVERAGE WEIGHTED MEAN	3.20		Agree

As can be seen on Table-12, giving high degree initiative and looking into one's decision being understood were described as strongly agree. Considerations of tolerating reasonable delays under circumstances without upsetting someone and providing advanced notices were agreed upon by the subordinates. This means that workplace relations become more evident as one interact with each other which provides healthy day to day dealings.

**Staffing**

This is an inherent function that solicit information on acceptance of the applicants, orients new personnel, utilizes every potential in one's manpower resource, Table-12 provides an analysis of the parameters described.

Table-13 Staffing

Staffing	Mean	StdDev	Verbal Description
Solicits information from the group on the acceptance of applicants.	3.23	0.7779	Agree

Gives orientation over the job to the new personnel.	3.26	0.7713	Strongly Agree
Utilizes potentials of the manpower resources of department.	3.28	0.8007	Strongly Agree
Gives the new staff ample time to prove his/her competence.	3.28	0.7722	Strongly Agree
Provides for professional development program for the staff.	3.32	0.7888	Strongly Agree
AVERAGE WEIGHTED MEAN	3.27		Strongly Agree

As can be seen on Table-13, providing professional development for the staff was strongly agreed by the respondents to have been given priority by the administration while soliciting information from the group on the acceptance of applicants was just simply agreed. It can be noted that function pertaining to staffing were appreciated much by the subordinates. This means that people in the workplace were given due time to be oriented and feel accepted by everyone.

**Organizing**

This is an administrative function that promotes and maintains high morale, utilized intelligence, harnesses productive energies and delegated responsibility making the environment mutually responsive while observing two-way communication flow. Table-13 provides an analysis of the parameters described.

Table-14 Organizing

Organizing	Mean	StdDev	Verbal Description
Utilizes group intelligence and group process in undertaking activities.	3.26	0.7837	Strongly Agree
Promotes and maintain high morale among the members of the group.	3.36	0.8283	Strongly Agree
Harnesses the productive energies of many persons into common endeavors.	3.25	0.7415	Agree
Delegate responsibility with commensurate authority	3.22	0.7130	Agree
Observes a two-way communication process and maintain an effective system such as the use of and memoranda in the organization.	3.29	0.7813	Strongly Agree
AVERAGE WEIGHTED MEAN	3.28		Strongly Agree

Revealed on Table-14, were strong agreement among respondents that the administration promotes and maintain high morale among the group that enables them to harness potentials and utilizes group intelligence thus allowing delegation of responsibility. This means that people in the workplace trust the two-way communication system

maintained by a dialogue or communicating each other prior to the issuances of memoranda.

**Controlling**

This function refers to a reasonable and balanced check on the system. Table-14 provides an analysis of the parameters described.

Table-15 Controlling

Controlling	Mean	Std Dev	Verbal Description
Observes rules and regulations to handle the program.	3.35	0.7896	Strongly Agree
Monitors the chair if rules and regulations are strictly follow.	3.29	0.8019	Strongly Agree
Monitors the chair if given task is done efficiently.	3.32	0.8250	Strongly Agree
Checks the achievement report.	3.32	0.8354	Strongly Agree
Checks if the achievement report were handled truthfully.	3.33	0.8381	Strongly Agree
AVERAGE WEIGHTED MEAN	3.32		Strongly Agree

Displayed on Table-15, were strong agreement among respondents that the administration has controls over the implementations on rules and regulations with constant checking. This means that there is efficiency and truthfulness of transactions done. The importance of implementing rules and regulations is that in the most basic sense, the benefits of rules and regulations in an organization are that they protect the company. By protecting employees, it protect the organization from laws suits. Following rules and regulations help employees understand what is expected of them and what will happen if they violate the rules

#### IX. LEVEL OF QUALITY OF WORK OF ADMINISTRATOR

Level of quality of work of the Administrators pertain to work conditions, job satisfaction, well-being, stress and control at work and homework interface. Tables 15 to 19 describe the data on the six functions considered.

#### Working Conditions

Aspects of work conditions include adequacy of facilities, interpersonal relationship with co-workers and subordinates, privacy to perform tasks, adequacy of supervision and guidance to subordinates and grievance machinery.

Table 16 On Working Conditions

Working Conditions	Mean	Std Dev	Verbal Description
His or her workplace has adequate facilities such as Computer, Rest room, Lavatory, Individual tables and lockers, Ventilation and proper lighting	3.30	0.568	Strongly Agree
Provided with enough privacy to perform his/her task/duty.	3.30	0.100	Strongly Agree
Have interpersonal relationship with the co-workers and subordinates.	3.44	0.285	Strongly Agree
Have an adequate supervision and guidance for the subordinates to be informed of their duties.	3.38	0.098	Strongly Agree
Have a clear direction where to channel grievances.	3.37	0.136	Strongly Agree

AVERAGE WEIGHTED MEAN  $\frac{3.3}{6}$  Strongly Agree

Legend: 3.26 - 4.00 Strongly Agree 2.51 - 3.25 Agree 1.76 - 2.50 Disagree 1.00 - 1.75 Strongly Disagree

As described on Table-16, the respondents declared strong agreement on all aspects of work conditions with emphasis on interpersonal relationships with all personnel. This means that as administrator, one has need that has to be provided in order to perform his function well and delivers tasks with utmost guidance to attain the desired outcomes.

**Job Satisfaction**

Job satisfaction direct and act on the appreciation of enjoyment on the benefits, salary, security of having work without defiance of the chain in authority and being able to attend trainings and seminars.

Table 17 On Job Satisfaction

Job Satisfaction	Mean	St Dev	Verbal Description
Satisfied with present salary.	3.27	0.6682	Strongly Agree
Enjoying fringe benefits.	3.27	0.7057	Strongly Agree
Have a security of tenure.	3.33	0.7285	Strongly Agree
Have a proper chain of command.	3.34	0.6953	Strongly Agree
Attend trainings and seminars.	3.36	0.7473	Strongly Agree
<b>AVERAGE WEIGHTED MEAN</b>	<b>3.31</b>		<b>Strongly Agree</b>

Table 17 shows sound agreement on all parameters describing job satisfaction as indicated by a mean of 3.31 and a standard deviation of 0.66 to 0.75 indicating closely knit responses.

This means that routinely doing work returns to self-fulfillment of the responsibility heaped on one's shoulder.

**General Well-being**

This refers to how an administrator live at his potentials – being able to stay healthy, life satisfied, full of optimism and happiness work situation independent.

Table – 18 General Well-being

General Well-being	Mean	St Dev	Verbal Description
Being mentally healthy.	3.35	0.7556	Strongly Agree
Being predominantly depressed/anxious.	2.18	1.0045	Disagree
Having life satisfaction.	3.34	0.6755	Strongly Agree
Being optimistic and happy.	3.44	0.7110	Strongly Agree
Being independent of his/her work situation	3.34	0.7488	Strongly Agree
<b>AVERAGE WEIGHTED MEAN</b>	<b>3.13</b>		<b>Expert</b>

Table-18, displays strong agreement on all parameters describing administrators' well - being as indicated by a mean range of 3.34 to 3.44 but disagree on the condition of being depressed.

This means that staying on the job leading and real – life situation allow an administrator to be optimistic and happy about it. Inspired to work smarter and exciting to do challenging work.

**Stress and Control at Work**

One important factor of being an administrator is the ability to handle stress in the delivery and performance of the process, paper and people.

Table – 19 Stress and Control at Work

Stress and Control at Work	Mean	St Dev	Verbal Description
Always pressured at work.	2.12	0.7556	Disagree
Always stressed at work.	1.99	1.0045	Disagree
Always demand overload.	2.00	0.6755	Disagree
Have a freedom to express opinions.	3.22	0.7110	Agree
Always involved in decision making.	3.21	0.7488	Agree
AVERAGE WEIGHTED MEAN	2.51		Agree

As viewed on Table-19, validation on being pressured, stressed at work and demand overload were disagreed by the respondents while having freedom to express opinions and involved in decision making were agreed to have been manifested. This implies that they enjoy to work and are motivated by their head of office to express themselves but in a regulated manner.

#### Homework Interface

Homework interface plays a unique role in the life of an administrator. To be successful in the process is being able to mend work and home responsibilities. This involves being cordial and values home life with adequacy of facilities both at work and at home.

Table 20 Homework Interface

Homework Interface	Mean	St Dev	Verbal Description
Shows respect for his/her family.	3.50	0.7598	Strongly Agree
Values home life of employees.	3.48	0.7708	Strongly Agree
Provides adequate facilities at work.	3.31	0.7692	Strongly Agree
Values interrelationship between home and work.	3.40	0.7697	Strongly Agree
Provides necessary resources of	3.30	0.7326	Strongly Agree

Table 21 Management Level Skills VS Identified Profile

Pearson  $r = 0.391$       R Square = 0.153  
 Std. error of the Estimate = 0.7231

employees.

AVERAGE WEIGHTED MEAN 3.40 Strongly Agree

Shown on Table 20, family and work attributes were with utmost regards. It is tangible that being at home and at work showed interrelationships of values. This needs a functional facility for both home and work being afforded for employees as well.

#### X. TEST ON RELATIONSHIP

This research draws inferences between the identified profile and that of the management level skills and the level of quality of work. Management level skills describe the functions on planning, staffing, decision-making, organizing, supervising and controlling while the level of quality of work describe the ease of carrying one's function such as working conditions, job satisfaction, general well-being, work and stress control and homework interface.

#### Between Identified Profile and Management Level Skill

In the context of how the profile affects the skill of managing people in the workplace, significance level of 0.05 was used.

Management Level Skills VS Identified Profile	Individual r	Coefficient	p - value		
Age	0.095	0.014	0.148		
Gender	-0.008	-0.378	0.900		
Civil Status	0.156	-0.157	0.017	Weak	Sig
Educational Attainment	0.079	-0.089	0.229		
Length of Service	0.087	-0.085	0.185		
Performance Rating	0.052	0.868	0.000	Weak	Highly Sig
Relevant Trainings Attended	0.359	0.145	0.482		
Constant		-0.125	0.000		
Relatedness among Identified Profile	0.282	-0.967	0.000	Strong	Highly Sig

Table 21, presents the magnitude of the relatedness of Management Level Skills and Identified Profile with and r – value of 0.391 described as Moderate. Accordingly, the r – square or coefficient of determination described the predictability of management skill by the identified profile 15.3 percent and that 84.7 percent accounts for other factors not included in the study but affects the management skills. The strongest predictor is Performance rating that significantly displays effect together with civil status giving due consideration of difference of responsibilities in managing when married or being single.

This implies that there is enough evidence to prove that management skill is always affected by one’s personal capability placing a difference in gender and civil status.

Between Identified Profile and Level of Quality of Work

In consideration of how the profile affects the level of quality of work of an administrators, 95 percent confidence interval was used.

Table 22 Level of Quality of Work VS Identified Profile

Level of Quality of Work VS Identified Profile	Individual r	Coefficient	p - value		
Pearson r = 0.324      R Square = 0.105 Std. error of the Estimate = 0.8344					
Age	0.176	-0.233	0.007	Weak	Sig
Gender	0.242	0.029	0.000	Weak	Highly Sig
Civil Status	0.241	0.052	0.000	Weak	Highly Sig
Educational Attainment	0.250	0.010	0.000	Weak	Highly Sig
Length of Service	0.228	0.183	0.000	Weak	Highly Sig
Performance Rating	0.119	0.145	0.068		
Relevant Trainings Attended	0.279	0.383	0.000	Weak	Highly Sig
Constant		2.129	0.003		
Relatedness among Identified Profile	0.282	-0.967	0.000	Strong	

Table 22, presents the magnitude of the relatedness of Management Level Skills and Identified Profile with and r – value of 0.324 described as Moderate. Accordingly, the r – square or coefficient of

determination described the predictability of the quality of work by the identified profile 10.5 percent and that 89.5 percent accounts for other factors not included in the study but affects the quality of one’s

work. The strongest predictor is relevant trainings attended that significantly applies what was gained by the said training and the length of service signifying improvement of one's work year by year. Age is another factor affects quality of work that significantly places a difference – as one aged in the organization the quality of work diminishes.

This indicates that there is enough evidence to prove that quality of work is always affected by one's personal capability.

XI. CHALLENGES AND BARRIERS

Challenges and barriers makes the organization strong once balanced by the entities that works for its betterment. As displayed on Table-22, the greatest challenge of an administrator is how to proactively handle attitudes of teacher towards work considering individual differences – how to relate one's point of view to the subordinates and process ideas without offending anyone. Next is the time management – the soonest possible time in submitting reports, tasks assignments, attendance to trainings and seminars.

Table 23 Challenges and Barriers

WHAT ARE THE CHALLENGES AND BARRIERS RELATED TO THE ADMINISTRATORS ATTRIBUTES, MANAGEMENT SKILLS AND QUALITY WORKS OF SCHOOL HEADS	Rank
Behavior or attitude of teachers towards work	1
Always ASAP in submitting reports.	3
Time management.	3
Ancillaries given/Assign task equally/work overload	3
Miscommunication/misunderstanding.	7.5
Challenges are to cope with the urgent reports, seminars, trainings and paper works to be accomplished.	7.5
Individual differences of school heads and teachers in one of the barriers related to administration and management skills.	7.5
The challenges of an administrator is on how he/she can manage well with his /hers teachers. Being open minded for whatever suggestions with his subordinates.	7.5
Multi-tasking	7.5
Kailangan lang may magamit na pasilidad sa paaralan para mas mapabuti pa ng mga admin and kanilang management skills at mas may magaaan gumawa ang mga teachers sa kanilang task ni ibinigay.	7.5
Division activities usually got conflict in schedule.	15.5
Demands extra time at work.	15.5
Gives overload of tasks (Workloads).	15.5
Rarely send other teachers to some national and regional seminar.	15.5
The quality and availability of human and material resources in school. Plus, recently the new normal situation applied in DepEd Schools.	15.5
Adjusting to the new environment whenever they're assigned to new station	15.5
Cooperation of Members	15.5
Can be over powered	15.5
Paper works, teachers behavior towards change like preparing individual classroom in the 21 century classroom	15.5

Exposed to seminars and trainings 15.5  
 Budget of school projects/ financial matter due to lack of MOOE. 15.5  
 Internet Connection, especially in times like this 15.5

And the third is budget that provides every person the facility, the material needed in the teaching – learning process; the interconnectivity kit that resolves issues on the use of the internet.

Challenges / Barriers	Description	References	Findings
Behavior or attitude of teachers towards work.	Teachers' work attitude towards their profession have an impact on their performance too. The attitude and experiences of teachers affect not only the performance of the learners but also their own teaching performances.	Work Attitude and Performance of Elementary School Teachers in the City Division of San Carlos Kristine Jane C. Hermogeno <sup>1</sup> , & Cristeta C. Dulos <sup>2</sup>  International Journal of Scientific and Management Research Volume 5 Issue 1 (Jan) 2022 ISSN: 2581-6888	This study also revealed that there is no significant relationship between the extent of manifested work attitude and teachers' performance. Lastly, there is a significant difference between the teachers' performance across teachers' profile.
The challenges of an administrator is on how he/she can manage well with his /hers teachers..	The leadership characteristics of school administrators have an important effect on the formation of effective schools. Ensuring these effectiveness school administrators have a key role in creating a school climate and a school culture.	Problems Faced by School Administrators Regarding Different Genders *Çiğdem Otkar , **Veli Deniz , ***Hamit Özen	According to the findings, the problems faced by school administrators with their colleagues, were examined in three categories: administration, human relations, and academic and field proficiency levels. It was found that almost all of the problems experienced were reported by the vice-principals without gender exception. This situation, with a different discourse; indicated that the subordinates had problems with their superiors. The personality traits and individual perceptions of administrators are more

			<p>effective than gender differences in problems. Another important point to be expressed is; although there are problems in both genders, considering the negative effects of these problems in terms of the depth and functioning of the school, it can be said that the negative relationships of female school administrators with their colleagues and the psychological damage they have caused to the communication channels are more severe than males.</p>
<p>3.The quality and availability of human and material resources in school</p>	<p>The business studies teachers available for effective teaching of business studies at upper basic education, to determine the business studies instructional material available for teaching of business studies and the ascertain the condition of the instructional materials available for teaching of business studies at upper basic education level in Private secondary schools</p>	<p>Assessment of quality of human and material resources available for effective teaching of business studies at upper basic education in private secondary schools in Ebonyi State Central Senatorial Zone, Nigeria                  Prof Christian A. Oduma and                  Igwe, Kingsley Ogazi, 2021</p>	<p>It revealed that available human and materials resources were not adequate for effective teaching of business studies in upper basic education, also most of the materials resources available for teaching of business studies at upper basic education are in good condition in private secondary schools in Ebonyi state. It was recommended that proprietors of private secondary school should ensure that business studies teachers in all area of business education be recruited and engaged to teach business studies, not graduate of business related discipline,</p>
Internet	Slow Internet	Poor Internet connection leaves rural	Results showed that the

<p>Connection, especially in times like this</p>	<p>connections or limited access from homes in rural areas can contribute to students falling behind academically</p>	<p>students behind March 2, 2020.   <a href="https://msutoday.msu.edu/news/2020/poor-internet-connection-leaves-rural-students-behind">https://msutoday.msu.edu/news/2020/poor-internet-connection-leaves-rural-students-behind</a></p>	<p>most rural and socioeconomically disadvantaged students are least likely to have broadband Internet access at home. Only 47% of students who live in rural areas have high-speed Internet access at home compared to 77% of those in suburban areas. Of those who do not have home access, 36% live in a home with no computer and 58% live on a farm or other rural setting.</p>
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**XII. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presented the summary, findings, conclusions and proposed appropriate recommendations.

**SUMMARY**

This research determined the leadership characteristics, management skills and quality of work among the schools administrators of Cebu Division, Cebu during school year 2019-2020 as bases for a proposed managerial development plan.

The study examined the following areas of concern: related information to the respondent groups of principals and teachers; level of leadership characteristics, level of management skills of the administrators, level of quality of work of administrators, challenges and barriers in the manifestation of the school leadership and administrator.

The researcher made use of the qualitative of research with the use of the questionnaire as the main tool in the gathering of important data. Quantitative method of research is the method of research in which data were quantified from the response of the questionnaire which were presented, analyzed and interpreted.

**FINDINGS**

On the level of characteristics of administrator, a general note, the respondents favored much alike the transformational leader and the democratic leader with a charismatic quality than a leader who happens to be less respectful with changeable mind and delegates most of the work to someone else in the organization.

On the other hand, level of management skills of administrators namely planning, decision making, supervision, staffing, organizing & controlling. In planning, the respondents strongly agree that keeping the group working as a team is an essential skill of an Administrator. All other skills such as delegating tasks to the right person and allowing subordinates to work freely on assign tasks were also needed and agreed upon. On decision making, rating on the parameter ranges closer to the margin of the description of Strongly Agree.

On supervision, giving high degree initiative and looking into one's decision being understood were described as Strongly agree. Considerations of tolerating reasonable delays under circumstances without upsetting someone and providing advanced notices were agreed upon by the subordinates. This means that workplace relations become more evident as one interacts with each other which provides healthy day to day dealings. On staffing, providing professional development for the staff was strongly agreed by the respondents to have been given priority

by the administration while soliciting information from the group on the acceptance of applicants was just simply agreed.

Lastly on the level of quality of work of administrators pertain to work conditions, job satisfaction, well-being, stress and control at work and homework interface. On working conditions, the respondents declared strong agreement on all aspects of work conditions with emphasis on interpersonal relationships with all personnel.

This means that routinely doing work returns to self-fulfillment of the responsibility heaped on one's shoulder. On general well-being, strong agreement on all parameters describing administrators' well-being as indicated by a mean range of 3.34 to 3.44 but disagree on the condition of being depressed. On stress and control at work, validation on being pressured, stressed at work and demand overload were disagreed by the respondents while having freedom to express opinions and involved in decision making were agreed to have been manifested. On homework interface, family and work attributes were with utmost regards. It is tangible that being at home and at work showed interrelationships of values. This needs a functional facility for both home and work being afforded for employees as well.

There is a significant relationship between identified profile and management level skill, since, the profile affects the skill of managing people in workplace. Likewise, between identified profile and level of quality of work, the profile affects the level of quality of work of administrators, since, the quality of work is always affected by one's personal capability.

#### CONCLUSION

On the basis of the findings, a conclusion is drawn. The administrator's profile affects the management level skills and quality of work in the workplace.

#### RECOMMENDATIONS

The output of the study be considered for implementation, administrator's professional enhancement should be given utmost preferential

attention and a managerial development plan will be implemented.

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