

Management Skills of School Administrators and Teachers Competencies at Mindanao State University – External Units

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Abstract

This study ascertains the existence of a correlation or relationship between Management Skills of Administrators and Teachers Competencies of MSU-External Units. Findings realized in the inquiry would serve as basis for designing on a training program for possible adoption or implementation in S. Y. 2016-2017. This study employed descriptive-correlational research design. The research locale is the thirteen (13) Community High Schools with 356 teacher respondents. The researcher strongly recommends that teachers must undergo proper screening and evaluation through oral interview and teaching demonstration before accepting them. They must be devoted to their profession as it affects their attitudes toward their work. The researcher suggests that the teachers need to attend more seminars and pieces of training to acquire new trends and method that enhance this knowledge in teaching.

Keywords: management skills, administrators, teachers, teacher competencies.

Introduction

The school administrator is a crucial element in the school organization. They influence the total school environment, particularly the teachers' competencies. Per observation of the present research indicates that there are school administrators who refuse to allow their teachers to grow professionally, like enrolling in graduate studies for the reason that someday they will become their future competitors. As noted by a specific classical explanation postulated by a psychologist Kurt Lewin cited by Franco & Arcelo (1994) that there are two opposing forces: those are striving to maintain the status quo and those who are pushing for change. Indeed, administrators are to be responsible for achieving the organizational goals. They are the managers or administrators who manage the organization and influence the output of an organization, particularly the development of teacher's competence.

The management skills and competencies of teachers are very crucial and essential element in the attainment of goals and objectives of the educational system. In the Philippine scene, specifically, the Department of Education has been trying to find solutions for the poor performances of secondary students in the National Achievement Test (NAT). Most schools in the country got low returns, especially in our region, the ARMM. This assessment inspired the present researcher to make a study measuring the competency of teachers based on the NCBTS.

Effective teaching does not involve just presenting prepared lessons or activities in the class; it is a craft learned and continuously developed (Aquino, 1998).

Mindanao State University established various programs to respond to the educational needs of the Moro. According to Macacua (2019), this is a University noted for its performances to the different board and bar examinations. Its external units serve a backbone in providing quality high school graduates. It is then necessary to look into the management skills and competencies of the teachers. Often, many students got different signals about what it means to be an effective teacher and highly skilled administrator. The NCBTS provides a single framework that defines effective teaching all aspects of a teacher's professional life and in all phases of a teacher's development. It is not an examination, but it is a self-assessment tool to determine the teacher's strength in professional development.

As DepEd Order No. 32, Series of year 2009 states, NCBTS defines the desired practice of effective teaching. Teachers can use the NCBTS in many ways, such as a guide to reflect on their current teaching practices, a framework for creating new teaching practices, a guidepost for planning for professional development goals. According to former DepEd National Secretary, Mr. JesliLapus, the NCBTS will undoubtedly have a tremendous impact in our desire to improve the quality of teachers' teaching in the public education sector, and subsequently, in the attainment of quality primary education for all Filipino children. The goal of NCBTS allows teachers of the different community high schools to self-assess their performance against the competency standard to identify areas of strength. It also aims to inform teachers to areas that need to be developed further for them to function more effectively as facilitators of learning.

Furthermore, a precipitate examination of the MSU-External High School Teachers' competencies and school administrators' skills draw some inputs and suggestions for further enhancement. Thus, the researcher pursued this study. It seeks to answer the following questions: 1. What is the profile of the respondents in terms of age, sex, civil status, highest educational attainment, and teaching experience?; 2. What is the extent of the management skills of the school administrators in MSU-External Units in terms of planning, organizing, leading, and controlling?; 3. What is the extent of the teacher's competencies based on the NCBTS in terms of social regard for learning, learning environment, diversity of learners, curriculum, community linkages, and personal growth and professional development?; and 4. Is there a significant relationship between school administrators' management skills and teacher's competencies based on the NCBTS as perceived by respondents?

The schema from which this study was conceptualized was shown below, indicating the independent and dependent variables. The arrow indicates the relationship of the independent and the dependent.

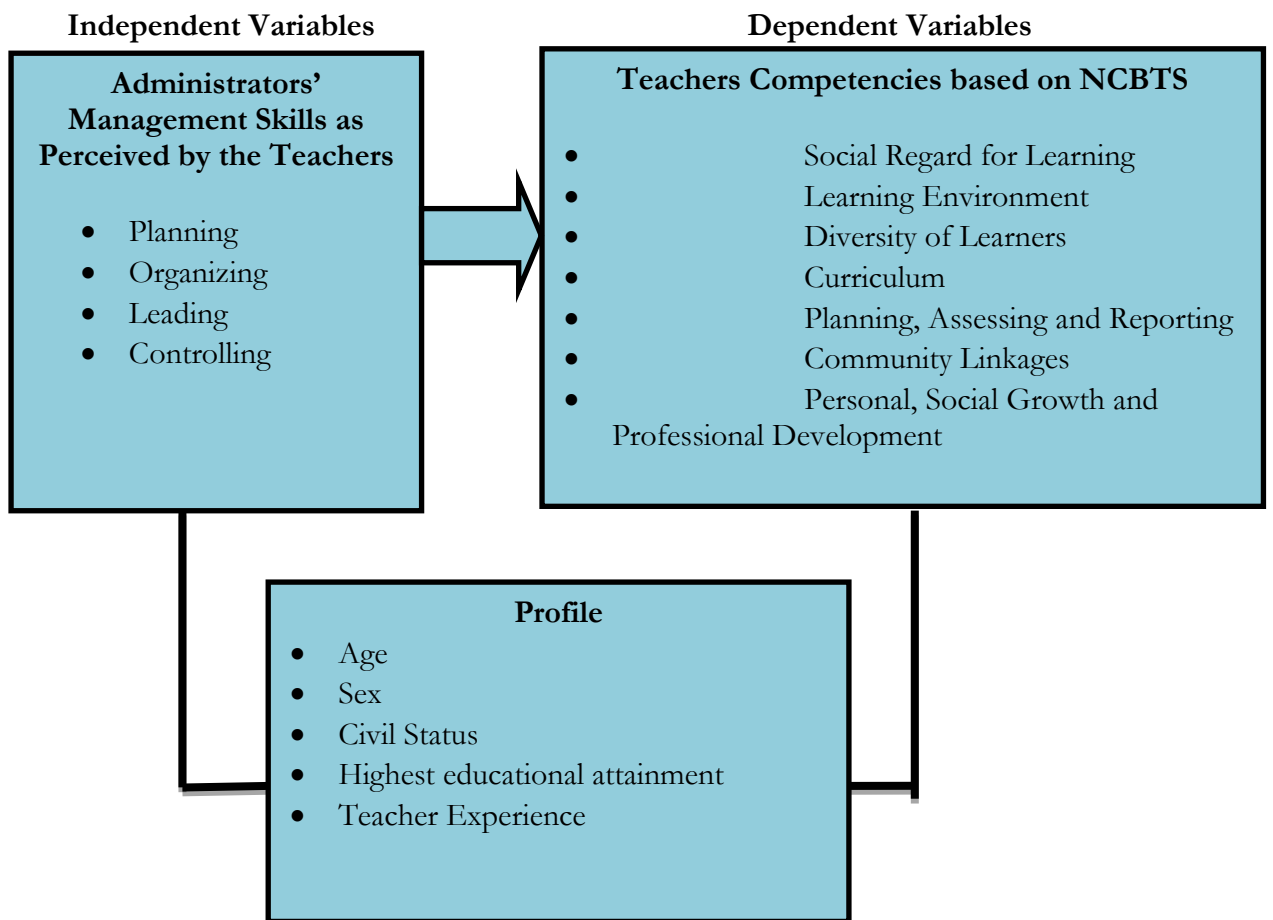


Figure 1: Framework

Method

Participants

The respondents of this study were the 356 teachers of the Mindanao State University – External Units this school year 2015 -2016, which is the total population, comprised the 13 Community High Schools under the supervision of the Mindanao State University – Office of the Assistant Vice Chancellor for Academic Affairs. The table 1 below shows the total population, of the faculty and administrators.

Table 1: The Respondents' Population by School

MSU-Community High Schools	Total Population of Teachers
MSU- Balindong	32
MSU-Baloi	49
MSU-Binidayan	24
MSU-Malabang	27
MSU-Marantao	33
MSU-Masiu	20
MSU-Saguiaran	29

MSU-Siawadatu	19
MSU-Tamparan	24
MSU-Taraka	19
MSU-Tugaya	28
MSU-Wao	29
MSU-Lopez Jaena	23
Total	356

Design

The researcher utilized a descriptive-correlational research design. It is descriptive in the sense that it investigates the different variables considered to be salient in this study and gathers accurate descriptions of the current status or condition of the phenomenon currently investigated. Travers (1998) expounds that descriptive design is describing the nature and status of a situation as it exists and exploring the course of particular phenomena. Besides, the use of the graphic design was deemed as most appropriate in finding the school administrators' management skills and teachers' competence. It is also correlational in that it sought to relate the dependent and independent variables used in this study. The statistical tools, specifically frequency, percentage, average weighted mean, and the person's product-moment coefficient of correlation, are applied. The research design utilized was not only for its appropriateness for the stated purpose of the inquiry, but also for accuracy, speed, and economy.

Materials

The study made use of a self-structured questionnaire on the management skills of the school administrators. It is also adapted to the NCBTS to determine faculty competence. A panel members composed of six members critically scrutinized the content validity of the researcher's made instrument. They rated the item statement as (3) retain; (2) needs improvement and, (1) delete. If the weighted mean is 2.5 and above, the item kept; 1.5 to 2.4 needed improvement and 1.4 and below to be deleted. In this study, the weighted mean resulted in 263 with a standard deviation of 0.2373. The result signified that each of the statements possessed content validity. There were revisions made based on the recommendation of the panel members.

Procedure

The researcher utilized a survey questionnaire to get the primary data, and to facilitate it. The researcher asked official permission from the office of the Assistant Vice Chancellor for Academic Affairs in the form of a letter as well as to the heads and respondents teachers. The researcher informed them of the ample time given to them to carefully think about the responses and to fully accomplish the form. The retrieval of the questionnaires the data gathered will then be tabulated, analyzed, and interpreted.

Results

Table 2: Summary of the Respondents' Profile

Profile		Frequency	Percentage
Age in years	56-65	99	27.81
	35-55	143	40.17
	20-34	114	32.02
	TOTAL	356	100.00
Sex	Male	47	13.20
	Female	309	86.80
	TOTAL	356	100.00
Civil Status	Single	64	17.98
	Married	282	79.21
	Separated	10	2.80
	TOTAL	356	100.00
Highest Educational Attainment	Doctoral Degree	7	1.97
	Doctoral Units	14	3.93
	MS, MAT, MaEd	73	20.51
	Master's Units	147	41.29
	BS Degree	115	32.30
	TOTAL	356	100.00
Years of Teaching Experience	Above 20	160	44.94
	16-20	51	14.33
	11-15	37	10.39
	6-10	54	15.17
	1-5	54	15.17
	TOTAL	356	100.00

Table 3: Summary of the Mean Ratings of School Administrators' Management Skills

Management Skills	Mean	SD	Descriptive Rating	Rank
Organizing	4.31	0.7649	Very High	1
Controlling	4.28	0.7797	Very High	2
Leading	4.22	0.8153	Very High	3
Planning	4.07	0.9581	High	4
Average	4.22	0.8295	Very High	

Scaling: 4.21 – 5.00 = Very High

1.41 – 4.20 = High

1.61 – 3.40 = Moderate

1.81 – 2.60 = Fair

1.00 – 1.80 = Low

Table 4: Summary of Respondent's Level of NCBTS

Indicators	Mean	SD	Descriptive Rating	Rank
Social Regard for Learning	3.44	0.6300	High Proficient	1.5
Diversity of Learners	3.44	0.6442	High Proficient	1.5
Learning Environment	3.43	0.6185	High Proficient	3
Personal and Professional Development	3.41	0.6083	High Proficient	4
Planning, Assessing and Reporting	3.39	0.6080	High Proficient	5
Curriculum	3.38	0.6032	High Proficient	6
Community Linkages	3.27	0.6648	Proficient	7
Average	3.39	0.6253	Highly Proficient	

Scaling: 3.28 – 4.00 = Highly Proficient 1.76 – 2.51 = Basic
 2.52 – 3.27 = Proficient 1.00 – 1.75 = Below Basic

Table 5: Hypothesis Testing Relationship between the Administrators' Planning Skills and Teachers' Competence Based on the NCBTS

Planning NCBTS	r	Analysis of r	t-test	Interpretation
Diversity	0.06	Very low correlation	1.1309	No significant relationship
Curricula	0.26	Low correlation	5.0661	Significant relationship
Planning	0.26	Low correlation	5.0661	Significant relationship
Learning Environment	0.06	Very Low correlation	1.1309	No significant relationship
Community Linkages	0.26	Low correlation	5.0661	Significant relationship
Personal, Social Growth and Professional Development	0.26	Low correlation	5.0661	Significant relationship

The lead of significance: 0.05

Analysis of r: 0-0.20 = Very Low Correlation
 0.21-0.40 = Low Correlation
 0.41-0.70 = Moderate Correlation
 0.71-0.99 = High Correlation
 1.0 = Perfect Correlation

Table 6: Hypothesis Testing Relationship between the Administrators' Organizing Skills and Teachers' Competencies Based on NCBTS

Organizing NCBTS	r	Analysis of r	t-test	Interpretation
Diversity	0.06	Very low correlation	1.1309	No significant relationship
Curricula	0.06	Very low correlation	1.1309	No significant relationship
Planning	0.06	Very low correlation	1.1309	No significant relationship
Learning Environment	0.06	Very Low correlation	1.1309	No significant relationship
Community Linkages	0.26	Low correlation	5.0661	Significant relationship
Personal, Social Growth and Professional Development	0.06	Very low correlation	1.1309	No significant relationship

The lead of significance: 0.05

Analysis of r: 0-0.20 = Very Low Correlation
 0.21-0.40 = Low Correlation
 0.41 – 0.70 = Moderate Correlation
 0.71 – 0.99 = High Correlation
 1.0 = Perfect Correlation

Table 7: Relationship between the Administrators' Leading Skills and Teachers' Competencies based on the level of NCBTS

Leading NCBTS	r	Analysis of r	t-test	Interpretation
Diversity	0.06	Very low correlation	1.1309	No significant relationship
Curricula	0.26	Low correlation	5.0661	Significant relationship
Planning	0.26	Low correlation	5.0661	Significant relationship
Learning Environment	0.07	Very Low correlation	1.3203	No significant relationship
Community Linkages	0.26	Low correlation	5.0661	Significant relationship
Personal, Social Growth and Professional Development	0.25	Low correlation	4.8580	Significant relationship

The lead of significance: 0.05

Analysis of r: 0-0.20 = Very Low Correlation 1.0 = Perfect Correlation
 0.21-0.40 = Low Correlation
 0.41-0.70 = Moderate Correlation
 0.71-0.99 = High Correlation

Table 8: Relationship between the Administrators’ Controlling Skills and Teachers’ Level of NCBTS

Controlling NCBTS	r	Analysis of r	t-test	Interpretation
Diversity	0.06	Very low correlation	1.1309	No significant relationship
Curricula	0.06	Very low correlation	1.1309	No significant relationship
Planning	0.06	Very low correlation	1.1309	No significant relationship
Learning Environment	0.06	Very low correlation	1.1309	No significant relationship
Community Linkages	0.26	Low correlation	5.0661	Significant relationship
Personal, Social Growth and Professional Development	0.06	Very low correlation	1.1309	No significant relationship

The lead of significance: 0.05

Analysis of r: 0-0.20 = Very Low Correlation
 0.21-0.40 = Low Correlation
 0.41-0.70 = Moderate Correlation
 0.71-0.99 = High Correlation
 1.0 = Perfect Correlation

Discussions

Table 2 shows the frequency and percentage distribution of the respondents according to age. As seen in the table that, it reveals that many (143 or 40.17 percent) of the respondents belongs to the age bracket of 33-55 year old, 114 or 32.02 percent of the respondents belong to the 20-24 years old, and 99 or 27.81 percent belong to the age bracket of 56-65 years old. This result implies that the teachers are in their middle age and expected to have gained better teaching-learning experiences. According to Rosales (2001), the age 35-55 years old is a stage when one occupies top and sensitive position. Thorndike theory, as cited by Bauzon (2009), postulated that individual goes through certain developmental step. Every stage of human development manifests developmental characteristics that affect an individual’s perception, like the teacher’s perception of the management style of their school administrators. As explicitly explained by Corpus (2013) cited by Bauzon (2009) that teachers in the middle ages assume responsibility for quality control and maintain standards in the teaching profession. People in this psychological stage have already formed opinions and convictions and are generally more responsible and courageous enough to speak out and tell the truth than the younger ones.

Also in Table 2 indicates that the majority of the respondents (309 or 86.80%) were females. This finding implies that females dominate the schools. This outcome means further that the majority of the teachers were females. This statement is reinforced by The Manila Times (2019), when it is stated that the dominance of women in Philippine Education is an accomplished phenomenon. He revealed that at present, 95% of our personnel in Elementary and 86% in both public and private high schools are females than males. According to Calmorin (1994), there are increasing jobs and responsibilities for women. Specifically, in the Philippine society, the imprinted attributes of women include among other things, personal warmth, sensitivity, emotionalism, grace, charm, compliance, dependence, and deference.

Table 2 displays that in terms of civil status, the majority (282 or 79.21) of the respondent teachers were married while 64 or 17.98 percent are single. There are all separated. As viewed by Lumbaya (2016) that the dual responsibilities inspire one to work harder for promotion and an increase of income for the comfort and benefit of their family. As noted by Laguindab (2017), a more significant majority of the school administrators in the Lanaodel Sur 1-A Division are married and have further emphasized that they are more or less stable in their lives. He also noted that married administrators are more focused on their work. The strong sense of responsibility developed in them for family life, their role as head of the family transfers naturally to their role as managers or school administrators. Married teachers and principals can handle children more able to facilitate learning. The assumption is they have had ample opportunities for rehearsal or practice in dealing with their children. Thus, they have developed coping strategies and should be able to deal with any situation they may encounter in their classrooms. This consequence reinforces their self-efficacy, which is the belief that one can produce positive outcomes (Dale, 1999).

As shown in the same table, many (147 or 41.29 percent) of the school teachers had earned Master's Units. There were also 115 or 32.30 percent of the respondents who are BS Degree holder. Only 7 or 1.97 percent are Doctoral Degree holders. The results indicate that high school teachers have educational qualifications that could meet the expected teaching competency. Macacua (2019) posited that knowledge learned in college should be constantly upgraded, through formal education and training as postulated in the process of hierarchically structured learning corresponding to the general concept of culture (Experiential Learning Courses Handbook, 2009). The book entitled "Ripples of Change a Journey of Teacher Education Reforms in the Philippines" edited by Gregorio & Gregorio (1979) opined that teachers have to continuously develop their educational attainment to maintain their status as effective and accountable professionals. Access to institutional support includes teachers' opportunities for professional development. This mechanism of support is established and facilitated by their institutions. It is an essential component of any professional development program. Institutions need access to existing professional agencies and networks that provide a support system by a convergence of resources, including dissemination of information.

As shown, almost majority (160 or 44.94 percent) of the MSU-External high school teachers were 20 years and above in teaching experience. There were also 54 or 15.17 percent who belong to the range 1 to 10 years of experience. This result means that high school teachers have been in service for about more than two decades as teachers. More so, these long years of expertise made them gained enough skills to be competent teachers and may have proven their work as a teacher. Lardizabal et al. (1977) said that teachers and administrators with more extended work experience could have gained more skills in leadership and supervision. They have also established better relationships than those who were new in the service. These years of experience could also have established better formal and informal communication channels that provide updated and appropriate inputs to teaching/decision-making processes. Newstrom & Davis (1992) points out that importance of job satisfaction to the employer, the worker, and the community. When a man is satisfied with his work, the employer profits far higher output. This output implies that the longer the teachers' experiences have in the service, the better his perception for school administrators.

Table 3 summarizes the findings on the management skills of school administrators, which indicate that an obtained average weighted mean of 4.31 in organizing, 4.28 in controlling, 4.22 in leading, and 4.07 in planning. The entire school administrators' management skills result in the respondents' extent of perception was rated as "Very High." This finding conforms to the Education Act of 1982, which provides among other things, that every school administrator shall

be accountable for the efficient and effective administration and control of the school. The school administrator has to perform both administrative and management functions. In other words, he must work toward the attainment of intended goals and objectives without waste of resources, including time, money, materials, and human effort. According to Legaspi (1995), one way of viewing the management is by utilizing the necessary managerial activities at all levels, which include planning, organizing, controlling, and leading. If these necessary administrative activities will be used, the school can assure of its better performance, including the development of teacher's competencies.

Table 4 manifests the summary of the respondents' level of National Competency Based-Teacher Standards. As a whole, Lardizabal et al. (1977) stresses that teacher is the most powerful determinant in the academic performance of the learners. The force of his influence correlates with personality, and teaching techniques. Studies have shown that a teacher's character is the most potent environmental force in the classroom. The relation between nature and performance is strongly correlated. It further pointed out that a good teacher possesses two categories of essential traits and abilities: are personal qualities and professional qualification. These two traits are hard to isolate together; they come out with better performance.

As can be glimpsed in Table 5, the administrator's planning skills have no significant relationship with the teacher's level of NCBTS along the aspect of the diversity of learners and learning environment. It was because the computed r -valued, 0.06, analyzed as very low correlation resulted in t -test value 1.1309, which less than the critical value 1.96 when tested at 0.05 lead of significance. On the other hand, there is a significant relationship between the planning skills of the school administrators to teachers' NCBTS. Therefore, the null hypothesis was rejected since the value of, 0.26, analyzed as low correlation obtained a t -test value of 5.0661 was more significant than the critical value 1.96 at 0.05 level of significance. These findings signify that the administrators' planning skills influence in one way or another to teachers' level of NCBTS. It implies that the administrators have sufficient expertise in planning in such a way that they understand what to decide, what needs to happen in the future, and generating work plans for it. Legaspi (1995) noted that planning refers to the process, which a manager anticipates the future and discovers an alternative of action. Therefore, everything starts in a good plan.

As can be seen in Table 6, the administrators organizing skills had no significant relationship with the teachers' level of NCBTS. It was because the computed r value 0.06, analyze as very low correlation, resulted in t -test value of 1.1309, which was less than the critical value 1.96 when tested at 0.05 level of significance. On the other hand, the organizing skills of the school administrators has significant relation to the teachers NCBTS in the community linkages aspect. The null hypotheses were rejected since the value, 0.26, analyzed as low correlation obtained t -test values of 5.061, which was more significant than the critical value 1.96 at 0.05 level of significance. These findings signify that the school administrators organizing skill influence in one way or another, on the teacher level of NCBTS. It implies that the administrators of MSU-External Units do not have enough expertise in organizing but only show how the culture of Meranaw dominates the schools' structure. They focus on teacher effort directed at strengthening the links between school and community activities. They forget to carry out a successful plan by using the given resources to the maximum. Only if administrators understand organizing as expressed by Robbins and Coulter (1998), that organizing refers to the process by the manager are also responsible for designing an organizations structure.

As shown in Table 7, the administrator's leading skills had no significant relationship with the teacher level of NCBTS along the aspect of the diversity of learning and learning environment. It was because the computed r - value 0.06, analyzed as very low correlation,

resulted in t-test value of 1.1309, which was less than the critical value 1.96 when tested at 0.05 level of significance. However, the leading skills of the administrators were significantly related to teachers' NCBTS. The result rejected the null hypothesis since the r values, 0.26 analyzed as low correlation, obtained a t-test value of 5.0661 and 4.8580, which is higher than the critical value 1.96 at 0.05 level of significance. These findings signify that the administrator leading capabilities influence in one way or another teachers' level of NCBTS. In this regard, Robbins and Coulter (1998) conform that, leading is the process of integrating and coordinating the work of people. It also includes motivating the subordinates; directing and selecting the most effective communication channel or resolve conflict among members.

As can be gleaned in Table 8, the administrators controlling skills had no significant relationship with the teacher levels of NCBTS. On the other side of the picture, the controlling skills of the administrators have a significant relationship to teachers' NCBTS in community linkages. The null hypothesis rejected since the r-value of 0.26, how important as even take for granted the importance and control in an organization. It has must be understood that monitoring is a process of devising a system of control to ensure that goals and objectives have been properly carried out. In the table shows that controlling and NCBTS are significantly related only to community linkages component. To simplify the view as accord to the study of Sison (1965), monitoring is the process of measuring current performance and guides it towards some predetermined goals.

Conclusions

Based on the findings of the study, here are the formulated conclusions. A typical high school teacher was female, married, belonging to the age range of 35-55 years old, masters units, has been in the service for above 20 years. In the management skills of the school administrators, except planning are all very high in qualitative rating. On the management skills, as it relates to the level of NCBTS of the respondents, the findings revealed that plan and NCBTS on the component of curriculum, content, and pedagogy, community linkages, and personal, social growth, and professional development are all significantly related except diversity of learning and learning environment. This conclusion implies that on this aspect, the null hypothesis is accepted. In the case of organizing and NCBTS of the teachers, it yielded a significant result only in the community linkages component of the community, home, and community of linkages in which there is a rejected null hypothesis. However, the other elements have no bearing and, therefore, no correlation between organizing and other NCBTS in other parts of it, which led to the acceptance of the null hypothesis. There is a correlation between leading and skills to NCBTS, yielded varying significance linkages and personal, social growth, and professional development proved to be significant, which rejected the hypothesis in these variables stated. On the other side of the correlation between the diversity of learning and community linkages have no considerable relationship, which led to the acceptance of the null hypothesis in this category. Lastly, on the association of management skills of school administrators and the level of NCBTS of teacher, it proved that only the aspect of community linkages which is significantly related to the controlling element of management skills in which in this case the null hypothesis has to be rejected on this particular category.

Recommendations

In these findings, and conclusions of the study, here are the presented suggestions:

- Recruiting male applicants in teaching as a primary concern to remedy the deteriorating rate of male teachers in the fields of education, in which they have a vital role in this profession.
- Teachers must be devoted to their profession as it affects their attitudes toward their work.

- The administrators, together with the selection committee for learning teachers, must make it a priority to hire teachers that duly licensed professionals.
- Teachers need to attend more seminars and pieces of training to acquire new trends and method that enhance this knowledge in teaching.
- Upgrade the professional competencies of both the school administrators and excellence in the MSU-External Unit.
- A sufficient budget for MSU-External Units for the development of both structural development and instructional system. The External Studies buildings, as seen by the researcher are, not conducive to a learning environment. Thus, it should be improved if the MSU System administration wanted to pursue global competitiveness.
- Lastly, a replication of this study that includes MSU-ILS, MSU-UTC, MSU-ISED, and other high schools in Lanao to come-up with a comparative analysis and to validate for the results of this study.

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Appendix 1

Sample Questionnaire

Part I – Administrators’ Management Skills

Direction: Please answer this as honestly and sincerely as you can by checking the box provided for each item. All answers will be kept confidential.

Part I – Respondent’s Profile

- | | |
|--|---|
| <p>1. Age (years old):
 56 – 65
 35 – 55
 20 – 34</p> <p>2. Gender:
 Male
 Female</p> <p>3. Civil Status
 Single</p> | <p>Married
 Separated</p> <p>4. Highest Educational Attainment
 Doctoral Degree
 Doctoral Units
 MS, MAT, MAED
 BS Degree
 Other (Please Specify) _____</p> <p>5. Teaching Experience (years)</p> |
|--|---|

Part II. Administrators’ Management Skills

Direction: Please put a check (√) in the blank that best describe your skills as an administrator.

The symbol used as follows:

- | | | |
|----|---------------------|-----|
| SA | - Strongly Agree | (5) |
| A | - Agree | (4) |
| U | - Uncertain | (3) |
| D | - Disagree | (2) |
| SD | - Strongly Disagree | (1) |

A) Planning	SA	A	U	D	SD
1. Our school administrator involved the teachers in the preparation of school activities.					
2. Our school administrator plans the method and strategies that can help improve the teacher in achieving the goal and objectives of the school.					
3. Our school administrator made a plan that harmonizes the needs and available resources of the school that help the teacher and the school as a whole.					
4. Our school administrator identified and prioritized a plan responsive to the needs and interests of teachers.					
5. Our administrator organized a committee that is continuously planning for the professional development of teachers.					
6. Our administrator made a plan with the involvement of teachers in activities that enhance their capabilities.					
7. Our administrator initiated the plan that can inspire teachers to be at their best.					
8. Our administrator required teachers to submit a scheme that can be considered a part of the plan.					
9. Our administrators make sure that every strategic planning involves the teachers.					
10. Our administrator provides a plan that enhances teachers' competencies in their field of specialization.					

B) Organizing	SA	A	U	D	SD
1. Our administrator identified the tasks to be done well by the teachers in carrying out duties and responsibilities.					
2. Our administrator appropriately divided the workload among the teachers					
3. Our administrator always upholds the sharing of decision making between principals and teachers.					
4. Our administrator always takes command and responsibility whenever lapses arrive between subordinates.					
5. Our administrator remains and acts as filler when the situation demands.					
6. Our administrator makes sure that assigned task to the teachers is based on their expertise to meet the needs and conditions.					
7. Our administrator assigned the task to teachers whose works are strictly related to their expertise.					
8. Our administrator organized committees that continuously work together towards achieving the goals and objectives of the school.					
9. Our administrator sets up a mechanism to coordinate the work of the teachers and staff into a unified whole.					
10. Our administrator equally delegated some tasks among the teachers to have a division of labor.					

C) Controlling	SA	A	U	D	SD
1. Our administrator involved the teachers and staff, including the students in designing the standard criteria that evaluate the performance of the school.					
2. Our administrator adopted a system of check and control that responds to the changing condition that affects teacher competencies.					
3. Our administrator required every teacher to submit an annual report.					
4. Our administrator always checked the attendance of teacher in every school activity.					
5. Our administrator devised a rubric that helps monitor teachers' performance to measure how to achieve goals.					
6. Our administrator ensures that school funds will be distributed appropriately, including teachers need.					
7. Our administrator encouraged the teacher to participate in every school activity done in school.					
8. Our administrator regularly checked the instructional materials, and teachers' devices to see if they are in good condition.					
9. Our administrators treated teachers with kindness and respect but reminded them of their accountability.					
10. Our administrators regularly monitor the teaching methodology if in line with the goal and objectives of the school.					

Part II. NCBTS of High School Teachers

Direction: Please put a check (√) in the blank that best describe your competency-based

D) Leading	SA	A	U	D	SD
1. Our administrator recognized any achievements of the teachers by always giving due recognition.					
2. Our administrator is an expert in the best technique of integrating the effort of the teachers towards common goals.					
3. Our administrator adopts job rotation among teachers to be an expert in all tasks given.					
4. Our administrator adopts a proper system that integrates, and directs the effort of teachers toward the goal and objectives.					
5. Our administrator encouraged dialogue among teachers, staff and students whenever disputes arise.					
6. Our administrator motivates teachers to upgrade themselves by sending them to pieces of training, seminars, and conferences.					
7. Our administrator comes up with a matrix to measure the performance of teachers for consideration to promotion.					
8. Our administrator allowed the teacher to do their work the way they think it is the best way of doing it.					
9. Our administrator required teachers to follow the rules and regulations of the school strictly.					
10. Our administrator can resolve conflict and misunderstanding among teachers quickly and immediately.					

Direction: Please put a check (√) in the blank that best describe your competency-based performance appraisal system for teachers. The rating legend used as follows:

HP – High Proficient (4)

P – Proficient (3)

B – Basic (2)

BB – Below basic (1)

COMPONENTS AND PERFORMANCE STANDARD

A. Social Regard for Learning	HP	P	B	BB
1. I abide by and implemented school policies and procedures.				
2. I have demonstrated punctuality in accomplishing tasks and attendance on all occasions.				
3. I have maintained appropriate appearance and dignity at all times.				
4. I have demonstrated appropriate behavior in dealing with learners, peers, and superiors.				
B. Learning Environment	HP	P	B	BB
1. I have provided equal opportunities for all learners, regardless of gender.				
2. I have maintained a safe and orderly classroom free from distractions.				
3. I use individual and cooperative learning activities to improve the capacities of learners for higher learning.				
4. I have inspired learners to set and value high-performance targets for themselves.				
5. I have solved behavior problems quickly with due respect to children's rights.				
6. I have created situations that develop a positive attitude among learners towards their subject, and teacher.				
C. Diversity of Learners	HP	P	B	BB
1. I have set objectives that are within the experiences and capabilities learners				
2. I have utilized varied designs, technique and activities suited to the different kinds of learners.				
3. I have paced lessons appropriate to the needs and difficulties of learners.				
4. I have provided appropriate intervention activities for learners at risk.				
5. I have recognized multi-cultural background of learners when providing learning opportunities.				
6. I have adopted strategies to address the needs of differently-abled learners.				
7. I have showed fairness, and consideration to all learners regardless of socio-economic background.				
D. Curriculum	HP	P	B	BB
1. I have delivered accurate and updated content knowledge using appropriate methodologies, approaches, and strategies.				
2. I have used integration of language, numeracy skills, and values in teaching.				
3. I have explained learning goals, instructional procedures, and content clearly and accurately to students.				
4. I have followed the current content with past and future lesson.				
5. I have aligned the lessons objectives, teaching methods, learning activities, and instructional materials or resources appropriate to the learners.				

6. I have created situations that encourage learners to use high order thinking skills through the use of local language.				
7. I have engaged and sustained learners' interest in the subject by making content meaningful and relevant them.				
8. I have integrated scholarly works and ideas to enrich the lesson.				
9. I have established routines and procedures to maximize instructional time.				
10. I have selected prepared and utilized available technology and their instructional materials appropriate to the learners and the learning objectives.				
11. I have provided appropriate learning tasks, portfolio, and projects that support the development of good study habits.				
12. I have used available ICT resources for planning and designing teaching-learning.				
E. Planning, Assessing and Reporting	HP	P	B	BB
1. I have constructed valid and reliable formative and summative tests.				
2. I have used appropriate non-traditional assessment techniques and tools. (i.e., portfolio, journals, rubric. Etc.)				
3. I have interpreted and used test results to improve teaching and learning.				
4. I have identified teaching-learning difficulties and possible causes.				
5. I have managed remediation activities.				
6. I have used tools for assessing authentic learning.				
7. I have provided timely and accurate feedback to learners to encourage them to reflect				
8. I have kept accurate records of grades/performance levels of learners.				
9. I have conducted regular meetings with learners and parents to report learners' progress.				
F. Community Linkages	HP	P	B	BB
1. I have involved parents/community and sharing accountability for learner's achievement.				
2. I have used varied and available community resources (human, materials) to support learning.				
3. I have used community as a laboratory for teaching and learning.				
4. I have got involved/shared community information on school events, and achievement.				
5. I have led students to apply classroom learning to the community.				
6. I have informed learners, parents and other stakeholders regarding school policies and procedures.				
G. Personal Growth and Professional Development.	HP	P	B	BB
1. I have maintained stature and behavior that upholds the dignity of teaching.				
2. I have manifested personal qualities like enthusiasm, flexibility, caring attitude, collegiality among others.				
3. I have demonstrated my educational philosophy of teaching in the classroom.				
4. I have updated myself with recent developments in education.				
5. I have participated actively in professional organizations.				
6. I have reflected on the quality of my teaching.				
7. I have improved teaching performance-based on the feedback from				

mentors, learners, peers, superiors, and others.				
8. I have used self-assessment to enhance strengths and correct my weakness.				
9. I have accepted accountability for learner's outcomes.				
10. I abide by the code of ethics for professional teachers.				