PERSONAL MANAGEMENT SKILLS: AN ASSESSMENT AMONG SCHOOL HEADS IN THE PHILIPPINES

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1. THE PROBLEM

1.1. Introduction

The Department of Education (DepEd) is a government agency in the Philippines that is tasked to provide quality education among preschool, grade school and high school students whose vision is to see these Filipino children realize their full potential and contribute meaningfully for nation building. Along with this vision, is the challenge of the department for continuous improvement to better serve its stakeholders. It is in this note that this study is undertaken. This paper seeks to determine the level of personal management skills of public school leaders i.e. head teachers and principals of the Department of Education – Gingoog City Division of the Province of Misamis Oriental. The division manages 95 public schools, 17 private schools, 37796 learners and 1512 personnel.

The aforementioned personal management skills are categorized into technical, conceptual and decision, and interpersonal and communication skills which are regarded as dependent variables. These skills are indeed significant in navigating the operations of the school that school heads and principals are managing. Along with the dependent variables are independent variables which include age, gender, highest educational qualification, length of work experience and number of employees.

1.2. Statement of the Problem

In this study the researcher attempts to answer the following questions:

1. What is the profile of the respondents according to Age, Gender, Highest Educational Qualification, Company's Position, Length of Work Experience and number of employees?
2. What is the level of management skills of the respondents according to Age, Gender, Highest Educational Qualification, Company's Position, Length of Work Experience and Number of employees ?
3. Is there a significant difference of level of management skills of the respondents according to Age, Gender, Highest Educational Qualification, Position, Length of Work Experience and Number of employees ?

1.3. Conceptual Framework

1.4. Significance of the Study

The findings of this study will become useful to the school heads and leadership of the Department of Education most preferably in Gingoog City Division.

For the school heads, this study will bring them to realization pertaining to their management skills relevant to their managerial roles as school head of their respective learning institution. With such personal assessment of management skills, they could find ways to improve their current management competencies which are considered effective tools in making their schools achieve the goals and aspirations of the Department of Education.

For DepEd Gingoog City leadership, this study will serve as basis for crafting management training and development programs for the upgrading of management skills among their school heads in the division.

2. REVIEW OF RELATED LITERATURE

A certain study among faculty and administrators revealed that following the business skills as the most important skills in leadership, cognitive skills, interpersonal skills, personal values, and strategic skills play significantly in leading the organization (Kalargyrou, Pescosolido, & Kalargiros 2012)

Pertaining to the role of school managers in change management, they need to be innovative, and good motivator (Sabau 2012). Furthermore, they should employ participative type of leadership along with possessing ethical behavior.

In a study of primary and secondary schools, findings suggest the importance of humanized management for teachers of which school administrators are advised to provide social support to their teachers for stress related issues. (Yu, Dong, Wang, & An 2016). Similarly, a study among middle women managers found positive relationship among work-family conflict and barriers career achievement towards occupational stress (Fei, Kuan, Yang, Hing, & Yaw 2017). With these, school administrators should have the appropriate stress management skills to resolve these challenges.

Giving and receiving of feedback is another managerial skill that an educational administrator possesses. It is a useful tool for facilitating improvement within the organization. (Levy & Williams, 2004). As such it should be given with utmost respect and sense of professionalism. Furthermore, it should be received with an end mind of enhancing one's development. (Swank & McCarthy, 2013).

Power in leadership could be expressed in terms of power of the position and power of the person. Power of position is based on what leaders could offer i.e. reward power, coercive power, legitimate power, and information power while power of the person is based on how leaders are viewed by others i.e. expert power, referent power, rational power, and charisma power (Manning & Curtis, 2016). A study of 235 high school principals in Greece shows that these school heads prefer to exercise power of position under a transformational type of leadership (Brinia & Papantoniou, 2016).

3. RESEARCH METHODOLOGY

This chapter describes the methods used and data collection procedures. It also includes the research design, research instrument, validation and statistical treatment

3.1. Research Design

This study utilized the descriptive research method which employed quantitative statistics. More specifically, a survey questionnaire method was employed to determine the respondents' level of management skills i.e. Very Poor Management Skills, Poor Management Skills, Average Management Skills, High Management Skills, Very High Management Skills

3.2. Research Instrument

This study adapted Descriptive Method of Research which utilized quantitative technique of data gathering. Consisting of two sections, the first part gathered the respondents personal information on Age, Gender, Highest Educational Qualification, Position, School Category, Performance Rating, Length of Work Experience and Number of Employees as shown in Questionnaire 1 in Appendix A. The second part covered 85 questions that determined the level of management skills using Likert-Type Scale :

- 5 – Strongly Agree (SA)
- 4 – Agree (A)
- 3 – Neutral (N)
- 2 – Disagree (DA)
- 1 – Strongly Disagree (SD)

In Table 1 , the score of each item was reflected. Below is the item questionnaire categorization :

Item Number	Management Skill
	Technical Skills
1 to 5	Self-Knowledge
	Conceptual and Decision Skills
6 to 11	Stress Management
12 to 19	Problem Solving
20 to 23	Creativity and Innovation
78 to 85	Managing Change
	Interpersonal and Communication Skills
24 to 32	Feedback
33 to 40	Power
41 to 49	Motivation
50 to 52	Fairness
53 to 55	Humility
56 to 58	Mediation
59 to 62	Empowerment
63 to 67	Delegation
68 to 71	Team Leading
72 to 73	Team Following
74 to 77	Team Performer

3.3. Validity

This study embraced a formative type of validity since the assessment was used to provide information on how to improve the management skills of the respondents

3.4. Reliability

Pheland& Wren (2006) described reliability as a degree to which an assessment tool would produce consistent results. More particularly, in this study an internal consistency reliability was utilized which evaluated the degree to which different test items probe the same construct produce similar results . For this purpose, Cronbach's Alpha was used as a tool in measuring scale reliability. The Cronbach's Alpha formula is as follows:

$$\alpha = \frac{K}{K-1} \left[1 - \frac{\sum S_i^2}{S_T^2} \right]$$

Where :

K = number of items

S_i^2 = Variance

S_T^2 = Total Variance

Cronbach's Alpha Reliability Coefficient Interpretation

Cronbach's Alpha	Reliability
less than 0.2	None to Slight
0.2 to less than 0.4	Fair
0.4 to less than 0.6	Moderate
0.6 to less than 0.8	Good
0.8 to 1.0	Excellent

3.5. Data Collection Procedure

The conduct of the research survey was duly approved by the School Division Superintendent of the Department of Education , Gingoog City. The actual survey

was done during a Management Committee Meeting at the Division Office participated by school heads with the research explaining to the school head respondents the importance of this study. After which collected data were tabulated and statistical analysis was performed.

3.6. Statistical Treatment

The arithmetic means of the network centrality of the respondents at the ABC Company are measured using the standard mean formula:

$$\bar{X} = \frac{\sum X}{N}$$

Furthermore, the significant differences of the means of the level of personal management skills according to Age, Gender, Highest Educational Qualification, Company's Position, Length of Work Experience and number of employees is treated statistically by ANOVA Exce

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

1. What is the profile of the respondent managers according to Age, Gender, Highest Educational Qualification, Position, Length of Work Experience, No. of employees and Ethnicity?

Table 1.1 Profile of Respondents According to Age

Age Bracket	Freq	%
30 - 39	13	36%
40 - 49	12	33%
50 - 59	8	22%
60 - 65	3	8%
Total	36	100%

Table 1.2 Profile of Respondents According to Gender

Gender	Freq	%
Male	14	39%
Female	22	61%
Total	36	100%

Table 1.3 Profile of Respondents According to Highest Educational Qualification

HEQ	Freq	%
Bachelor's Degree	4	11%
Masteral Units	7	19%
Master's Degree	18	50%
Doctoral Units	1	3%
Doctoral Degree	6	17%
Total	36	100%

Table 1.4 Profile of Respondents According to Position

Position	Freq	%
Head Teacher 1	3	8%
Head Teacher 3	11	31%
School In Charge	7	19%
School Principal 1	12	33%
School Principal 2	2	6%
School Principal 3	1	3%
Total	36	100%

Table 1.5 Profile of Respondents According to Experience

Length of Work Exp	Freq	%
less than 5 yrs	11	31%
5- 10 years	9	25%
11-15 years	4	11%
16-20 years	4	11%
20 years above	8	22%
Total	36	100%

Table 1.6 Table of Respondent s According to Number of Employees

Number of Employees	Freq	%
1- 50	34	94%
51- 100	2	6%
Total	36	100%

Table 1.7 Table of Respondents According to Performance Rating

Rating	Freq	%
Outstanding	34	94%
Very Satisfactory	2	6%
Total	36	100%

Table 1.8 Table of Respondents According to School Category

Category	Freq	%
Elementary	34	94%
Secondary	2	6%
Total	36	100%

2. What is the level of management skill competencies of the respondents according to Age, Gender, Highest Educational Qualification, Company's Position, Length of Work Experience and Number of employees?

Table 2.1 Level of Management Skill Competencies According to Age

Age Group	Mean for Technical Skills	Level of Management Skill Competencies	Mean for Conceptual and Decision Skills	Level of Management Skill Competencies	Mean for Interpersonal and Communication Skills	Level of Management Skill Competencies
30 to 39	4.49	Very High	4.15	High	4.17	High
40 to 49	4.15	High	3.97	High	3.98	High
50 to 59	4.35	Very High	4.14	High	4.26	Very High
60 to 65	4.00	High	3.97	High	4.04	High
MEAN	4.25	Very High	4.06	High	4.11	High
Over all Mean	4.14	High				

Table 2.1 clearly shows that the level of technical skills of the respondents is very high across all age groups. More specifically, for those aging 30 to 39 and 50 to 59, the level of technical skills is very high while it registers a high level of technical skills for 40 to 49 and 60 to 65 age group, respectively. With regard to conceptual and decision skills, the respondents are found to have high level of these skills across all age groups. Lastly, the level of interpersonal and communications skills is found to be high. More specifically, for the 50 to 59 age group, they are found to have very high interpersonal and communication skills while those in the other age group categories, they have high interpersonal and communication skills.

Table 2.2 Level of Management Skill Competencies According to Gender

Gender	Mean for Technical Skills	Level of Management Skill Competencies	Mean for Conceptual and Decision Skills	Level of Management Skill Competencies	Mean for Interpersonal and Communication Skills	Level of Management Skill Competencies
Male	4.19	High	3.95	High	3.90	High
Female	4.36	Very High	4.14	High	4.25	Very High
MEAN	4.28	Very High	4.05	High	4.08	High
OVER-ALL MEAN	4.14	High				

Table 2.3 reveals that the level of technical skills according to gender is Very High; conceptual and decision skills, High and interpersonal and communication skills, High. More specifically, male respondents have all High Level of technical, conceptual and decision, and interpersonal and communication skills compared to female respondents who have Very High Level of technical skills, and interpersonal and communication skills and a sole High Level Skills on Conceptual and Decision Skills

Table 2.3 Level of Management Skill Competencies According to Highest Educational Qualification

Highest Education Qualification	Mean for Technical Skills	Level of Management Skill Competencies	Mean for Conceptual and Decision Skills	Level of Management Skill Competencies	Mean for Interpersonal and Communication Skills	Level of Management Skill Competencies
Bachelor's Degree	3.80	High	3.81	High	3.80	High
Master's Units	4.47	Very High	4.16	High	4.12	Very High
Master's Degree	4.41	Very High	4.12	High	4.14	High
Doctoral Units	3.60	High	3.36	High	4.13	High
Doctoral Degree	4.27	Very High	4.15	High	4.21	Very High
Mean	4.11	High	3.92	High	4.08	High
Overall Mean	4.03	High				

Table 2.3 shows that the level of management skill competencies according to educational qualifications is High. More specifically, respondents having master's units and doctoral degrees have very high level of technical skills and interpersonal and communications skills, and high level of conceptual and decision skills. On the other hand, both respondents of Bachelor's degree and Doctoral units have high level of technical skills, conceptual and decisions skills, and interpersonal and communication skills. Respondents having master's degrees have very high level of technical skills and high level of both conceptual and decision skills, and interpersonal and communication skills.

Table 2.4 Level of Management Skill Competencies According to Position

Position	Mean for Technical Skills	Level of Management Skill Competencies	Mean for Conceptual and Decision Skills	Level of Management Skill Competencies	Mean for Interpersonal and Communication Skills	Level of Management Skill Competencies
Head Teacher 1	4.12	High	3.96	High	3.98	High
Head Teacher 3	4.42	Very High	4.18	High	4.15	High
School In Charge	3.64	High	3.43	High	4.07	High
Principal 1	4.18	High	4.08	High	4.11	High
Principal 2	4.20	High	4.08	High	4.35	Very High
Principal 3	4.20	High	3.96	High	3.91	High
Mean	4.13	High	3.95	High	4.09	High
Overall Mean	4.06	High				

Table 2.4 shows that the level of management skill competencies according to position is High. More specifically, the positions of Head Teacher 1, School In Charge, Principal 1 and Principal 3 have all High level of technical skills, conceptual and decision skills, and interpersonal and communication skills. Head Teacher 3 respondents have Very High Level of technical skills and High Level of both conceptual and decision skills, and interpersonal and communication skills, respectively. Principal 2 respondents have High level of both technical

skills , and conceptual and decision skills while possessing a Very High Interpersonal and Communication Skills.

Table 2.5 Level of Management Skill Competencies According to Length of Work Experience

Length of Work Experience (years)	Mean for Technical Skills	Level of Management Skill Competencies	Mean for Conceptual and Decision Skills	Level of Management Skill Competencies	Mean for Interpersonal and Communication Skills	Level of Management Skill Competencies
Less than 5	4.51	Very High	3.98	High	4.23	Very High
5 to 10	4.24	Very High	3.98	High	4.02	High
11 to 15	3.92	High	3.96	High	3.95	High
16 to 20	4.10	High	3.84	High	4.07	High
More than 20	4.18	High	4.15	High	4.20	Very High
Mean	4.19	High	3.98	High	4.09	High
Overall Mean	4.09	High				

Table 2.5 reveals that the level of management skill competencies according to length of work experience is High. More specifically, those who are working in 11 to 15 years , and 16 to 20 years length of work experience have High level of technical skills, conceptual and decision skills , and interpersonal and communication skills, respectively. Those who are working in less than 5 years have Very High Level on technical skills ; and High Level of skills on both conceptual and decision skills , and interpersonal and communication skills. Those who have been working for more than 20 years are found to have Very High Level of Interpersonal and Communication Skills and High level of both technical, conceptual and decision skills.

Table 2.6 Level of Management Skills Competencies According to Number of Employees

Number of Employees	Mean for Technical Skills	Level of Management Skill Competencies	Mean for Conceptual and Decision Skills	Level of Management Skill Competencies	Mean for Interpersonal and Communication Skills	Level of Management Skill Competencies
1 to 50	4.76	Very High	4.85	Very High	4.63	Very High
51 to 100	4.1	High	3.96	High	3.95	High
Mean	4.43	Very High	4.41	Very High	4.29	Very High
Overall Mean	4.38	Very High				

Table 2.6 shows that the level of management skills competencies according to number of employees managed is Very High. Comparatively, respondents having 1 to 50 employees have Very High level of technical, conceptual, decision , interpersonal and communication skills while those who manage 51 to 100 employees have High level of all management skills mentioned.

3. Is there a significant difference of means of managements skills i.e. technical skills, conceptual and decision skills, and interpersonal and communication skills according to Age, Gender, Highest Educational Qualification, Position, Length of Work Experience and Number of employees?

Table 3.1 ANOVA Table for Management Skill Competencies

Variables	F	P-Value	F _{crit}	Decision	Interpretation
Age	8.22	0.0151	4.76	Reject the Null Hypothesis	There is significant difference of means of management skills according to Age Group
Gender	16.70	0.05	18.5	Accept the Null Hypothesis	There is no significant difference of means of management skills according to Gender
Highest Educational Attainment	4.98	0.03	3.84	Reject the Null Hypothesis	There is significant difference of means of management skills according to Highest Educational Attainment
Position	4.38	.02	3.33	Reject the Null Hypothesis	There is significant difference of means of management skills according to Position
Length of Work Experience	3.01	0.09	3.84	Accept the Null Hypothesis	There is no significant difference of means of management skills according to Length of Work Experience
Number of Employees	97.83	.01	18.5	Reject the Null Hypothesis	There is significant difference of means of management skills according to Number of employees

Based on the ANOVA table presented in Table 3.1 , there is significant difference of means of management skill competencies according to Age group, Highest Educational Attainment, Position and Number of Employees. The ANOVA table also shows that the means of management skills competencies have no significant difference according to Gender and Length of Work Experience.

5. SUMMARY OF FINDINGS , CONCLUSION AND RECOMMENDATION

5.1. Findings

5.1.1. In this study , 70% of the school head respondents are aging 30 to 49 years old while 30% comprises the 50 year-old and above age category. It has been noted that male respondents only comprises 39% while the rest i.e. 61% are females. In terms of the educational qualifications, 50% of the respondents are master degree holders while 17% and 11% are doctoral and bachelors' degree holders, respectively. The rest are found to have masteral and doctoral units.

5.1.2.

Variables	Level of Technical Skills	Level of Conceptual and Decision Skills	Level of Interpersonal and Communication Skills	Average
Age	Very High	High	High	High
Gender	Very High	High	High	High
Highest Educational Qualification	High	High	High	High
Position	High	High	High	High

Length of Work Experience	High	High	High	High
Number of Employees	Very High	Very High	Very High	Very High
Average	High	High	High	High

The Level of Technical Skills of the respondents according to Age, Gender and Number of Employees is found to be Very High while those of the Highest Educational Qualification, Position and Length of Work Experience reflects High . Except for Number of Employees variable which shows Very High , the Level of Conceptual , Decision Skills , Interpersonal and Communication Skills of the respondents is High. Overall, the respondents possess High Level of Management Skill Competencies i.e. Technical Skills , Conceptual and Decision Skills , and Interpersonal and Communication Skills.

5.2. Conclusion

The level of management skill competencies of the school heads and principals in the Department of Education – Gingoog City Division according to age, gender, highest educational qualification, length of work experience , and number of employees is generally High which indicates that they have sufficient technical, conceptual, decision, interpersonal and communication skills. These skills are indeed required in support to the mission of Department of Education that considers administrators and staff as stewards of the institution thus ensuring an enabling and supportive environment for effective learning among the students.

5.3. Recommendation

To further enhance the personal management skills of the school heads and principals in the Department of Education – Gingoog City Division, the leadership of the division should develop a Comprehensive Management Training and Development Program. This program should be carefully planned out, implemented and evaluated to serve its purpose of developing better educational leaders for the division. Since this undertaking requires significant monetary budget yet rewarding among the education stakeholders in the city of Gingoog, the support and participation of the local government is necessary. With this, the initiative doesn't only emanate from the education department but from the same people it intentionally serves duly represented by the local government of Gingoog City.

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