

Administrators' Management Skills and School Performance of Zone II Division of Zambales

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Abstract: The study aimed to assess the administrators' management skills and schools' performance of Zone II, Division of Zambales. Results of the study served as the basis in the development of an intervention program to enhance the administrator's management skills in Zone II, Division of Zambales. The research design used in the study was descriptive and quantitative in its analysis. A typical school administrator has MA/MS units, rendered 25- 29 years of service and has attended nine and above relevant trainings in school management. Majority of the public elementary teachers are Teacher I, with MA/MS units and have rendered five to nine years in service. The assessment of the administrators strongly agree on the administrator's human, conceptual and technical skills. The assessment of the teachers strongly agree on the administrators' human, conceptual and technical skills. The school performance in the last school year 2018- 2019 in Zone II, Division of Zambales was Outstanding. There was a significant difference on the on the Administrators' Technical Skill as assessed by the administrators when grouped according to the highest educational attainment. There was a significant difference on the Administrators' Conceptual Skill, Human Skill and Technical Skill as assessed by the teachers when group according to designation. There was a significant difference on the Administrators' conceptual skill, human skill and technical skill as assessed by the Administrators and Teachers. There was a very low positive correlation between the assessment of the administrators on the level of administrator's conceptual skill and school performance in the school year 2018-2019 in Zone II, Division of Zambales. There was a very low negative correlation between the assessment of the administrators on the level of administrators' human skill, technical skill and school performance in the school year 2018-2019 in Zone II, Division of Zambales. There is a high positive correlation between the assessment of the teachers on the level of administrator's management skills and school performance in the last school year 2018-2019 in Zone II, Division of Zambales. There was a very high positive correlation between the assessment of the teachers on the level of administrator's conceptual skill, technical skills and school performance.

Keywords: Administrators, management skills, public elementary schools, school performance

1. Introduction

A successful manager has triplet managerial skills (conceptual, human and technical) developed separately, (Katz's Theory 1991). The principal is the most important

factor in improving the quality of education (Achmad, 2017). A qualified school administrator shows capable managerial skills in certain ways: using existing resources to provide adequate support for teachers, materials development, and the maintenance of good facilities; providing sufficient time for the management and coordination of the instructional process; and communicating regularly with staff, educators, parents, and the related communities. In other words, the leadership of the principal is determined by the principal's managerial abilities. School effectiveness remains an important area that should be studied and well-managed to enhance school's performance. Researchers suggest that school effectiveness and school performance are correlated. To Saleem, Naseem, Hussain & Azeem (2012), school effectiveness is a variable that affects academic achievement of students. And the student achievement should be the basic products of effective schools. Otherwise, nobody can evaluate the effectiveness of schools.

Gentilucci, Denti and Guaglianone (2013) had explained that though principals received preparatory training at institutes of higher education or may have prior administrative experience, they often lack the skills, knowledge and dispositions necessary to meet demanding challenges created by their multifaceted leadership roles. As a result, mediocrity in school leadership and management may prevail, then affecting school performance. Cognizant to the problems experienced by the elementary school principals, there is a need to conduct an empirical study regarding their management skills and to find out its relationship on the school performance to ensure the effective delivery of quality basic education services to the learners. Thus, the researcher decided to examine between the administrators' managerial skills in public elementary schools in Zone II, Division of Zambales and its school performance in the school year 2018- 2019. The output of the study is the proposed training programs for the administrators specifically to address their management skills of the three (3) dimensions that needs to be strengthened and required immediate intervention.

2. Guidelines

The study aimed to assess the administrators' management

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skills and schools performance of Zone II, Division of Zambales. Results of the study serves as a basis for a proposed training program.

Specifically, it sought to answer the following questions:

1. What is the profile of the administrators' in terms of highest educational attainment, number of years as school administrator, and number of relevant trainings attended in school management?
2. What is the profile of the teachers in terms of designation, highest educational attainment; and number of years in service?
3. How the administrators' management skills are be described as assessed by the administrators along the following dimensions such as Conceptual skill, Human skill, and Technical skill?
4. How the administrators' management skills are be described as assessed by the teachers along the following dimensions such as Conceptual skill, Human skill and Technical skill?
5. What is the school performance in the last school year 2018- 2019 in Zone II, Division of Zambales?
6. Is there a significant difference on the administrators' management skills as assessed by the administrators when grouped according to profile variables as stated in the problem number 1?
7. Is there a significant difference on the administrators' management skills as assessed by the teachers when grouped according to profile variables as stated in the problem number 2?
8. Is there a significant difference on the administrators' management skills as assessed by the administrators and teachers?
9. Is there a significant relationship between the assessment of the administrators and teachers on the level of administrators' management skills and school performance in the last school year 2018- 2019 in Zone II, Division of Zambales?

3. Table

A descriptive- correlational research design was employed in the study. The descriptive survey method was used in data gathering. The descriptive part is the demographic characteristics of the administrators from the different public elementary schools in Zone II, Division of Zambales and the level of management skills. Furthermore, the correlational part is finding out relationship of level of management skills and school performance in the school year 2018- 2019. Beredo, Macaraig., Navarro, Sevilla, Villanueva (2013) defined the descriptive research is also known as statistical research that describes data and characteristics about what practices, level of effectiveness and recovery and processing. It answers the question who, what, where, and how. This kind of research also deals with the present existing condition and data gathering. A correlational study is a type of research design where a researcher seeks to understand what kind of relationships naturally occurring variables have with one another. In simple terms, correlational research seeks to figure out if two or more

variables are related and, if so, in what way (Sara, 2018). Kally (n.d.) explained a correlational study determines whether or not two variables are correlated. This means to study whether an increase or decrease in one variable corresponds to an increase or decrease in the other variable.

1) Respondents and Location

Table 1 shows the distribution of the respondents in Zone II, Division of Zambales.

Table 1
Distribution of the Respondents

District	Frequency of Administrators	Percentage	Frequency of Teachers	Percentage
Botolan South	19	25.00	29	25.00
Botolan North	21	27.63	29	25.00
Iba District	17	22.37	29	25.00
Palauig District	19	25.00	29	25.00
Total	76	100.00	116	100.00

The respondents are the schools heads and teachers of the different public elementary schools in Zone II, Division of Zambales. There are nineteen (19) or 25.00 percent administrators in Botolan South District, twenty- one (21) or 27.63 percent administrators in Botolan North District, seventeen (17) or 22.37 percent administrators in Iba District and nineteen (19) or 25.00 percent administrators in Palauig District. The researcher employ the population of the schools head with a total of seventy- six (76) participants in the study will serve as respondents. The researchers will utilize the quota sampling technique to determine the number of samples. There will be twenty- nine (29) elementary teachers for each school in Zone II will be selected to participate in the conduct of the study. Out of 380 elementary teachers, there are one hundred sixteen (116) or one hundred percent elementary teachers will be the respondents.

The Zone II is located at the mid- part of the Zambales consisting of the districts from Botolan South, Botolan North, Iba and Palauig. In Botolan South District, there are sixteen (16) public elementary schools and three (3) integrated schools. In Botolan North District, there are fifteen (15) public elementary schools and six (6) integrated schools In Iba District, there are sixteen (16) public elementary schools and one (1) integrated school. In Palauig District, there are nineteen (19) public elementary schools. The survey instrument was used by the researcher in the data collection. The researcher adopted and made a modification on the instrument of the previous study published entitled Managerial Skills Development of Selected Private Institutions of Higher Learning in Batangas, Philippines (Magbojos, 2014) and Theory of Katz in Management Skills. The instruments will have a two (2) sets to be used by the administrator and teacher respondents. The instrument consists of two (2) parts. Part I is the respondent's profile of the administrators as to highest educational attainment, number of years as school administrator and number of relevant trainings attended in school management while the profile of the teachers

includes the age, sex, designation, highest educational attainment and number of years in service. Part 2 is the administrator's management skills along with the following dimensions: conceptual skills, human skills and technical skills.

The instrument was submitted and checked by the Thesis Adviser for enhancement. Suggestions and comments was taken and integrated for the improvement of the research instrument. Then, final print out of the questionnaire was submitted again (Appendix A). The researcher validated the questionnaires to the three (3) experts. A try-out was facilitated to the three (3) selected administrators and ten (10) public elementary teachers using the distribution of the questionnaires to test its validity. The researcher did not include them in the actual data gathering. Prior to the conduct of the study, the researcher asked permission and endorsement from the Schools Division Superintendent of Zambales (Appendix B). After getting the superintendent's approval, the researcher asked permission from the school principal and head of the elementary schools. The researcher personally visited and asked the help from the school administrators of the selected school to administer the questionnaire to the target respondents in the different elementary schools in Zone II, Division of Zambales. The researcher explained the objective of the study and ask to answer all the needed information. After a week, the researcher retrieved the questionnaire for tabulation, analysis and interpretation. Profile of the Administrators The frequency and percentage distribution of Administrators' Profile in terms of highest educational attainment, number of years as school administrator and number of relevant trainings attended in school management is shown in Table 2.

they are BS/ BA Degree holder only. This means that school administrators continuous to develop their management competencies and aims for professional growth.

Number of Years as School Administrator. Out of seventy-six (76) respondents, 16 or 21.05% had served 25- 29 years; 11 or 14.47% had served 10-14 years; 10 or 13.16% had served 35 years and above; 9 or 11.84% had served for 30-34 years; 8 or 10.53% had served for 15-19 years; 6 or 7.89% had served for 5-9 years and 4 or 5.26% had served for 5-9 years. This means that school administrators have sufficient work experience as head in the administration of the schools. The computed mean for the number of years as School Administrator is 22.00 years. Number of Relevant Trainings Attended in School Management. Out of seventy-six (76) respondents, 47 or 61.84% had attended 9 and above relevant trainings in school management; 13 or 17.11% had attended 6-8 relevant trainings in school management; 9 or 11.84% had attended 3-5 relevant trainings in school management and 7 or 9.21% had attended 0-2 relevant trainings in school management. This means that school administrators have enough trainings attended to capacitate, enhance and update with the current trends and practices in school management. The computed mean for the number of relevant trainings attended in school management is 7.95. Profile of the Teacher. The frequency and percentage distribution of Teachers' Profile in terms designation, highest educational attainment and number of years in service is shown in Table 3.

Table 2
Frequency and Percentage Distribution of Administrators' Profile

Highest Educational Attainment	Frequency	Percent
Ph.D./Ed. D. degree	7	9.21
with Ph.D./Ed. D. units	2	2.63
MA/MS Degree	19	25.00
with MA/MS units	48	63.16
BS/ BA Degree	0	0.00
Total	76	100.00
Number of Years as School Administrator	Frequency	Percent
35 and above	10	13.16
30-34	9	11.84
25-29	16	21.05
20-24	12	15.79
15-19	8	10.53
10-14	11	14.47
5-9	6	7.89
0-4	4	5.26
Total	76	100.00
Mean = 22.00 years		
Number of Relevant Trainings Attended in School Management	Frequency	Percent
9 and above	47	61.84
6-8	13	17.11
3-5	9	11.84
0-2	7	9.21
Total	76	100.00
Mean = 7.95		

Highest Educational Attainment. Out of seventy-six (76) respondents, 48 or 63.13% have MA/MS units; 19 or 25.00% have MA/MS Degree; 7 or 9.21% have Ph.D./Ed. D. degree; 2 or 2.61% with Ph.D./Ed. D. units and no one responded that

Designation. Out of one hundred sixteen (116) respondents, 49 or 42.24% are Teacher I; 35 or 30.17% are Teacher III; 22 or 18.97% are Teacher II; 6 or 5.17% are

Master Teacher I and 4 or 3.45% are Master Teacher II. This means that most of the elementary teachers teaching at present in the public schools are in the entry level positions.

Table 3

Frequency and Percentage Distribution of Teachers' Profile

Designation	Frequency	Percent
Master Teacher II	4	3.45
Master Teacher I	6	5.17
Teacher III	35	30.17
Teacher II	22	18.97
Teacher I	49	42.24
Total	116	100.00
Highest Educational Attainment	Frequency	Percent
Ph.D./Ed. D. degree	0	0.00
with Ph.D./Ed. D. units	0	0.00
MA/MS Degree	11	9.48
with MA/MS units	96	82.76
BS/BA Degree	9	7.76
Total	116	100.00
Number of Years in Service	Frequency	Percent
35 and above	7	6.03
30-34	4	3.45
25-29	13	11.21
20-24	8	6.90
15-19	13	11.21
10-14	14	12.07
5-9	31	26.72
0-4	18	15.52
Total	108	93.10
Missing System	8	6.90
Total	116	100.00
Mean = 13.41 years		

Highest Educational Attainment. Out of one hundred sixteen (116) respondents, 96 or 82.76% have MA/MS units; 11 or 9.48% have MA/MS degree; 9 or 7.76% are BS/BA degree and no one of the respondents have Ph.D./Ed. D. degree and

Ph.D./Ed. D. units. This means that similar to the heads, teachers are retooling their pedagogical competences and for professional development.

Number of Years in Service. Out of one hundred sixteen (116) respondents, 31 or 26.72% has served for 5-9 years; 14 or 12.07% had served for 10-14 years; 13 or 11.21% had served for 25-29 years and 15-19 years; 8 or 6.90% had served for 20-24 years; 7 or 6.03% had served for 35 years and above and 4 or 3.45% had served 30-34 years. There are eight (8) missing considered did not respond on the variable. This means that elementary teachers are in the early teaching experience in primary level. The computed mean for the number of years in service is 13.41 years. School Performance in the Last School Year 2018- 2019 in Zone II, Division of Zambales.

Table 4

Frequency and Percentage Distribution of the School Performance in the Last School Year 2018-2019 in Zone II, Division of Zambales

School Performance	Frequency	Percent
Outstanding(4.50-5.00)	43	56.58
Very Satisfactory(3.50-4.499)	33	43.42
Satisfactory(2.50-3.499)	0	0.00
Unsatisfactory(1.50-2.499)	0	0.00
Poor(1.499 and below)	0	0.00
Total	76	100.00
Mean = 4.42 (Very Satisfactory)		

The frequency and percentage distribution of the School Performance in the last School Year 2018-2019 in Zone II, Division of Zambales is shown in Table 4. Out of seventy- six (76) respondents, 43 or 56.58% rated Outstanding on the school performance in the last school year 2018- 2019. On the other hand, 33 or 43.42% rated Very Satisfactory on the school performance in the last school year 2018- 2019. This signifies

Table 5

Difference on the Administrator's Conceptual Skills as Assessed by the Administrators and Teachers

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Between Groups	0.26	1	0.26	22.20	0.00	Ho is rejected Significant
Within Groups	0.21	18	0.01			
Total	0.47	19				

Table 6

Difference on the Administrator's Human Skills as Assessed by the Administrators and Teachers

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Between Groups	0.24	1	0.24	30.68	0.00	Ho is rejected Significant
Within Groups	0.14	18	0.01			
Total	0.38	19				

Table 7

Difference on the Administrator's Technical Skill as Assessed by the Administrators and Teachers

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Between Groups	0.18	1	0.18	35.23	0.00	Ho is rejected Significant
Within Groups	0.09	18	0.01			
Total	0.27	19				

Table 8

Relationship between the Assessment of the Administrators on the Level of Administrator's Conceptual Skill and School Performance in the Last School Year 2018-2019 in Zone II, Division of Zambales

Pearson Correlation	0.013
Sig. (2-tailed)	0.908
N	76
Interpretation	Very low positive correlation
	Ho is accepted
	Not Significant

that the majority of the schools in Zone II are exceptional and remarkable in all the key results area (KRA). According to Word Bank Group (2019) school performance is related to several of these key factors including school governance and school infrastructure. It also found that student and school characteristics, school-level accountability mechanisms, and some teacher characteristics are associated with how efficiently schools can convert their financial, physical, and human resources into improved education outcomes.

The computed mean of the performance in the last school year 2018- 2019 in Zone II, Division of Zambales was 4.42 with a qualitative interpretation of Very Satisfactory. Analysis of Variance on the Difference on the Administrator's Management Skills as Assessed by the Administrators and Teachers. Conceptual Skills. The difference on the Administrator's Conceptual Skill as assessed by the Administrators and Teachers is shown in Table 5. There was a significant difference on the Administrator's Conceptual Skill (Sig= 0.00) as assessed by the Administrators and Teachers wherein the significant value is less than 0.05 alpha level of significant. Therefore, null hypothesis is rejected. This signifies conceptual skills is needed in the operation and management of the school particularly in planning and organization of school programs and activities. A leader with conceptual skills is comfortable talking about the ideas that shape an organization and the intricacies involved. He or she is good at putting the company's goals into words and can understand and express the economic principles that affect the company. A leader with conceptual skills works easily with abstractions and hypothetical notions. This study contradicts the finding of Nwogu and Ebinu (2019) that there is significant difference on the assessment of principals and teachers on the use of conceptual skills in the administration of public secondary schools in Delta State, Nigeria. Human Skills. The difference on the Administrator's Human Skill as assessed by the Administrators and Teachers is shown in Table 6.

There was a significant difference on the Administrator's Human Skill (Sig= 0.00) as assessed by the Administrators and Teachers wherein the significant value is less than 0.05 alpha level of significant. Therefore, null hypothesis is rejected. This signifies that both of the respondents should know how to deal and communicate with the different stakeholders. The findings are similar to this literature that leaders with human skills adapt their own ideas to those of others. Furthermore, they create an atmosphere of trust where employees can feel comfortable and secure and where they can feel encouraged to become involved in the planning of things that will affect them. Being a leader with human skills means being sensitive to the needs and motivations of others and taking into account others' needs in one's decision making. In short, human skill is the capacity to get along with others as you go about your work (https://www.sagepub.com/sites/default/files/upm-binaries/45968_Chapter_3.pdf). Technical Skills. The difference on the Administrator's Technical Skill as assessed by the Administrators and Teachers is shown in Table 7.

There was a significant difference on the Administrator's Technical Skill (Sig= 0.00) as assessed by the Administrators and Teachers wherein the significant value is less than 0.05

alpha level of significant. Therefore, null hypothesis is rejected. This signifies a manager of the school must have a technical skill in the management of the school. To have technical skill means that a person is competent and knowledgeable with respect to the activities specific to an organization. Technical skill is most important at supervisory levels of management, less important for middle managers, and least important for top managers (Werang, 2014). Relationship between the Assessment of the Administrators and Teachers on the Level of Administrator's Management Skills and School Performance in the Last School Year 2018- 2019 in Zone II, Division of Zambales

Conceptual Skills. The relationship between the assessment of the Administrators on the Level of Administrator's Conceptual Skill and School Performance in the last School Year 2018-2019 in Zone II, Division of Zambales is shown in Table 8. There is a very low positive correlation between the assessment of the administrators on the level of administrator's conceptual skill and school performance in the last school year 2018-2019 in Zone II, Division of Zambales manifested on the computed Pearson Correlation value of 0.013. The computed Significant P- value (2- tailed test) of 0.908 which is greater than (>) 0.01 Alpha Level of Significance, therefore the null hypothesis is accepted; hence, there is no significant relationship. Conceptual skills allow leaders to give abstract ideas meaning and to make sense of abstract ideas for their superiors, peers, and subordinates. This skill is most important for top managers, less important for middle managers, and least important for supervisory manager (Werang, 2014). Human Skills. The relationship between the assessment of the Administrators on the Level of Administrator's Human Skill and School Performance in the last School Year 2018-2019 in Zone II, Division of Zambales is shown in Table 9. There is a very low negative correlation between the assessment of the administrators on the level of administrator's human skill and school performance in the last school year 2018-2019 in Zone II, Division of Zambales manifested on the computed Pearson Correlation value of -0.176.

Table 9
Relationship between the Assessment of the Administrators on the Level of Administrator's Human Skill and School Performance in the Last School Year 2018-2019 in Zone II, Division of Zambales

Pearson Correlation	-0.176
Sig. (2-tailed)	0.128
N	76
Interpretation	Very low negative correlation
	Ho is accepted
	Not Significant

The computed Significant P- value (2- tailed test) of 0.128 which is greater than (>) 0.01 Alpha Level of Significance, therefore the null hypothesis is accepted; hence, there is no significant relationship. Human skill proficiency means that leaders know their thoughts on different issues and, spontaneously, become cognizant of the thoughts of others. Werang (2014) noted the leaders with higher level of interpersonal skills are better able to adapt their own ideas to other people's ideas, especially when this will aid in achieving organizational goals more quickly and effectively. These

leaders are more sensitives and emphatetic to what motivates others, create an atmosphere of trust for their followers, and take others' needs and motivations into account when deciding what to do to achieve organizational goals. Technical Skills. The relationship between the assessment of the Administrators on the Level of Administrator's Technical Skill and School Performance in the last School Year 2018-2019 in Zone II, Division of Zambales is shown in Table 10.

Table 10

Relationship Between the Assessment of the Administrators on the Level of Administrator's Technical Skills and School Performance in the Last School Year 2018-2019 in Zone II, Division of Zambales

Pearson Correlation	-0.029
Sig. (2-tailed)	0.804
N	76
Interpretation	Very low negative correlation
	Ho is accepted
	Not Significant

There is a very low negative correlation between the assessment of the administrators on the level of administrator's conceptual skill and school performance in the last school year 2018-2019 in Zone II, Division of Zambales manifested on the computed Pearson Correlation value of -0.029. The computed Significant P- value (2- tailed test) of 0.804 which is greater than (>) 0.01 Alpha Level of Significance, therefore the null hypothesis is accepted; hence, there is no significant relationship. The finding of this study negates that of Nadi, Saedian and Abadi (2013) which associated administrators' efficiency to the use of conceptual skills. Relationship Between the Assessment of the Teachers on the Level of Administrator's Management Skills and School Performance in the Last School Year 2018- 2019 in Zone II, Division of Zambales. Conceptual Skill. The relationship between the assessment of the Teachers on the Level of Administrator's Conceptual Skill and School Performance in the last School Year 2018-2019 in Zone II, Division of Zambales is shown in Table 11.

Table 11

Relationship between the Assessment of the Teachers on the Level of Administrator's Conceptual Skills and School Performance in the Last School Year 2018-2019 in Zone II, Division of Zambales

Pearson Correlation	0.686
Sig. (2-tailed)	0.314
N	4
Interpretation	High positive correlation
	Ho is accepted
	Not Significant

There is a high positive correlation between the assessment of the teachers on the level of administrator's conceptual skill and school performance in the last school year 2018-2019 in Zone II, Division of Zambales manifested on the computed Pearson Correlation value of 0.686. The computed Significant P- value (2- tailed test) of 0.314 which is greater than (>) 0.01 Alpha Level of Significance, therefore the null hypothesis is accepted; hence, there is no significant relationship. According to Khumalo and Vyver (2020) The findings agree with the assertion of Muraina (2014), who averred that when the right person is put in a place to do the right thing at the right time by

leadership, it would help in the effective administrative of the school and guarantee greater accomplishment of specific school goals and objectives. Principals who assigned jobs to teachers in their area of expertise achieve much in terms of quality delivery and result. When teachers are performing in their area of comparative advantage, they then to be more committed and productive. Human Skills. The relationship between the assessment of the Teachers on the Level of Administrator's Human Skill and School Performance in the last School Year 2018-2019 in Zone II, Division of Zambales is shown in Table 12. There is a very high positive correlation between the assessment of the teachers on the level of administrator's conceptual skill and school performance in the last school year 2018-2019 in Zone II, Division of Zambales manifested on the computed Pearson Correlation value of 0.957*.

Table 12

Relationship between the Assessment of the Teachers on the Level of Administrator's Human Skill and School Performance in the Last School Year 2018-2019 in Zone II, Division of Zambales

Pearson Correlation	.957*
Sig. (2-tailed)	0.043
N	4
Interpretation	Very high positive correlation
	Ho is rejected
	Significant
* Correlation is significant at the 0.05 level (2-tailed).	

The computed Significant P- value (2- tailed test) of 0.043 which is less than (<) 0.05 Alpha Level of Significance, therefore the null hypothesis is rejected; hence, there is significant relationship. The findings agree with the assertion of Morgan (2002) who found that effective communication which is a vital and fundamental element in the management process of the day to day administration of the school, enforces good interpersonal relationship among the principals and the teachers, promote effective team work among teachers and guarantee teachers' full support and commitment to the actualization of school goal and objectives.

Table 13

Relationship between the Assessment of the Teachers on the Level of Administrator's Technical Skill and School Performance in the Last School Year 2018-2019 in Zone II, Division of Zambales

Pearson Correlation	0.881
Sig. (2-tailed)	0.119
N	4
Interpretation	Very high positive correlation
	Ho is accepted
	Not Significant

This affirm the fact the principals that involve teachers in decision-making process of the day-to-day administration of the school, achieve greater positive outcome. This democratic action of the principal would make the teachers to own up every rules and regulations of the school, since they were party to the decisions and as such would be enthusiastic in enforcing it to the letters for the benefit of the school. This approach makes the teachers happy that they are being carried along in the scheme of things. When teachers are happy, they become more efficient and productive. Technical Skill. The relationship between the assessment of the Teachers on the Level of Administrator's

Technical Skill and School Performance in the last School Year 2018-2019 in Zone II, Division of Zambales is shown in Table 13. There is a very high positive correlation between the assessment of the teachers on the level of administrator's conceptual skill and school performance in the last school year 2018-2019 in Zone II, Division of Zambales manifested on the computed Pearson Correlation value of 0.881. The computed Significant P- value (2- tailed test) of 0.119 which is greater than ($>$) 0.01 Alpha Level of Significance, therefore the null hypothesis is rejected; hence, there is no significant relationship. Ghalandari et al (2012) indicated that there is positive relationship between managerial skills and administrative effectiveness to improve the quality of education. The findings agree with the assertion of Ayeni (2012) when he stated that principals as instructional leaders are at the vintage positions to supervise, monitor, assess, evaluate and disseminate current information on educational issues.

4. Conclusion

Based on the summary of the investigations conducted, the researcher has concluded that:

1. A typical school administrators have MA/MS units, has rendered 25- 29 years of service and have attended 9 and above relevant trainings in school management.
2. Dominant of the public elementary teachers are Teacher I, with MA/MS units and has rendered 5-9 years in service.
3. The assessment of the administrators was strongly agree on the administrator's human skill, conceptual skills and technical skill.
4. The assessment of the teachers was strongly agree on the administrator's human skill, conceptual skills and technical skill.
5. The school performance in the last school year 2018-2019 in Zone II, Division of Zambales was Outstanding.
6. There was a significant difference on the on the Administrator's Technical Skill as assessed by the administrators when grouped according to the highest educational attainment.
7. There was a significant difference on the Administrator's Conceptual Skill, Human Skill and Technical Skill as assessed by the teachers when group according to designation.
8. There was a significant difference on the Administrator's conceptual skill, human skill and technical skill as assessed by the Administrators and Teachers.
9. There is a very low positive correlation between the assessment of the administrators on the level of administrator's conceptual skill and school performance in the last school year 2018-2019 in Zone II, Division of Zambales.

There is a very low negative correlation between the assessment of the administrators on the level of administrator's human skill, technical skill and school performance in the last school year 2018-2019 in Zone

II, Division of Zambales.

There is a high positive correlation between the assessment of the teachers on the level of administrator's conceptual skill and school performance in the last school year 2018-2019 in Zone II, Division of Zambales.

There is a very high positive correlation between the assessment of the teachers on the level of administrator's conceptual skill, technical skills and school performance in the last school year 2018-2019 in Zone II, Division of Zambales.

10. The proposed intervention program will be implemented through the different programs and activities to enhance the administrator's management skills.
11. The evaluation of the proposed intervention program in terms of content, structural design and content was strongly agree.

5. Recommendations

Based on the findings and conclusions of the study, the researcher offers the following recommendations:

The school administrator may have a secretary or office clerk to lessen the workload that enables to work independently on making a report.

1. The school administrator may attend seminar on conflict management as capacity building program.
2. The school administrator may participate in a seminar-workshop on decision- making as capacity building program.
3. The school administrator may attend trainings on computer and internet technology.
4. The proposed intervention program may be presented to the DepEd Official for possible implementation.
5. A similar study may be conducted parallel to this study to widen its scope.

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