



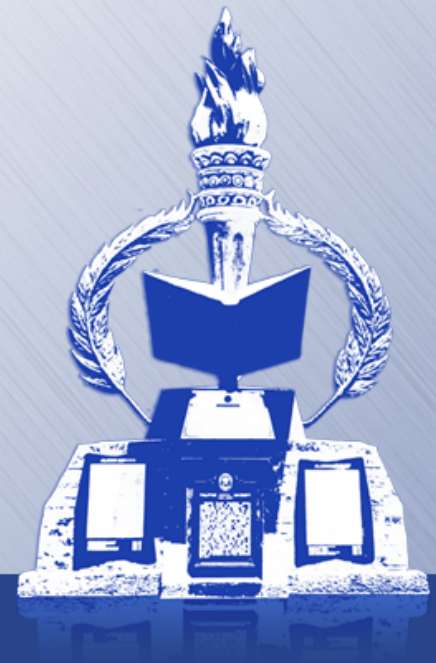
April 2019

A Capability-Building Program for Middle-Level Administrators in Educational Secretarian Institutions

Maria Rizma M. Barzo

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Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Graduate Research Office
Manila

**A CAPABILITY-BUILDING PROGRAM FOR MIDDLE- LEVEL ADMINISTRATORS
IN EDUCATIONAL SECTARIAN INSTITUTIONS**

A Thesis

Presented to the
College of Graduate Studies and Teacher Education Research
Philippine Normal University

In Partial Fulfilment
of the Requirements for the Degree
Master of Arts in Education
with Specialization in Educational Management

SR. MARIA RIZMA M. BARZO, FMA

April 2019

APPROVAL SHEET

This thesis entitled “**A CAPABILITY-BUILDING PROGRAM FOR MIDDLE-LEVEL ADMINISTRATORS IN EDUCATIONAL SECTARIAN INSTITUTIONS**” prepared and submitted by **SR. MARIA RIZMA M. BARZO, FMA** in partial fulfilment of the requirements for the degree of **Master of Arts in Education with Specialization in Educational Management**, is hereby recommended for approval acceptance.

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ABSTRACT

Name	Sr. Maria Rizma M. Barzo, FMA
Title	A Capability-Building Program for Middle- Level Administrators in Educational Sectarian Institutions
Key Concepts	Capability- Building Program, Educational Sectarian Institutions, Management Skills, Middle-Level Administrators
Degree	Master of Arts in Education
Specialization	Educational Management
Adviser	Dr. Inero V. Ancho

The present study generally aims to determine the management skills practiced by the Middle- Level Administrators in Educational Sectarian Institutions and how challenges in their roles contribute to the application of new skills. This study serves as the basis of a capability-building program for future administrators, school heads, especially Middle-Level Administrators, to enhance their management skills, improve school performance and ensure effective school management. A descriptive method of research was used in this study, utilizing both quantitative and qualitative data from modified management survey questionnaires and interview responses to evaluate and re-examine the management skills of the Middle- level Administrators and to answer specific problems. This study involved the participation of three (3) Educational Sectarian Institutions in Luzon, consisting of fifty (50) respondents, who hold middle –level administrative roles. The researcher adapted the instrument of an assessment survey questionnaire from the study of Mr. Andrew Tan, which was modified according to the

theory of Katz on the managerial skills: human, technical and conceptual. The modified survey questionnaire was validated by experts and was used to collect data, which were treated statistically using MS Excel to tabulate and compute the mean and weighted mean for analysis and interpretation. Results of the present study served as basis for developing a capability-building program that may be implemented to improve the current level of management skills of middle-level administrators in educational sectarian institutions. Findings of the study revealed that middle-level administrators have very strong management skills with high results. All sets of skills obtained high results and are numerically close to each other. However, the study revealed that common management issues/concerns such as time management skills, interpersonal skills, communication skills, professionalism, technical skills, personality development and functional skills--in particular mentoring and coaching, arise. Moreover, based on Katz's theory on managerial skills, human, technical and conceptual management skills of the Middle-level Administrators, though evident and applied, may still be enhanced, making them more effective and efficient. Time management skills on the technical level was ranked least, therefore, requiring significant attention. These findings were also considered in laying down recommendations. The capability-building program of this study was designed as a modular in-service training geared towards the development of leadership and management potentials and abilities of Middle-level Administrators. This will ensure quality and effective school management and improved school performance. This study will leave a mark in building, boosting and becoming agents of excellence in management and administration in the education sector. Therefore, the implementation of the proposed program is beneficial to all educational institutions.

ACKNOWLEDGEMENTS

“All this is for your benefit, so that the grace that is reaching more and more people may cause thanksgiving to overflow to the glory of God.” (2 Cor 4:15)

“Give thanks to the Lord for His love endures forever” (Ps 136:1)

God has been good to me throughout this journey. His unfathomable love expresses in many ways the completion of this endeavour. For giving me the gift of wisdom, understanding, good health and most of all by sending me people who will take part in this gracious task to make this thesis a reality. Indeed this work could have never been possible and completed without the support of many individuals who in one way or another journeys with me in the realization of this venture.

I would first like to express my profound gratitude to the Congregation of the Daughters of Mary Help of Christians and to the communities where I have been for providing me with unfailing support, both material and spiritual, for the enduring patience, understanding and continuous encouragement throughout my years of study and through the process of researching and writing this thesis. This accomplishment would not have been possible without them.

I am indebted to my thesis advisor Inero V, Ancho, Ph.D, whose door was always open whenever I ran into a troubled spot or had a question about my research writing. He consistently allowed this paper to be my own work, but steered me in the right the direction. I thank him for his never-ending supervision, moral support, untiring encouragement and immense motivation that helped me push through and accomplish this thesis. His guidance helped me through all the time of research.

I would also like to thank the other members of my thesis committee: Dr. Noemi B. Zulieta, Dr. Aurora Fulgencio, Dr. Ronald Allan Mabunga, and Dr. Adonis David, the

chairperson during my final defence, for their insightful comments and encouragement, and suggestions for the improvement of this thesis and widen my perspective of this research.

I would also like to thank the experts who were involved in the validation survey of this research project for without their passionate participation and input, the validation survey would not have been successfully conducted. Thank you for sharing your time and your professional expertise.

To the Directresses and Principals of the schools, for your kindness in accommodating and for allowing me to conduct my study in your esteemed school. I also thank the teachers and Sisters who became part of my study for giving their precious time and honest answers in the given questionnaires.

I am also immensely grateful for Ms. Iza Pagkalinawan for spending precious time to patiently proofread my entire thesis, for the comments that greatly improved the manuscripts and for being one with me in all the sleepless nights.

I also place on record, my sense of gratitude to one and all-- friends, professors at Philippine Normal University, the staff, who directly or indirectly, have lent their hand in this venture.

Last but not the least, I would like to thank my family: my sisters, brothers, nieces and nephews for supporting me spiritually throughout the writing of this thesis and my entire life's journey.

Thank you, Lord, for everything, your love really never fails.

To him be glory forever!

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CHAPTER 1

THE PROBLEM AND LITERATURE REVIEW

BACKGROUND OF THE STUDY

Management skills are one of the most important sets of skills that a leader needs to develop. These skills are not only for those holding a position but for an employee at any level of the organization in the educational setting. Having management and leadership skills means that the members of the staff are committed to the goals of the team and organization; know how to motivate themselves and others; and put important values-- such as honesty, service, and added value, above short-term gains like goal-achievement and profit. Management and leadership are important to implement the educational system; both involve different types of outlook, skills, traits and behaviors. It is a necessary fact that the effectiveness of management in schools should continuously upgrade their competencies and improve their managerial skills/ qualities so as to effectively accomplish institutional goals and objectives. The trend of every school is motivated by its mission-vision principles making an impression of nation-building and a difference (Tan, 2012).

In his study, Tan (2012) mentioned the problems in management that may be attributed to lack of skills and competencies necessary in managing an institution. Passing the baton would be detrimental if the successor is inept in planning, organizing, controlling and leading-- competencies in management which educators must develop. Leadership, which is more a results-based than people-related function, matters in management. Delivering results and being able to work harmoniously with accountability is crucial, else it may result to mismanagement.

Leadership may be understood as a process of influence based on clear values and beliefs that bring about the attainment of a 'vision' for the school. Leaders design motivation systems not only to encourage employees to perform in the most effective way but also to draw potential candidates to be future leaders. Any other leader can develop and improve skills through trainings and experiences that allow them and other leaders to be more effective and competent. However, sometimes, there is a lack of opportunities driven by the pull-push of outside factors. In most cases, according to Tan (2012), managers/administrators are definitely in the key position to implement and oversee the tasks that are being carried out regardless of their practice. The level of excellence must be promoted to assure a quality standard of education, thus, helping the business of education in the country.

According to Pont et al. (2008), school leadership is now an education policy priority around the world. Increased school autonomy and a greater focus on schooling and school results have made it necessary to reconsider the role of school leaders. There is much room for improvement to professionalize school leadership, to support current school leaders and to make school leadership an attractive career for future candidates. This is why, choosing the "whom you know" culture is a big determining factor to fill-in the position, hence, the socio-demographic profile, a concern for experience and qualifications of the person or people to manage an organization, are needed.

According to the study of Durens (2017), in order for the educational systems to be more effective and to meet the needs of the students require school heads, who run the school and who implement the policies of the government in the education sector, possess professional

competence, that is, management skills, along with personal ability to effectively implement such programs, projects and activities of the schools.

Of paramount importance is the role a principal plays in faculty empowerment and teacher leadership. It is essential that a principal creates an environment conducive to empowerment, demonstrates empowerment ideals, encourages all endeavors toward empowerment, and applauds all empowerment successes. The successful schools will be the ones where leaders are able to apply the creative energy of teachers toward constant improvement. An effective approach to adopt constant improvement as a way of life is through empowerment and teacher leadership. Teachers can be uplifted through empowerment because today's leadership according to the research of Cabrera (2015) is not about exerting unilateral power, rather it is about mobilizing people to face challenges that require new habits, new values or priorities or new ways of doing the task. It is about getting things done through people, inspiring them to handle responsibility and do the work that only they can do. It is about defining a vision and letting others translate the vision to reality, and putting the right structures and processes in place in order to sharpen the skills of people and allow them to excel in their jobs and direct them to become the future leaders. Indeed, the presence of a leader in an organization who inspires, motivates, and strengthen all the members can influence new life in the organization.

In most sectarian institutions, the stability of personnel is quite difficult as well due to the fast turn-over of teachers. Some middle administrators are barely ready and do not have ample time to prepare them for their work; some are not regular teachers, yet somehow shows capacity in the work. These Middle Level Administrators generally are multitasked since no one is

capable to assume the job at hand, but they diligently comply with paper work and deadlines. They do their tasks according to how they are given orientations and through their experience and observations where they discover the skills needed as a Middle Administrator because there are times when top Administrators fail to mentor and coach them. There is also the inability of the top Administrators to let go of previous tasks and the tendency to get and run the Institution alone. In addition, if there is a newly assigned top-level administrator, the policies and SOPs already established by previous administrators are changed without consultation or without the knowledge of the middle administrators. This results to disorientation and confusion not only among middle administrators but the rest of the members of the faculty and the staff.

On the other hand, decision making is communal and consultative in nature in these institutions. The Principal and Directress always have the last say in school related matters. The Middle-Level Administrators can plan, facilitate, and they are able to propose decisions or solutions as regards matters in their offices or departments. The principal studies and provides necessary interventions to the proposals presented by the middle level administrators and approves them accordingly. Most of the time, some middle level administrators are not confident in the decisions they make and depend much on the Principal.

Due to the skills inadequacy of the middle administrators in leading the school, most of the principals send them to different training programs which could help develop their skills according to their roles and specializations. They are also asked to participate in decision making especially those that pertain to the administration of the school; asking them to participate in the yearly evaluation. Mentoring and coaching, particular to their roles given by the principal, is much appreciated by the lay middle level administrators.

In this regard, the researcher proposes/develops a capability-building program for future administrators, school heads, especially to middle-level administrators in educational sectarian institutions to enhance their management skills which in the long run will improve school performance. At the same time, this program will serve as a guide for top management/principals, in giving systematic formation and training to their middle level administrators. Though there are existing studies of management skills, it will be beneficial for top management to study and evaluate how middle administrators perform their managerial skills as they take part in leading and managing the institutions. Thus, management/managerial skills should always be updated and developed among top and middle level leaders and managers of an institution.

The skills to be enhanced and developed in the middle level administrators are patterned after the managerial theory of Katz (2012). The three managerial skills include: conceptual skills, related to setting vision; human skills, which involve how to manage people, judgement, interpersonal skills, formation of character, and communication skills; and lastly, the technical skills related to the field. He identified these three (3) skill areas as the most important for a leader/manager to have and use on a regular basis.

One of the major benefits of a skills-based theory of leadership according to Katz is that it acknowledges that anyone can become a leader. Individuals only need to find relevant resources and work hard to develop the skills of a good leader. Hence, the researcher chooses this model of Katz because it focuses on identifying and developing the managerial skills rather than clarifying why some skills influence leadership process.

These managerial skills in Katz theory are integrated in the vision/mission of the school and in the Salesian style and method of leading and managing the school, be it in the primary or tertiary level to ensure greater accountability, efficiency, fidelity to the charism and pedagogy of the institution and continued excellence in teaching and research.

Morrison (2015) reiterated on the educational philosophy of St. John Bosco that the educational methods of the school are based on forbearance, restraint, indulgence and patience. Both educators and students must be treated with kindness and respect; it is the educator's responsibility to place the child in a happy, vigorous, enquiring educational environment where all are treated as equals, where all are encouraged to speak up, and out, to one another and to their teacher. The pedagogists urged that teachers show patience and understanding when pupils could not grasp essentials, and lessons be prepared ahead for them to be effective. The primary objective of this pedagogy was to equip young people to take their place in society. Don Bosco expected them to live their lives conscious of the needs and welfare of others. This demanded a positive rationale: the involvement in community and social welfare. Not only does this treatment apply to students but also for educators and to the administrators.

Don Bosco's methods added by Morrison (2015) are based on the principles of liberty, rather than on those with authority, are aimed at catholic education, in which the element of authority is important. It is how this authority is gained and used, how a dialogue between those learning and those teaching is established, and how students could choose or decide upon their future that mattered. The educator, therefore, while guiding and accompanying the child, while using every accomplishment or method he/she could to influence rather than compel, move

within the limitations of a catholic philosophy of education. In addition, Don Bosco's methodology is therefore moral: it involved an atmosphere free from constraints and conditions.

The educational methods are closely connected to the personal qualities of Don Bosco-- flexible and practical, extremely popular with children and youth, both relaxed and yet perceptive in his assessment of them, and at the same time maintaining a father-friend image. This is the call of Don Bosco to the leader and manager of an institution-- that educators and administrators should deal with people, more than the gaining of academic qualifications and classroom expertise or roles in the school. Character – formation is of importance. The educators and those in the middle administration would be, for instance, capable of relating in a relaxed and friendly way to children and among his/her employees. They should sustain a relationship of courtesy and understanding with the students, so that they would learn more an atmosphere of love and respect, which is not an easily accepted idea at the time. This relationship according to Don Bosco is the heart of the educational situation. Hence, educators should also adopt a positive attitude by praising the student whenever possible and never humiliating them in front of others. The same is true when dealing with their fellow educators and administrators.

In a Salesian school, assistance is another skill reiterated to every educator and administrator. It is a lively participation in the world of the young and a personal interest shown to each one. It means that, students will not be left without some sense of the presence and concern of their teachers. This supervision may be combined with counselling for those who need help and assistance. These constant supervision skills that he encouraged from the staff will help the children be more at home and become responsible in the task given to them. Hence, the

Salesian educator is to act always in such a way that his/her demands are tempered with charity and friendliness of manner. Assistance, for Don Bosco, is the fruit of love, educative presence and a realistic appreciation of the possibilities and limitations of personal development. It is in this participation that the educators develop good relationship, which stresses the interiorization of values, educates to responsibility in daily life, and seeks ever new ways of being present.

These skills should also be practiced and lived by the middle-level administrators in a Salesian school, whom the principal should constantly guide, supervise and coach until they will be at home in their work or to the tasks, so that, they can adopt the Salesian way of leading and educating the young in a more efficient and effective way.

On the other hand, the assistant, as animator, operates according to a way of understanding the human person, seeks to propose happiness in life as an objective, uses a method which frees the individual (i.e. which is not paternalistic or constricting), establishes a youthful style and sets up a strategy which educates in a unified way. Don Bosco insisted on the importance of the environment as a vehicle for values. He saw this environment as a family spirit between educators and the ones being educated, a place where happiness and interior calm reign, where the young can express themselves freely, demanding teamwork and an educative community.

Another skill on the human level that the educators and the middle administrators should learn in a Salesian school is reason. To be reasonable, one has to avoid complications, artificialities, exaggerations, formalisms, when dealing with those who were to learn. It is to be natural: all artificial manifestations of individual or corporate life were to be excluded from

school routine (Morrison, 2015). The Salesian school should be run on family lines: the educator is both father/mother and teacher to the pupils. This family-type in the preventive system of education rely heavily on constant supervision and depended much on the quality of that supervision exercised by the assistants in schools.

As sectarian educational institutions facing new challenges in the global perspective of managing institutions, various skills on how to manage a school properly are necessary. Management by heart is not just essential in leading but also in managing. This study in making a capability-building program on management skills will make a possible the delivery of quality education anchored on the significance of building, boosting and becoming agents of excellence in management.

LITERATURE REVIEW

The theoretical knowledge of the phenomenon on management skills, leadership and teacher performance comprises a leadership program for future leaders. The chapter is organized into different sections. Each section provides information to conduct the study effectively as well as to develop smart data collection instruments. For the purpose of this study, a wide range of relevant literature from textbooks, journals, official documents, seminar papers and websites were consulted with special preference to those pertaining to different management skills, leadership skills, theories, philosophies, the style of the preventive system of education as factors affecting teacher performance.

In addition, the literature incorporates unpublished thesis and various researches on the issue on management skills and leadership to help the researcher see various findings conducted in different areas.

School Leadership and Management

According to the research of Cabrera (2015), leadership involves a process of influence exerted by one person or a group over other people or groups to structure the activities and relationships in an organization and should be grounded in firm personal and professional values. It claims that the primary role of any leader is the unification of people around key values. The emphasis on “people” shows the central importance of staff and other stakeholders, which provides clearest distinctions between leadership and management. Cabrera (2015) provides one of the clearest distinctions between leadership and management, i.e., leadership is linked to change while management is seen as a maintenance activity. He also stresses the importance of both dimensions of organizational activity: leadership means influencing another’s actions in achieving desirable ends.

Leaders are people who shape the goals, motivations and actions of others. Frequently, they imitate change to reach existing and new goals. Managing according to Cabrera (2015) is maintaining efficiently and effectively current organizational arrangements. While managing often exhibits leadership skills, the overall function is toward maintenance rather than change. Leadership and management need to be given equal prominence if school and colleges are to operate effectively and achieve their objectives. Having a clear vision is essential to establish the

nature and direction of change. It is equally important to ensure that innovations are implemented efficiently and that the school's residual functions are carried out effectively.

In addition, Cabrera (2015) mentioned that a school needs a leader/manager who is strong enough to effect change for the betterment of the educational institution. However, that strong effective school leader/manager should be tempered with vision, wisdom, and commitment. Governance nowadays is not about power. It is about service and the influence one can have for people to strive for more and to soar high.

According to Leon Green (2001), at the University of Michigan, researchers conducted additional studies on the behaviour of leaders as one factor in managing such institution. An analysis of the behaviours of leaders in the Michigan studies revealed that effective leaders were generally task oriented, set high performance goals and focused on such administrative functions as planning, coordinating and facilitating work. Leaders who were relationship oriented rather than task oriented, tended to have the most proactive work group.

School Leadership Skills

As a leader one should examine the situations in which you are working and the people you are seeking to influence. Cabrera (2015), quoting Sweeny (2004), contends that successful school principals can delegate effectively, manage tasks and select teachers and support staff that can help students graduate and ultimately contribute to society.

As mentioned in the study of Cabrera (2015), a school leader must set an easily comprehensible vision of the future for students and the school itself. A well-articulated vision makes it easier to take action, especially when the decision to act helps the school or student

move closer to the stated vision; students and teachers must feel that the school's leadership is committed to the vision.

The Concept of Management Skills

The ability to make business decisions and lead subordinates within a company is what management skills entail. Three most common skills include: 1) human skills - the ability to interact and motivate; 2) technical skills - the knowledge and proficiency in the trade; and 3) conceptual skills - the ability to understand concepts, develop ideas and implement strategies. Competencies include communication ability, response behavior and negotiation tactics.

Mumford, et al. (2005) mentioned that the underlying principle of a skills approach is that leadership requires the mastery of task-relevant knowledge and abilities to solve complex social and technical problems and to accomplish goals in an effective fashion. In other words, the effectiveness of leader behaviours depends on the leader having the skills needed to select and execute the needed behaviours in ways that are consistent with the organizational situation.

All three skills are required of effective leaders, but the relative priority of each likely depends on the level of administration (Yukl, 2002). Interpersonal skill should have no regard for the level, but technical skill is especially important for administrators at the lower hierarchical levels, such as assistant principals for instruction or curriculum coordinators because they work with highly skilled teachers. When leaders move into mid-level positions such as the principalship, they need high degrees of expertise in all three (3) skills.

The middle managers today are required to fulfil a role, that is in many respects, different to that performed by their predecessors, and they need the skills and knowledge to meet these changing expectations. To achieve this, programs must be future focused and not simply rely on a traditional understanding of a manager's role. Future school leaders will also be prepared for the context in which they are likely to lead. There is a need to have competence and dedication. The middle-level administrators are expected to lead the schools towards excellence. Like the principal, they must be an effective educational leader who must be creative as well as analytical in sorting out variables in the total educational setting. They must be able to employ management skills with the aim of making education more effective and efficient in responding to the needs of the society.

Hence according to Buitizon (2010), effective leadership is dedicated to ensure the highest possible standard and achievement in all aspects of the school environment most especially in terms of academic achievement of students and overall performance of the learning institution.

Fundamental Management Skills

According to Griffin (2016) as quoted in the research study of Tan (2012), the most fundamental management skills are technical, interpersonal, conceptual, diagnostic, communication, decision making and time management. In his research, he also mentioned that even though middle administrators may try to be as scientific as possible, they must often make decisions and solve problems on the basis of intuition, experience, instinct and personal insights. Relying heavily on conceptual, communication, interpersonal and time management skills, a

principal, for example, may have to decide among multiple courses of action that look equally attractive and even the objective facts may prove to be misleading.

As mentioned by Whetten and Cameron (2008), the job of the school head is multi-dimensional forecasting the tasks at various level of management. In schools, the tasks of heads are planning, strategic planning, budgeting, resolving conflict, disciplining, rewarding, improving, productivity, managing time, change, ethics and leading. The Middle Administrators need certain skills to perform his/her duties and activities associated with being a school head/coordinator. There is also a need for proficiency in a certain specialized field such as financial and managerial accounting or manufacturing.

Management Skills

According to Whetten and Cameron (2011), there are several defining characteristics of management skills that differentiate them from other kinds of managerial characteristics and practices. First, management skills are *behavioral*. They are not personality attributes or stylistic tendencies. It consists of identifiable sets of actions that individuals perform and that lead to certain outcomes. Skills can be observed by others, unlike attributes that are purely mental or are embedded in personality. Yet people have different styles and personalities may apply the skills differently. Second, management skills are *controllable*. The performance of these behaviours is under the control of the individual. Skills can be consciously demonstrated, practiced, improved, or restrained by individuals themselves may certainly engage other people and require cognitive work, but they are behaviors that people can control themselves. Third, management skills are *developable*. Every individual can improve their competency in skill performance through

practice and feedback unlike IQ or certain personality or temperament attributes that remain relatively constant throughout life. However, individuals can progress from less competence to more competence in management skills. Fourth, management skills are *interrelated* and *overlapping*. It is difficult to demonstrate just one skill in isolation from others. Skills are not simplistic, repetitive behaviors, but they are integrated sets of complex responses. Effective managers, in particular, must rely on combinations of skills to achieve desired results. For example, in order to effectively motivate others, skills such as supportive communication, influence, empowerment, and self-awareness may be required. Effective managers, in other words, develop a constellation of skills that overlap and support one another and that allow flexibility in managing diverse situations. Fifth, management skills are sometimes *contradictory* or *paradoxical*. They are oriented neither toward teamwork and interpersonal relations exclusively nor toward individualism and technical entrepreneurship exclusively. A variety of skills are typical of the most effective managers, and some of them appear incompatible (Whetten & Cameron, 2011).

According to Australian Professional Standard for Principals: Leading the Management of the School, principal/leadership preparation should assist aspirants to understand effective managerial practices as they will need appropriate capabilities to fulfil a range of specific and important managerial functions. These include understanding governance protocols and practices, contracting, budgetary and finance processes, human resource procedures, building and technology infrastructure requirements, and government regulatory requirements. Consultation with stakeholders revealed that there is a real demand for management training for school leaders. It is recommended that the principal/leadership preparation be sequenced to first

focus on instructional leadership, followed by the development of higher order and interpersonal skills and that management skills be taught immediately prior to or on taking the role of the principal or middle administrator (Riley, 2014).

On the other hand, what all skills have in common is the potential for improvement through practice. Any approach to developing management skills, therefore, must involve a heavy dose of practical application. At the same time, practice without the necessary conceptual knowledge is sterile and ignores the need for flexibility and adaptation to different situations. Therefore, developing competencies in management skills is inherently tied to both conceptual learning and behavioral practice. The method that has been found to be most successful in helping individuals develop management skills is based on social learning theory (Bandura, 1977; Boyatzis et al. 1995; Davis & Luthans, 1980). This approach marries rigorous conceptual knowledge with opportunities to practice and apply observable behaviors. It relies on cognitive work as well as behavioral work (Whetten & Cameron, et al. 2011).

There are three (3) important modifications necessary in order to be most effective. *First*, the behavioral principles must be grounded in social science theory and in reliable research results. Common sense generalizations and panacea-like prescriptions appear regularly in the popular management literature. To ensure the validity of the behavioral guidelines being prescribed, the learning approach must include scientifically based knowledge about the effects of the management principles being presented. *Second*, individuals must be aware of their current level of skill competency and be motivated to improve upon that level in order to benefit from the model. Most people receive very little feedback about their current level of skill

competency. In order to help a person understand what skills to improve and why, assessment or evaluation is done regularly by the institution and administrators. An assessment activity in the learning model helps encourage these people to change by illuminating their strengths and weaknesses. People then know where weaknesses lie and what things need to be improved. Assessment activities generally take the form of self-evaluation instruments, case studies, or problems that help highlight personal strengths and weaknesses in a particular skill area. *Third*, an application component is needed. Most management skill training takes place in a classroom setting where feedback is immediate, and it is relatively safe to try out new behaviors and make mistakes. Therefore, transferring learning to an actual job setting is often problematic. Application exercises help to apply classroom learning to examples from the real world of management (Whetten & Cameron, 2011).

With vision and values the Principals need to be able to provide direction through their vision and strategy, and establish the school's environment, culture and structure. To do this, leaders need to understand the context and policy frameworks in which they operate. Leaders also need to understand what drives good performance in different contexts and how they can use that knowledge to form effective strategies.

Effective leaders are able to recognize the need for change and identify causes of and solutions to problems. They use their knowledge and understanding to create the culture and conditions needed to be successful, and engage the people in and around the organization in their vision. This involves a complex synthesis of skills, knowledge and attributes applied to suit the context and timing.

In managing people, an effective leader must be able to demonstrate emotional intelligence, including self-awareness, self-management, social awareness and relationship management. A leader's awareness and understanding of their own values and emotions impacts the decisions they make, their behaviour as a leader and the way they interact with others. Developing identity as a leader is an important foundation of leadership development. How principals or aspiring principals perceive themselves can impact how they play out the role – the decisions and judgements they make and their interactions with others. It can also impact the motivation and behaviour of people they lead. School leadership also requires a range of social capabilities which include personal and relational skills and effective communication and partnership building. There is considerable need for attention to skill development in the emotional aspects of interactions with others (Riley, 2014). The development of higher-order and interpersonal skills takes time and should begin well before an aspirant takes up a principal role.

In the 21st century, the middle-level managers should feel supported to undertake this complex and highly responsible role. For aspiring principals this involves receiving targeted leadership learning matched to their needs and career stage, continuing after take-up of the principal role. This would embrace support from the profession, including from experienced principals, coaches and professional networks.

Management Skills Pyramid

The Management Skills Pyramid according to John Reh (2018) shows the skills a manager must master to be successful and how these management skills build on each other towards success.

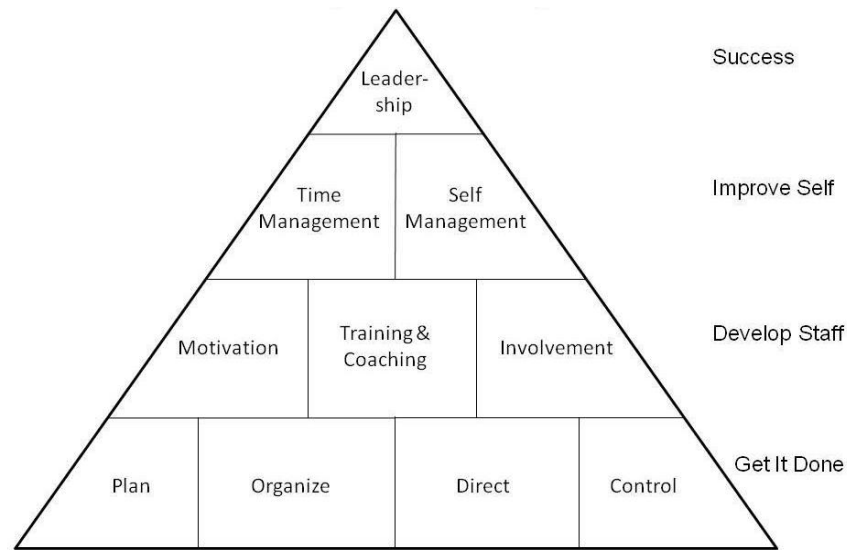


Figure 1: Understanding Management Skills Pyramid

Planning Skills

Planning involves estimating future conditions and circumstances and making decisions based on these estimations about what work is to be done by those involved in the management of the educational sector. What heads of educational institutions need to understand is the rapid transformation in the education sector. In achieving a sustainable system in line with this transformation, plans need to be long term and should therefore, be reviewed periodically.

Dan Power (2018), in his article *What are Planning Skills*, suggested that planning skills should be developed in relation to the following seven competency areas, namely, analyzing and interpreting data and situations; diagnosing problems and identifying relevant causal factors; predicting and forecasting; goal setting and identifying possible courses of action; evaluating and comparing possible courses of action; communicating; implementing actions and monitoring them.

Planning in educational institutions according to Dan Powers (2018) should involve making arrangements for human resources such as the number of students that should be admitted, the number of teachers needed, the financial standing of the institution, the culture that should be adopted as well as the aims and functions of the educational institution.

Controlling Skills

The controlling process is simply a set of steps a manager uses to determine whether organizational goals have been met. This means setting standards, measuring actual performance and taking corrective action. An efficient way of controlling performance of both students and lectures is by having a system that records their attendance. This system can be in the form of a biometric device which registers the fingerprints of both the staff and the students or a computerized system in which they clock in on assuming duty and clock out at the end of the day.

Training Skills and Coaching Skills

Training is the process of helping individuals to acquire knowledge and skills in order for a person to carry out specific tasks or a job as mentioned by Dan Powers (2018). Academic and non-academic staff of educational institutions needs training to improve on their existing skills. The academic staff of educational institutions needs to engage in systematic **Continuing Professional Education (CPE)** in order to maintain, improve, update and broaden their knowledge and skills and personal qualities required in their professional careers. On the other hand, coaching involves providing feedback and support for staff to help them improve their performance in their role.

According to Coleman and Glover (2010), coaching is more specific for adult learning, because it has specified objectives-usually to learn a set of competencies in regard to a particular role. Basset (2001) in the book of Coleman and Glover (2010) states that coaching differs from mentoring, as the stress is on skills development. This suggests that coaching is being conceptualized as training whereas mentoring is seen as a more reflective process. Bloom et al. (2005) illustrates an important distinction between these development strategies: Mentors can relate to new corners showing them the ropes in any situations. A coach on the other hand, provides continuing support that is safe and confidential and has its goal the nurturing of significant personal, professional and institutional growth through a process that unfolds over time. A coach brings an outside perspective and has no stake in the status quo in an organization. Coaching is a professional practice; mentoring is often voluntary and informal (Bloom et al. 2005).

Leadership Skills according to the research of Lornem (2010), have various challenges which educational institutions face. These include managing change, resources, strategy and self.

There are three skills which require to an administrator to be more effective according to the theory of Katz (2009): technical, human, and conceptual skills. Katz argued that these skills are quite different from traits or qualities of leaders. Skills are what leaders can accomplish, whereas traits are who leaders are (Northouse, 2007.). As leaders move through the levels of the organization (from lower to upper), skill importance moves from technical to human to conceptual.

Conceptual Skills at the top-level management positions in educational institutions are required. These skills utilize management's ability to form concepts to think logically and to reason analytically, deductively and inductively. Such skills include thinking creatively, formulating abstractions, analyzing complex situations, logical reasoning, judgment, decision making and solving problems. These skills are considered to be an integral requirement for executives in top-level management positions. In other words, conceptual skills help leaders develop and use ideas to analyse organize and solve complex problems. Based on Katz (2009) leaders with higher levels of conceptual skills are good at thinking through the ideas that form an organization and its vision for the future.

According to Tan (2012), in using these skills, heads must be able to see the organization as a whole, understand the relationship among various sub units and visualize how the organization fits into its broader environment.

Human Skills enable people to work. It is different from technical skills which have to do with working with things. These abilities help one get along with people and communicate and work within teams. It is the leader's expertise in interacting with others in a way that will enhance the successful completion of the task at hand. Consequently, according to the study, leaders with higher levels of interpersonal skills are better at adapting their own ideas to other people's ideas, especially when this will help in achieving organizational goals more promptly and efficiently. This is one of the most critical management tasks is to work with people. According to Katz, without people, there will not be a need for the existence of management and managers. Developing this skill will help middle level administrators create an atmosphere of

trust among their followers and take others' needs and motivations into account when deciding what to do to achieve organizational goals. These skills will enable managers to become leaders and motivate employees for better endeavours.

Interpersonal Skills are skills used when interacting with people. Some writers refer to them as communication skills or people skills. It is important to note that the way and manner in which we interact with others can make or break our relationships with them. In some educational institutions, student-lecturer relationship is poor. To improve this skill, heads of departments and lecturers need to establish a culture that allows students to interact freely with them.

According to Gorton (2012), an interpersonal skill encompasses an understanding of feelings and attitudes of others and knowing how to work with people in individual and cooperative work relationships. Evidence of interpersonal skills includes clear communications, collaborative relationships, sociability and tact.

In the study of Tan (2012), interpersonal skill involves the ability to work well with other people both individually and in a group, because heads deal directly with people. Heads with good human skills are able to get the best out of their people. They should know how to communicate, motivate, lead and inspire enthusiasm and trust; thus, they spend considerable time interacting with people both inside and outside the organization. This is equally important at all levels of management.

Technical Skills refer to the knowledge and proficiencies required in the accomplishment of engineering, scientific, or any specific task. These focus on specialized knowledge including

when and how to use the skills. Teachers need certain skills to perform effectively. They need to have educational skills such as required by legislation governing the qualification for teachers (Web 6, 2010).

Moreover, as defined by Katz (2009), technical skills include competencies in a specialized area, analytical ability, and the ability to use appropriate tools and techniques. Having appropriate technical skills signify that the person is competent and knowledgeable, with respect to the activities specific to an organization, which includes the rules and standard operating procedures, products and services. These technical skills are important at lower and middle levels of management and less important at top management levels.

For educational leaders, examples of technical skills include managing budgets, implementing standards-based accountability, interpreting test results and supervising and coordinating improvements in teaching and learning (Gorton, 2012).

Based on his observations, Katz stated that the level of importance of each set of skills (technical, human and conceptual) was directly correlated with the level that the person has in the organization (SirjeVirkus, Tallinn University, 2009). According to Katz (2010), the higher someone is in the organization, the less technical skills and more conceptual skills were required to fill the position. On the other hand, the lower the position in the organization more technical skills and less conceptual skills were required. Human skills, however, are always required no matter the level or position in the organization (Virkus, 2009). Moreover, complex than the three-skill approach, the skills model of leadership outlined five components of effective leadership: competencies, individual attributes, leadership outcomes, career experiences, and

environmental influences. Effective leadership is dependent on how leader competencies are affected by the leader's attributes, experiences, and the environment.

Perhaps the most useful strength of skill theory is that it places effective leadership performance on learned (and learnable) skills rather than on traits. In this way, leadership is available to anyone. While it is not a trait approach outright, certain innate abilities (motivation and cognitive ability, for example) are still included in the model. Skills theories are also weak in their predictive ability, failing to explain how a person's competencies lead to effective leadership. Finally, the majority of data used to construct the skills model was taken from the military, meaning its applicability to general organizations is questionable (Lornem, 2010).

According to the research of Lornem (2010) the following points exercise leadership skills which focused on the human skills: *first* remember, you can be a great influence on the initiative and drive of those you coach or supervise, *second* be enthusiastic and continually look for ways to maintain morale, build confidence, and motivate, *third* be a good listener. Talking about a situation or a problem expands communication so that understanding is improved. *Fourth* do a good job of planning and scheduling. Keep the team informed so they will understand their role in the organization and will tend not to be confused. *Fifth* keep people busy. Generally, people would like to have too much to do than not enough to do. They lose self-esteem if they are not kept busy, and then productivity falls off dramatically. *Sixth* try to solve problems promptly. Letting bad situations go tends to only make them worse. *Seventh* give people a chance to do their work without "annoying" them. Leave them alone unless they need something, and let them work. *Eight* provide the tools, environment and most importantly

support the team to perform at its peak. *Ninth* show some human side. Demonstrate care about someone by visiting them when they are in the hospital or on extended sick leave. Wish someone a happy birthday. Remember their employment anniversary. *Lastly* be fair. Do not favor people. Praise them when it is due and constructively criticize when it is due.

On the other hand, there are other skills to be developed under the technical and conceptual skills according to the research of Lornem (2010). First is ***organizing*** which is to arrange everything including people (all resources) to be at the right place and at the right time so that the performance of tasks may proceed smoothly. Another is ***coordinating*** to ensure that the activities and contributions of all those working in the enterprise are properly combined and aligned to form a balanced and harmonious effective unit. ***Directing*** is to help in the deciding who, when and how employees carry out the tasks allocated to them. ***Controlling*** to check regularly and to ensure that performance tallies with plans, and if not, find out why, then review and take appropriate actions. ***Staffing*** to make sure that the enterprise has what the work force requires, and that all the staff are properly trained and groomed for current and future challenges. ***Motivating*** helps one ensure that the urges, drives, desires, aspirations, striving or needs of employees are observed and harnessed as a way of influencing them to perform at a level high enough for achievement of the goals of the enterprise.

Moreover, ***communicating*** which make sure that information flows freely downwards, upwards and sideways so that management and the workforce know enough to make informed and productive decisions, and at the same time, ensuring healthy relationships among individuals and units of the enterprise. ***Marshaling Resources*** ensures efficient allocation of resources - human, money (financial), materials and machines, in the operation of the business. ***Forecasting***

helps one look into the future, ascertaining likely developments and opportunities for the purpose of setting out plans to optimally exploit available opportunities. **Planning** is deciding what shall be done, by whom, when, where and how. **Decision Making** sees one to consider the various alternatives of doing things and deciding which way to go, i.e. making choices concerning resource application, business opportunities and problems (Lornem, 2010).

For Cabrera (2016), decision making skills are required at all levels of management. The success or failure of a manager depends upon the corrections of his/her decisions. In addition, according to Magsombol (2008) decision-making is one of the most important school activities that should be properly implemented and that decision-making areas are clearly delineated among the different bodies in the school. All leaders/managers are expected to learn how to make better decision and must be concerned, too, that the employees learn to make their own wise and effective decisions. He added that a good decision maker is basically a person with some natural intelligence which develops the decision-making skills by learning practice and effort.

Problem Solving properly defines problems or obstacles in the way of good performance and removing such obstacles. Lastly, **leading** which could influence and can get the commitment from employees to contribute voluntarily and enthusiastically in the performance of needed task (Lornem, 2010).

THE SALESIAN SYSTEM OF EDUCATION – The Preventive System

According to Kamalil (2011), all educational activities within a Salesian school is carried out according to a basic educational philosophy which is usually referred to as The Preventive

System. The Preventive System is a stream of positive activity flowing throughout the whole school, from the Principal to the youngest students which by its very positiveness excludes disorders and negativity. The system demands an open mind and ready mind, constantly on the alert, ready and prepared for any eventuality. It lays upon the principal and the teachers, the responsibility of creating an educative environment which allows the teachers and students to carry out their duties without tension or hardship. In this regard, the physical and educational structures should be constantly reviewed so that any in-built cause of disorder may be eliminated. It is based on three pillars: reason, religion and loving-kindness.

The Preventive System, makes a friend of the pupil, who looks upon his educator as a benefactor who advises him, wishes to make him good, to save him from trouble, from punishments, and from dishonour. The Preventive System demands from the teachers a well-planned, suitable, interesting course of studies for the students. How often do disciplinary problems among the students are the direct result of hasty, or non-prepared classes? Students should know in advance the year's general program, the monthly and weekly proposed areas to cover. A teacher, who does not conscientiously prepare his classes, fails not only against the Preventive System, but also against justice. Teachers are assistants, guides and directors, and should be found often with the students. They should join, if possible, in student activities, be present in recreation with them, not as supervisors, but as assistants. The Monitor System of St. John Bosco is to be favoured. Teachers, therefore, will delegate areas of responsibility to suitable class members. Students must always be kept busy and occupied, in the classroom and outside it. This demands far-sightedness, planning and organisation. In this atmosphere of positive activity,

understanding and tolerance, the real work of education – personality and character development – can be carried on. Gentleness, understanding and patience must be exercised at all times.

“The System is based entirely on reason and religion, and above all, on kindness; therefore, it excludes all violent punishment, and tries to do without the slightest chastisement.” (St. John Bosco) Belongingness, security, and recognition are attained in this system of education by the confidence generated through this interpersonal relationship between pupils and teachers who, in Don Bosco's words, are like "loving fathers", encouraging and praising at the proper moment. The need for attention and recognition are fulfilled by wholesome outlets: sports, music, drama, field trips and a countless number of school activities. The educator in a Salesian school seeks to minimize the negative effects of the so-called "generation gap" fostering the proper balance between authority and permissiveness, by blending freedom with responsibility, integrating the old and the new. In a word, he fosters true and genuine humanism. To stop at human values and not go beyond was inconceivable for Don Bosco: he placed great emphasis on the second factor of the Salesian Educational System. The means of saving the young is and ever will be religion, which will dominate the actions of the young and effect permanent change for the good of the individual and that of society. Salesian Education, drawing always from authentic Catholic tradition, places great importance on the frequent use of the Sacraments-- the ordinary channels of God's grace and help (Kamalil, 2011).

CONCEPTUAL FRAMEWORK

The top-level administrators of educational sectarian institutions are called to have a strong commitment to empower lay mission partners to become future leaders of the institution.

There is a firm belief that empowerment will greatly enhance institutional effectiveness wherein meaningful learning takes place. Hence, teachers need to collaborate and share their expertise.

In Educational Sectarian Institutions, the teacher coordinators are involved in leadership and management as a way to empower them. The administrators/principals lead and guide the teacher coordinators (middle-level administrators) in achieving these tasks. The administrators scrutinize first the personal and educational background and work experience (tenure) of the teacher coordinator before he/she can fully be a leader.

The researcher selected three (3) Educational Sectarian Institutions where respondents of this study were the middle-level administrators. The paper identified the different skills of management which is grounded on Katz's theory on management skills that is human, technical and conceptual. An assessment tool was used to serve as the basis to develop a capability building program as shown in Figure 2 below.

The proponent believes that by developing these basic skills, the future middle administrators can effectively run the schools.

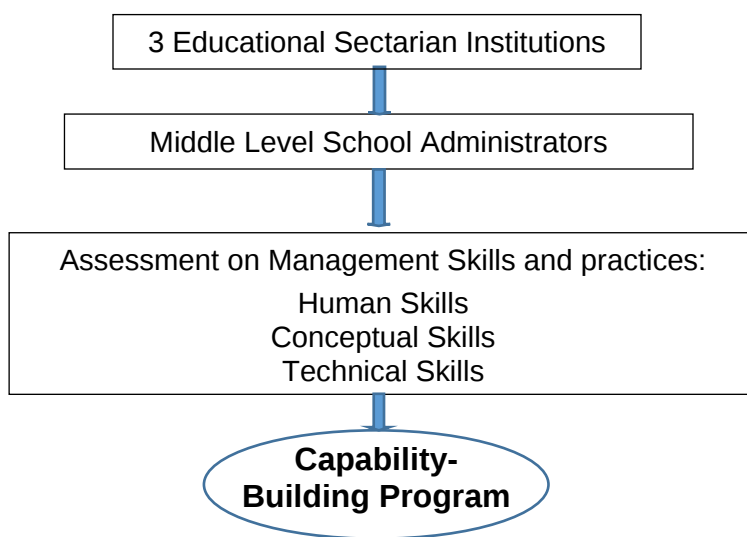


Figure 2. Diagram on the development of a capability-building program

This study rests on Katz's (2012) managerial theory where he concluded that managers needed essential skills: Technical, Human and Conceptual Skills. Technical skills are the job-specific knowledge and techniques needed to perform specific tasks proficiently. These also help them use various procedures and techniques. Human skills on the other hand involve the ability to work well with other people both individually and in a group. These skills are equally important at all levels of management because all managers must deal directly with people. These help the managers understand, communicate, lead, motivate and develop team spirit. Human relations skills are required of all managers at all levels of management. This is so, since all managers have to interact and work with people.

Conceptual skills however are the skills that managers use to think and to conceptualize about abstract and complex situations. It includes analytical, creative and initiative skills. These help the manager identify the causes of the problems and not the symptoms. These help him/her solve the problems for the benefit of the entire organization. Managers at top levels must use conceptual skills to see the organization as a whole, to comprehend the relations among diverse subunits, and to envisage how the organization fits into its broader environment. According to Robert Katz, this is the most important for top levels of management because they spend more time in planning, organizing and problem solving.

According to Robert Katz, all managers require the above three managerial skills. The degree of these required skills varies from levels of management and from an organization to organization.

According to the study of Vinculado (2016) the Educational administration is concerned with how the administrators can effectively manage the organization which involve good

planning, directing, coordinating, providing leadership and evaluating. Therefore, she said that to facilitate the development of goals of educational manager one must have a good training program he/she needs to obtain so as to maintain a pleasant atmosphere in the whole educational set up or institution.

Moreover, researchers such as Mangham and Pye (1991) and Watson (2001) have tried to give a detailed picture of the micro-processes of management. Mangham concludes and requires an awareness of self-interacting with others. What managers do is very much shaped by their own perceptions of their role, their goals, their values, their feelings, their assessment of personal strengths and weaknesses. To act effectively, the manager needs a well-grounded awareness of the self; the manager needs skills of introspection. How can anyone manage others unless they have first mastered themselves? The knowledge acquired about oneself, which makes up the self-concept, is central to improving management skills. Knowing oneself helps one understand own taken-for-granted assumptions, categories for defining situations and people, sensitivities, strengths and weaknesses. This knowledge is self-empowering. It allows one to capitalize on his/her talents. It is the first step in making any changes to oneself which is needed to develop the necessary skills.

Self-reflection is also important because it helps make interactions with others more effective and insightful. One becomes more sensitive to the differences and also the similarities between people by understanding himself/herself; it makes one more empathic and more skilful in the repertoire of behaviors. From this 'self/other' awareness, the manager is in a position to look in on his/her own behavior from the perspective of others. One comes to 'objectivise'

oneself by internalizing other's perceptions. This is what the developers mean by 'managing the self' in order to manage others.

RESEARCH PROBLEMS

The following questions were addressed:

1. What are the management skills of the middle administrators?
2. What are the challenges faced by the middle-level administrators and how do their roles contribute to applying new skills?
3. What capability-building program may be developed and proposed based on the findings?

SCOPE AND DELIMITATIONS

The scope of the study covered the skills assessment of the school coordinators, regardless of gender. These are lay mission partners from any status in life and culture and the religious sisters. School coordinators are known as academic coordinators, head/subject coordinator teachers, discipline coordinators, team leaders, co-curricular coordinators and physical plant coordinators. This study limited its scope to data from the three schools of a Sectarian Institutions to which the Capability-Building Program for Middle- Level Administrators will be of used for better school performance and effective school management.

DEFINITION OF TERMS

Capability-Building Program is the enhancement of the program for the development of administrators/ managers in an institution using a framework.

Leadership the act of leading a group of people or an organization, or the ability to do this. Leadership involves establishing a clear vision, sharing that vision with others so that they will follow willingly, providing the information, knowledge and methods to realize that vision, and coordinating and balancing the conflicting interests of all members and stakeholders. A leader steps up in times of crisis, and is able to think and act creatively in difficult situations.

Management is the process of dealing with or controlling things or people. According to Henri Fayol, "to manage is to forecast and to plan, to organise, to command, to co-ordinate and to control." Management operates through five basic functions: planning, organizing, coordinating, commanding, and controlling.

Management Skills refer to the technical, interpersonal conceptual, decision making and time management skills that administrators exhibited for quality assurance in an institution.

Middle School Managers represent the academic coordinators/department heads involved in relating, coordinating, controlling, organizing and developing capabilities for sustaining an organizational relationship.

Skills the ability to do something well one's expertise. It is also the ability to use one's knowledge effectively and readily in execution or performance and the agility or coordination especially in the execution of learned physical tasks.

Technical Skills is a systematized body of procedures that pertains to organizing, monitoring, delegating, re-evaluating and developing plans which integrates educational technologies for instruction and for improvement.

CHAPTER II

RESEARCH METHODS

RESEARCH DESIGN

In conducting the study, the researcher utilized a quantitative and qualitative research design for the descriptive survey method. The descriptive survey method of research utilized a modified assessment questionnaire and an interview with open-ended questions as the main instruments in the collection of data. The modified assessment survey and open-ended questions allowed the respondents to assess management skills and how their roles contribute to applying new skills and the results were tabulated and tallied. Analytical processes and thematic analysis were employed to evaluate the data so the researcher could come up with a capability building program for middle level administrators and for future leaders.

The descriptive research described in detail the management skills and practices of middle level administrators based on the theory of Robert Katz on Managerial Skills which includes human skills, technical skills and conceptual skills.

SAMPLING AND PARTICIPANTS

For this study, the researcher considered it professionally sound to target a specific group especially those middle-level administrators, both lay teachers, male/female and religious sisters of the three (3) Educational Sectarian Institutions in Laguna, Manila and Pampanga. These include the Academic and Co-curricular Coordinators, the Subject Area Coordinators, Discipline Coordinators, Team Leaders, Physical Plant Officer and those other teachers who are seen with

leadership potential. Most of the participants are females. There were 50 participants for the modified assessment survey and among them, ten (10) were selected to be interviewed. These leaders shared an average of five years and above of leadership experience and some have four years of teaching experience.

The schools aim for the holistic growth of the person and educate and form them to become active citizens, builders of the Christian Community, women and men of Christian conscience, commitment and competency. By understanding how leadership is done in these institutions, this study may provide guidelines, skills and techniques towards leadership and development of their skills.

Moreover, the key level school managers remain exclusively in the hands of the religious sisters, but in the year 2000, the schools started to empower and encouraged the lay mission partners to take part in leading the school. The school heads start to appoint, train, and develop personnel who will take charge of educational leadership. These appointed Middle-level Administrators are mostly tenured, with Masters units or degrees (MA), or with Doctoral (PhD) studies.

These Middle -level Administrators were given the same set of questionnaires which were already validated by professional experts and are focused on the management skills.

In conducting a study, a letter of request was sent to the school principals and to the directresses to allow the researcher to implement the study. After given the consent, letters were prepared for the research respondents, i.e., the middle level administrators of the school, humbly requesting for their active involvement in the study. After the request was duly approved by the

Office of the Principal, actual fielding of the questionnaire was conducted by the researcher to the respondents of the study. The survey was done in the respondents' respective schools, in a conducive, safe and convenient place where they can answer privately. The respondents were only given 10-15 minutes to answer the instrument. One set of questionnaires of management skills were given to each of the 50 respondents. After the questionnaires were accomplished, they were retrieved; data were tallied, tabulated and interpreted.

The researcher conducted the interview in a closed space in the school where the respondent works. The responses to the interview questions were recorded using a recording device, with the permission of the respondents and personally transcribed and coded by the researcher. Each interview transpired within 10 minutes. Four main questions were asked and follow up questions were provided as the researcher deemed fit. The interview was conducted using an informal tone, with both researcher and respondent switching from Filipino to English as they spoke. The tone made the respondents more comfortable and generous with their responses as well. The transcribed interviews were translated in the English language to comply to research requirements and policies. Responses in English were kept verbatim (for authenticity), as long as they were comprehensible. The researcher opted for a semantic English translation of the transcript. After transcribing the data, the researcher made a thematic analysis and coded the data personally. This ensures that the researcher understands the answers.

Coding was done by categorizing responses according to their main ideas as seen in Table 6 and Table 7 of the succeeding chapter. The codes, in the form of themes showed ideas that appear to be the most common and those that are linked or closely related. Such that when a respondent, for example says, "there is no time", and another would say "no schedule", they will

be labelled as an occurrence for the theme, Time Management Skill. The themes were derived from the types of management skills of Robert Katz (2009). Descriptions were provided to further specify the skills as these provide basis for the input/topics of the capability-building program.

INSTRUMENTS

The instruments that were used in this study are: interviews and evaluation forms/assessment on management skills. The evaluation forms to assess the managerial skills of the middle level administrators which contains the technical, human and conceptual skills were adapted from the thesis of Tan, Andrew (2012) in his thesis entitled: Management Skills of Administrators in Christian Schools: Basis for a proposed Capability-Building Program. His study utilizes the rating scale of 1 (very weak); 2 (weak); 3- (strong) and 4 - (very strong). On the other hand, the open-ended guide questions for the interview of the middle- level administrators were made by the researcher.

These instruments were modified by the researcher according to the vision-mission of the school and its spirituality after the researcher received the permission from Mr. Tan. The researcher also provided a letter requesting a panel of experts to validate the modified tools. The validation results are considered as the basis of the revisions of the tools before administering them to the respondents.

The researcher personally administered the survey to the middle administrators in their respective schools. The researcher considered gender sensitivity in writing the instrument to

make it free from any form of biases. It was administered to 50 middle-level administrators in the 3 Educational Sectarian Institutions.

The gathered data were validated by experts in the fields of psychology, educational management, religious education and organizational development. In addition, they were researchers in the field of education and education practitioners. Validation of the data/instruments is needed to evaluate whether or not the materials are rationally effective and applicable to facilitate the assessment of the skills needed and developed by the middle-level administrators. All of the experts validated the management skills, and they also validated the items pertaining to the personal information of the respondents, directions, and rating scale. The open-ended questions were validated by the adviser. Through the experts' judgment, concerns related to strength and weaknesses in the tools were improved. The criteria of the expert's validation include spacing, organization of content, grammar review, instructions and language as shown in the summary of the validation for assessment survey. (Please see Appendix J, p. 105)

DATA GATHERING PROCEDURE

In conducting the study, a written request was sent to the principals and directress of the three Educational Sectarian Institutions to conduct the study to the middle-level administrators of their respective schools. The researcher humbly asked the approval of the principals and the request was granted.

The participants were provided complete information regarding the nature of the study before the data were collected from them. The data and the benefits of their participation were

also discussed. They were kept informed about the process of the research. In addition, a consent letter was given to the respondents. It provided an overview of the study and enumerated its purpose.

1. SURVEY RESEARCH

Survey research is a widely used research tool in educational investigations. Surveys are commonly used to measure attitudes, opinions, and achievements (Best and Khan, 2015).

After the request was granted by the Principals, actual testing was done and administered personally by the researcher to the respondents of the study, which is composed of fifty middle-level administrators. One set of questionnaires was administered to them. All respondents were given the option to write or not to write his/her name in the questionnaire being conducted. At the same time the open-ended questionnaires were also conducted to the selected respondents. In this stage, the researcher assured the protection of the privacy of the respondents as well as confidentiality of participants' information. The data gathered by the researcher was treated with high degree of accountability by not revealing it to anyone.

After the questionnaires were accomplished by the respondents, they were retrieved and the data were tallied, tabulated and interpreted. Interpretation and analysis of data through statistical treatment with the use of the mean and weighted mean and thematical analysis was necessary to determine the skills developed and acquired by the Middle-level Administrators which was the basis of the capability building program.

Results were interpreted personally to enable the researcher to draw conclusion and generate ideas from the data gathered. It was then expected that the outcome of the study would

be kept confidential and would be shared to the participant. A copy of this thesis will be given to the School Principals to be used as basis for the enhancement of the management skills of the Middle - level Administrations during in service training.

The results for the survey were used as bases in identifying topics in enhancing or developing management skills that the capability-building program for Middle-level Administrators and for future school leaders will focus. This will also assist the Middle Administrators and teachers, who are prospective leaders, in developing their knowledge and ways on how to lead and manage the school.

2. DATA ANALYSIS

To analyze and interpret the data gathered, the researcher used descriptive data and arrived at rational and valid results. Data gathered in this study through the questionnaires had undergone the following statistical analysis:

As regards research problem number one (1), the middle administrators' management skills were measured using the weighted mean as central tendency measure, it was used since the items of the questionnaires were assigned with a corresponding scale. Mean scores were interpreted as follows:

Scale

Mean	Range	Verbal Interpretation
4	3.50 – 4.00	<i>Very Strong</i>
3	2.50 – 3.49	<i>Strong</i>
2	1.50 – 2.49	<i>Weak</i>
1	0.01 – 1.49	<i>Very Weak</i>

To answer research question number two (2), the researcher utilizes thematical analysis to pinpoint, examine and record the patterns within the data.

POTENTIAL ETHICAL ISSUES

For this study, the researcher considered it professionally sound to include middle administrators both lay teachers, male and female, and Sisters of the three schools of a Sectarian Institutions which includes the Academic and Co-Curricular Coordinators, the Subject Area Coordinators, Discipline Coordinators, Team Leaders, Student Services Coordinators and those other teachers who are seen with leadership potentials. The respondents were given a letter informing this study and a letter of consent to participate. In addition, the information gathered from this study, including their answers, are treated with strict confidentiality and their privacy and identities were vigilantly protected. The respondents' names were not used. Only the researcher has full access to the information provided by the respondents. The results will not be shown to anyone who is not involved in this research. Likewise, a confidentiality clause was stated in all communication documents.

The participation in this research is entirely voluntary. The respondents may refuse to take part in the research or withdraw anytime without penalty. No incentives in any form, such as compensations or reimbursements, were made with the respondents. There is no conflict of interest on the part of the researcher (i.e. research objectivity or independence is not compromised in return for financial or non-financial benefit). Should the result of this research be published or presented in any form, no personal information of the respondents will be disclosed. Answered questionnaires will be stored in a safe place and will be disposed after five (5) years.

The study is merely focused on the Middle-Level Administrators of the schools. This does not involve sensitive issues (e.g. partner violence, drug addiction, abortion etc). There is no

involvement of children in the study, so no procedure for obtaining assent is necessary. Likewise, there is no involvement of the elderly, ethnic and racial minority groups, the homeless, prisoners, people with incurable diseases. The researcher commits to uphold respect among research respondents.

Hence, the survey will be done in the respondents' respective schools, a place where they can answer privately, and is conducive, safe and most convenient to them. The researcher will personally administer the questionnaires at a date, time and place most convenient to the respondents.

The interpreted result of this study will be shared to the participants and to the community where the research will be conducted and a copy of the printed thesis will be provided to the community. This may benefit the Middle-level Administrators when it comes to managing and leading the school in the Salesian style.

The survey tools used by the researcher on Management Skills from the Master's Research work of Mr. Andrew Tan is adapted and modified with permission. The researcher wrote and sent the letter through e-mail to Mr. Andrew Tan (Please see Appendix E, page 82), who granted the permission to use his thesis instruments, with modifications, for the Middle-Level Administrators (Please Appendix F, page 83). The researcher also provided a letter requesting the panel experts to validate the tools modified.

Lastly, a letter to conduct a study in a sectarian school was given to the principals/ president of the school, allowing the researcher to administer the study to the Middle-level Administrators.

CHAPTER 3

RESULTS AND DISCUSSIONS

This chapter presents the analysis, interpretations and final results of the data gathered from the responses based on the statement of the problem posed in this study in Chapter 1. The data gathered were treated statistically.

Results of the study served as an input to a Capability-Building Program for Middle-Level Administrators in three (3) Educational Sectorian Institutions.

Regarding statement of the problem number one (1) the middle administrators' management skills were measured using the mean. The mean scores were interpreted as follows:

Scale

Mean	Range	Verbal Interpretation
4	3.50 – 4.00	Very Strong
3	2.50 – 3.49	Strong
2	1.50 – 2.49	Weak
1	0.01 – 1.49	Very Weak

Question # 1: What are the management skills, traits and behaviours of the Middle-level Administrators?

Table 1: Mean scores of Middle-Level Administrators' Management Skills Set 1

INDICATORS	MEAN	Descriptive Rating	RANK
1. Integrates the vision/mission in the field of work.	3.74	Very strong	1
2. Decisions are to assure quality outputs in all departments.	3.56	Very Strong	2
3. Uses educational technologies for better instruction.	3.52	Very Strong	3.5
4. Leaders use democratic procedures to collaborate.	3.52	Strong	3.5

5. Relates programs to desired outcomes with flexible changes to fit with evolving needs.	3.48	Strong	5.5
6. Timely decisions based on the best available information.	3.48	Strong	5.5
7. Ensures that there is equitable access to the decision-making process.	3.44	Strong	5.5
8. Exhibits tactical adaptability: giving priority to significant issues.	3.44	Strong	5.5
9. Develops and monitors a comprehensive plan in organizational systems on the mission of the school.	3.28	Strong	9.5
10. Ensures that all personnel understand their roles in the organization.	3.28	Strong	9.5
11. Plans, schedules one's own and other's works so that resources are managed properly to meet priorities.	3.28	Strong	9.5
12. Establishes procedures to regulate activities and monitoring projects to meet deadlines.	3.28	Strong	9.5
13. Monitors open channels of communication and communicates with the external school community.	3.26	Strong	13.5
14. Spends more time in planning using communicative processes with productive outputs.	3.26	Strong	13.5
15. Reaches logical conclusions and makes high quality decisions.	3.26	Strong	13.5
16. Monitors the implementation of instructional practices.	3.26	Strong	13.5
17. Delegates responsibilities and loads of teaching.	3.24	Strong	17
18. Develops equivalent measures of competence in leadership and management.	3.18	Strong	18.5
19. Re-evaluates the academic and extra- curricular program for improvement.	3.18	Strong	18.5
20. Forms committees in various departments for better collaboration of work.	3.16	Strong	20
21. Uses coaching techniques to help members achieve their goals.	3.5	Strong	21
22. Organizes and conducts staff development.	3.08	Strong	22
23. Makes performance reports and submit on time.	2.94	Strong	23
OVER-ALL MEAN	3.33	Strong	

Table 1 shows the mean scores of Middle-Level Administrators' management skills. Based on the Managerial skills of Robert Katz, the top indicators on this table is the conceptual skills which include *integrating the vision/mission in the field of work* (3.74), *making sure that decisions are assuring quality outputs in all departments* (3.56), followed by the technical skills

using education technologies for better instruction (3.52) and conceptual skills again *utilizing democratic procedures to collaborate* (3.52). This means that the Middle-level Administrators were high on the conceptual skills that they were able to observe and insert in their field of work the vision/mission of the school which is well appreciated and the technical skills of the middle administrators are also strong for it can be seen for having quality output in all the departments on the use of instruction delivered using technology. Middle Administrators on the other hand are well equipped technically as seen in the results. Furthermore, this integration of the vision/mission in their field of work is important because it is a tool used to set priorities that builds unity and gives direction to its members. It is a long-term, lofty goal that sets the tone for higher achievement within the Institution. Hence, according to John Kotter, quoted from the book of Lunenburg, et al. (2012), leadership process involves developing a vision for the organization, aligning people with that vision through communication and motivating them through empowerment so that goal may be achieved.

Each one in the institution was empowered to develop the conceptual skills which reflect on the implementation and integration of the vision/mission of the middle level administrators and to better identify one's uniqueness and identity from the rest of the private Institutions. Good management skills, therefore, transform a leader's vision into action and implementing it successfully. According to the study, middle level administrators therefore are able to own the vision/mission of the institution, articulate and define the values of the school, the hopes and aspirations of the school for the children, the community and the staff. Owning the vision/mission of the Institution allows for such goals to be real and attainable. The successful

integration of the vision/mission in their field of work leads them to make decisions, deliver quality outputs and collaborate freely.

In terms of decision making, which belongs to the conceptual skills, the Middle-Level Administrators are able to develop this skill as reflected in the indicators-- to think creatively, solve problems, and identify opportunities of development. They also know the limits of their responsibility and ability, and they know when to make decisions on their own and when to consult with others-- that is seeking other's opinions, ideas and suggestions until they reach a consensus decision. This results to quality outputs and more appropriate courses of action.

Although considered still high, the least mean scores of the middle level administrators' management skills are the technical skills in particular time management which are illustrated by the following indicators: *performance reports and submitted on time* (2.94), *organizing and conducting staff development* (3.08), and *using coaching techniques to help members achieve their goals* (3.5). This means that the middle level administrators are still lacking and poor on these skills due to the multitude of tasks and responsibility given to them. The least among them is their performance in making reports and on time submission of work. Some lack prioritization in terms of the urgency of the work or task at hand. They need to develop in this area because as leaders, according to Adair (2013) they should be skilled managers of their own time. They need to manage their time to think and give time for people, which includes their team members and other colleagues; otherwise, how will they be able to organize anyone or anything else and become effective and efficient leaders of the school?

Likewise, the middle level administrators need to improve on making the reports, submitting those with punctuality and quality, organizing and conducting staff development in their own area according to their role and the tasks given to them. There's a need to guide them on how to coach members in order to develop and achieve their goals. Through coaching as human skill, they can create an environment where ongoing professional growth is encouraged and supported, thus, leading each member to become effective and efficient teachers.

Overall, the human skills, conceptual skills and technical managerial skills of the middle-level administrators are strong as shown in Table 1.

Table 2. Mean scores of Middle-level Administrators' Management Skills Set 2

	INDICATORS	MEAN	Descriptive Rating	RANK
1	Seeks to form good Christians and honest citizens.	3.86	Very Strong	1
2	Puts importance in educating the young to be lifelong learners and to pursue excellence.	3.78	Very Strong	2
3	Facilitates the good morale in the school.	3.68	Very Strong	3.5
4	Prepares the young to put their Christian faith and Salesian values to their daily life especially at the service of others.	3.68	Very Strong	3.5
5	Accommodates feedback from teachers and parents.	3.64	Very Strong	5
6	Perceives the needs and concerns of others.	3.54	Very Strong	6
7	Observes feedback from clients and each department.	3.48	Strong	7
8	Is firm but gentle in matters of discipline.	3.46	Strong	8
9	Utilizes subordinates effectively, following up on status of delegated activities.	3.42	Strong	9
10	Monitors staff's moral values by professional relationship.	3.38	Strong	10.5
11	Relates to people of verifying backgrounds.	3.38	Strong	10.5
12	Anticipates changes and/or updates the community by collaborative professional meeting.	3.34	Strong	11.5
13	Facilitates open communication between teachers and stakeholders for organizational development.	3.34	Strong	11.5
14	Spends more time by allocating and delegating tasks in	3.18	Strong	14

	operational management.			
15	Consults or informs people concerned before implementing a plan or policy.	3.6	Strong	15.5
16	Is considerate of others and employs effective problem-solving, conflict resolution strategies.	3.6	Strong	15.5
17	Sets, communicates and monitors high expectations for faculty and staff.	3.1	Strong	17
	OVER-ALL MEAN	3.50	Very Strong	

In terms of traits as presented in Table 2, the best indicators are: *seeking to form good Christians and honest citizens* (3.86), *putting importance in educating the young to be lifelong learners and to pursue excellence* (3.78), and *preparing the young to put their Christian faith and Salesian values to their daily life especially at the service of others* (3.68) and *facilitating good morale in the school* (3.68). These belong to the human skills. Most of the indicators are true to attaining the vision-mission goals as mentioned above since this is really the goal and the core values of the respondent schools.

This means that the middle-level administrators were clear, able to grasp, and own these traits and values as they lead and guide each student and teacher according to the vision of the school. However, the least indicators, despite their high mean results, include *consulting or informing people concerned before implementing a plan or policy* (3.6), *being considerate of others and employs effective problem-solving, conflict resolution strategies* (3.6), and *spending more time by allocating and delegating tasks in operational management* (3.18). Middle-level Administrators have practiced human skills accordingly, however there is still a need to improve and gain sufficient knowledge and experiences according to their role. Improvement lies on the proper guidance of the principal and taking charge of their own professional development by

attending trainings, seminars and workshops. Mentoring is one important factor to help them become efficient and effective leaders in their own areas.

Overall, the human skills of the Middle-level Administrators are very strong. This means that leaders have a strong influence on others especially among their companions and teachers.

Table 3. Mean scores of Middle-Level Administrators' Management Skills Set 3

	INDICATORS	MEAN	Descriptive Rating	RANK
1	Provides an atmosphere filled with “family spirit”, (acceptance, trust, joy, optimism and gratitude).	3.84	Very Strong	1
2	Enjoys working together for better results.	3.76	Very Strong	2
3	Openness and good will to imbibe the Salesian Preventive System of Education in particular Salesian assistance, capacity to build relationship and accompaniment.	3.72	Very Strong	3
4	Participates in the assigned tasks given.	3.68	Very Strong	4
5	Collaborates with service providers and other decision-makers to improve the service.	3.58	Very Strong	5.5
6	Actively involves others in the decision-making process and consider their expertise.	3.58	Very Strong	5.5
7	Facilitates shared decision-making.	3.58	Very Strong	5.5
8	Works through problems and finds a resolution.	3.48	Strong	8.5
9	Observes and welcomes pop-in visits for better results.	3.48	Strong	8.5
10	Give feedbacks to teachers, staff and students with tact especially in stressful situations or in conflict.	3.46	Strong	10
11	Agrees on matters like issues and problems using contingency measures.	3.42	Strong	11
12	Follows up communication letters to improve effective delivery of services to the community.	3.38	Strong	12.5
13	Uses productive communication based on human encounter and understanding.	3.38	Strong	12.5
14	Assigns tasks, projects and responsibilities together with clear authority to accomplish them in a timed and acceptable manner.	3.36	Strong	14

15	Coordinates resource of various partners to help the school achieve its mission in the soonest time possible.	3.26	Strong	15
16	Encourages the involvement in extracurricular activities by direct immersion and collaboration with other professions.	3.16	Strong	16.5
17	Establishes networks for communication within and outside the school.	3.16	Strong	16.5
18	Exercises decision-making guided by the Salesian principles.	3.7	Strong	18
19	Provides meaningful feedback to teachers for professional improvement.	3.5	Strong	19
20	Participates in Community evangelization outreach program of the school.	3.3	Strong	20
	OVER-ALL MEAN	3.49	Strong	

Another way to understand leadership is to study how a successful leader behaves and how these behaviors affect the workplace or the work environment (Lunenburg & Ornstein, 2012).

In Table 3, the mean scores of the Middle-Level Administrators' behavioural skills presented the following strong indicators: *providing an atmosphere filled with "family spirit", (acceptance, trust, joy, optimism and gratitude) (3.84), enjoying working together for better results (3.76), and having openness and good will to imbibe the Salesian Preventive System of Education in particular Salesian assistance, capacity to build relationship and accompaniment (3.72).* The least indicators comprised of *participating in community evangelization outreach program of the school (3.3), providing meaningful feedback to teachers for professional improvement (3.5), and exercising decision-making guided by the Salesian principles (3.7).* Overall, the behavioral skills of the administrators are strong.

Among the three sets of management skills, Set 2 has the highest mean, and is described to be very strong as shown in Table 4.

Table 4 Summary of the Mean Scores of Management Skills Set 1, 2, and 3 of the Middle –Level Administrators

Total mean	SET 1	SET 2	SET 3
Management Skills	3.33	3.50	3.49

All management skills on human, conceptual and technical obtained high results and are numerically close to each other. This means that middle-level Administrators are able to hit the balance in these managerial skills and they are all high performing administrators. They are assets of the school.

Set 2 and 3 indicators identify the human skills of a leader, which have an impact on managing and leading the school. Set 2 management skills with the highest mean score (3.50), which is very strong, is followed by Set 3 of management skills with 3.49 mean score. Lastly, Set 1 which deals with conceptual and technical skills has a 3.33 mean score. Set 2 skills and Set 3 management skills are the highest, which implies that the middle-level administrators are more person-oriented rather than work-oriented. This means that the middle-level administrators give more importance to the human skills, that is, uplifting to the individual personality traits and behaviors which help build and promote good relationship among them and to other school stakeholders, such as teachers, students and parents. It also signifies that, in the study, traits and behaviours are important in leading the school. These affect the efficiency of middle-level administrators.

Moreover, the management skills resulted low, as seen in Table 4, because the middle – level administrators believe that traits and behaviours are inherent, and if one develops and lives out these traits and behaviours in the educational setting, they would be able to do their tasks, responsibly and diligently, no matter how big or little is entrusted to them. They will also be able to do their tasks creatively and with dedication, for the good of all, and hand in hand achieve the goal of the school. Consequently, they become more productive in their work and promote a positive environment. Management skills, then, can be developed and improved coupled with traits and behaviors.

According to the Belbin Team (2017), behaviour is within our locus of control, affirmative feedback on behavior offers a positive lead for personal development, showing where and how we can adapt to meet the needs of a particular situation or job role. Moreover, behaviour is what comes out; it affects others and our interactions with them. On the other hand, giving and receiving feedback on behaviours within a team promotes a democratic process. Having a deeper understanding of behaviours can help co-workers and the rest of the middle administrators create trust, better relate to one another and cultivate a stronger workplace culture. Lastly, the traits and behavioural tendencies influence the kind of work to one might be best suited, and with whom one works best.

Question # 2. *What are the challenges faced by the Middle-level Administrators and how do their roles contribute to applying new skills?*

Please see Appendix G page 84 for the complete interview on the challenges.

Table 6: Summary of the challenges and its respective themes which is the result of the interview of the Middle- level Administrators

	CHALLENGES	THEMES
1	The middle-level administrators were given insufficient time to manage the multitude of tasks given to them which poses a challenge on the effective delivery of their role. The challenge also lies in the wise and responsible use of their time. In effect, there is a high tendency to delay the submission of reports and to produce low quality work, especially in checking and writing logbooks, lesson plans, test questions, proposals and documentations. In the same way, middle level administrators are unable to do classroom supervision nor can they mentor and follow up the progress of the teachers because of the lack of time. They don't have time to do their other tasks and they don't know how to set priorities, identify urgent tasks, and organize their work. Furthermore, they fail to focus on their work, produce poor quality work, and accumulate unfinished tasks.	Time Management Skills
2	The second challenge is due to professional inadequacy. Middle –level administrators lack clarity in their roles or have insufficient knowledge on how to do things according to their roles because they were inexperienced; they were not given proper orientation; there was no proper turn-over of the work; they were not mentored and coached by the principals or those ahead of them. This is why for some, it is difficult to function in their roles. This resulted to lack of effectivity and efficiency in their work, hence they prefer to do their other tasks they are used to. With	Professional Development and Functional skills

	this, proper motivation and attitude would help a lot, mentoring and coaching as well. On the other hand, Middle level administrators are confronted with difficulties on how to mentor and coach their fellow teachers, especially by means of classroom supervision. How to approach the new generation of teachers is also a challenge, especially when giving interventions. There is also the demand for the middle administrator to “walk the talk”, be credible, and earn the trust of neophyte teachers. Keeping professional ethics in terms of relating with the students, fellow teachers, parents and other stakeholders; being transformational leaders; how to build trust among the neophyte teachers, how to cope when there are changes in management; and how to improve classroom management and techniques in giving discipline and how to delegate tasks and empower others are some of their other difficulties. Also, due to the fast-turnover of teachers, the middle level administrators have the difficulty how to retain and keep the teachers which challenges them the most because the teaching loads are affected at the same time, and there is also the task to train yet again from the basics.	
3	Another challenge is how to develop oneself, that is, to boost one’s self-esteem, build confidence, trust and respect; how to go deeper one’s self-knowledge through identifying and accepting one’s limitations, strengths, weaknesses and failures and receiving feedbacks from others and giving	Personality Development

	feedback as well, which leads to professional improvement. Openness to admit limitations and to face challenges that confront them is deemed important. Moreover, developing positivity when a negative circumstance arises in the group and how to manage stress are also considered as challenges in the life of the Middle-level administrators.	
4	Communication skill is another challenge for the middle-level administrators for some they have difficulty in relating with parents and other fellow educators. They are also challenged on how to follow the chain of communication in the school, such that they fail to inform or consult proper persons. Moreover, the challenge to address the generation gap—helping them relate well to different ages, personalities, individual and differences; and manage conflicts among them are imperative. Hence, sustaining teamwork in the workplace also needs to be enhanced.	Developing communication Skills and Interpersonal Skills
5	Decision making is quite difficult when the leader lacks confidence and conviction and feels unempowered. They don't know when and how to decide on things on their own, and relies on the principal or directress who has final say.	Developing a responsible Decision-making skills

Table 6 shows that the challenges faced by the Middle Administrators focused are more on the technical skills, which includes developing time management skills. They cannot do other tasks, produce quality outputs, prioritize works according to the urgency, supervise and monitor

their teachers, cannot focus, always late in submission, cannot meet deadlines due to multiple tasks. This proves that it is difficult for them to do things at the same time. Multitasking is an apparent human ability to perform more than one task, or activity, at the same time. If not done properly, multitasking may produce poor quality outputs, and inefficient and ineffective middle level administrators.

The middle level administrators multitask because of the various responsibilities given to them, those required by the position they hold, and other tasks assigned to them. What helps them the most to continue to do one's work in fidelity to the vision-mission of the institution is the support of their companions and the trust given by the Administrators.

Another challenge is the human skills that are building the sense of professionalism that may be observed in the way they keep a professional attitude when dealing or relating with the different stakeholders (students, teachers and parents) of the school. Professionalism according to McKay (2018) is defined as an individual's conduct at work. It can influence chances for development or even the ability to keep one's job.

Middle level administrators, as professionals, find it difficult to accept their own limitations, failures in life and become open to the reality of themselves when they are given positions. Others don't have any clear ideas of their role and lack discipline in one's work, factors which make it difficult for them to own their responsibility and their sense of belonging in the institution. As professional administrators, one has to set boundaries especially in relating to students and parents, no over-familiarity should exist in one's relationship and proper behaviour is observed anywhere. Moreover, as professionals they need to be true to their work so

that they may gain respect from the rest of the stakeholders. On the other hand, what it means to be a professional in the workplace is to work and behave in such a way that others think of them as competent, reliable and respectful. Professionals are a credit not only to themselves, but also to others.

However, they are challenged to be consistent with what they say and do, as in to “walk the talk” and to become more ethical in the workplace. Some are afraid to have a bad image in front of the stakeholders, especially to students, that’s why they give in to what the students like.

Another thing that they face with difficulty is communicating. How to articulate what to be said and how to communicate it properly poses a challenge. Because of miscommunication, there is a need for conflict management. The lack of sense of propriety in communication is also a problem. One should also be careful on how to say words so that the person will not be hurt, and this poses a challenge on how the middle administrator conducts himself/herself in the spirit of dialogue.

Learning to mentor, coach, supervise their fellow teachers are challenging roles for them because primarily they lack knowledge and experience. The conceptual and technical skills of the middle administrators should be addressed. One way is for administrators to provide them with trainings and guidance from experts. However, as regards human skills, a strong sense of belonging may be developed in them despite the difficulties they encounter. For some, it is difficult to relate well among teachers because of differences in their characters, personality, behaviours, attitudes. They are not open to changes, in particular, to the school’s curriculum, which is standardized. Others find it difficult to intervene, mentor and discipline the neophyte

teachers which belong to the Millennial generation, and even impose discipline on them. Coaching and mentoring have become increasingly essential to both personal and professional development, for they help build a positive and real change in individuals, and enhance the transfer of knowledge from the coach/mentor to the mentee. Proper orientation and training according to the roles and responsibilities of the position, and setting of expectations and goals prior to appointment is pertinent.

On the contrary, the human skills of the Middle-level Administrators should be enhanced because for some there is the inability to develop teamwork and sustain it in the workplace. Working with and as a team, help build family spirit and respect in the Institution and may result to lower turnover rates. Middle- level Administrators are confronted with how to deal with negativity in the workplace as well.

Lastly, there's also a lack of knowledge of the spirituality of the institution which means that conceptual skills should be developed. They are unable to pass it down to other teachers in order to become authentic Salesian Educators. Insufficient conceptual skills and technical skills can affect the efficiency and effectivity of a person in managing the institutions. Delegation on the other hand helps boost the moral, improve efficiency and productivity, and promotes enthusiasm, innovation, and cooperation which lead to effectivity and efficiency in one's work.

Table 7 shows how the roles of the Middle-level Administrators contribute to applying new skills.(Please see Appendix G, page 84)

Question and Answer	Themes
Q: What did you do to help alleviate problems and challenges in your role as a middle-level administrator? A: Professional readings: books, journals, especially on	Enhancing personality

leadership, and trainings where they sent us. Taking MA was a big help because it broadened my understanding of administration. Respect for people, time... Building camaraderie/rapport in the workplace, professional etiquette, etc. So far, these that I have mentioned helped me overcome challenges.	development that is studying further studies
Learn how to relate with them as I am in the position especially in my department. I have become more confident during department meetings hence I am able to explain what I have to do or say.	Building interpersonal relationship
Self-determination or having the courage to overcome those challenges. Another important factor is openness to admit my limitations and to face these challenges that now confront me. Maybe this will help a person face challenges.	Personality development
I learned how to manage people. Persuade them and correct them. You have to be there for them. This develops the relationship. Know how to mingle, but be preventive in dealing with them.	Enhancing Communication skills especially on feed backing

Table 7 shows how the roles of the middle level administrators contribute to applying new skills. Aside from the human skills, conceptual and technical skills there are other managerial skills that would help build new skills among the middle-level administrators. Most of the middle level administrators have become resourceful in order to sustain themselves at work and in the role given to them. They are open enough to receive and ask the help of experts in the school or those with experience already in such role.

In order for them to be equipped in their role, they do personal research studies, readings of books and journals. They also grab the opportunity whenever they are sent by the principals in trainings and seminars which could be of help to become more effective and efficient. Some are encouraged and supported by the school to earn their masters and doctoral degree according to their areas/fields.

Moreover, Middle- level Administrators value prayer in their work. It sustains, strengthens and enlightens them to become more serene, happy, focused and allows them to prioritize work and manage tasks. Prayer also helps them become more relational and it creates better collaboration and builds family spirit, which then results to acquiring a sense of belonging and ownership, and lessens stress and tensions at work.

They learn how to relate well as they move on in their tasks. Each one promotes trust, respect, patience, sincerity, flexibility and openness. They also developed their communication skill that is how to communicate appropriately with the students, teachers and parents. Hence, they are able to listen with passion which upholds good rapport with others. Each day is always a new experience for them. Most of the middle level administrators learn from their own experience which helped them grow not only in their functions but holistically.

Question # 3. What capability-building program may be developed and proposed based on the findings?

Based on the findings, development and enhancement are tools to increase productivity, efficiency and effectivity.

A capability program was designed with consideration of the challenges identified in the conducted study. The themes, related to leadership and management are used as guides for the scope of program. Modules were designed per theme in order to attain the objectives of the program. The program develops human skills, technical skills and conceptual skills, particularly:

1. Professional Development and Functional Skills
2. Time Management

3. Decision Making Skills
4. Communication and Interpersonal Skills
5. Personality Development

A variety of interactive and collaborative instructional strategies, utilizing relevant and appropriate technology will be used during the sessions.

Regarding evidences of learning the participants are required to submit/present workshop output at the end of each module. Feedback sessions will be conducted at the end of the day to further enhance skills and gain more and better perspectives. Feedback will be provided by the workshop facilitator/speaker, school administrators and peers.

Participants will be provided with training materials such as handouts, workshop instructions and activity sheets. Participants will be given one day's notice if they need to bring documents and personal resources. Modules will be implemented by facilitators and will make necessary amendments if required. Participants are expected to have been orientated, or at least provided with a description of their appointed role/s as a Middle-level Administrator.

This capability building program leads and develops middle level administrators to excellent, effective and efficient educational administration. (Please see Appendix K, page 106 for Capability-Building Program).

CHAPTER IV

Summary of Findings, Conclusion and Recommendations

This chapter presents the summary of the study and an overview of the findings that serve as the basis for the conclusions and recommendations of the researcher.

Summary of the Study

The present study is needed to look into the management skills of the Middle-level Administrators in Educational Sectorial Institutions for the development of a capability building program which will help build, enhance and broaden their ability to engage and influence others in leading the institution.

The management skills were based on the Robert Katz's Theory on managerial skills that is the human skills, conceptual and technical skills which could help evaluate and enhance one's management skills. Interpretations were based on Katz's three managerial skills and thematic analysis.

The researcher utilized a quantitative and qualitative research design for the descriptive survey method to answer. Weighted mean and analytical statistics for assessment survey were used to answer research question number 1 and a thematic analysis for the qualitative survey answers the research question number 2. A Modified survey Questionnaires *was administered to fifty Middle-level Administrators of Educational Sectorial Institutions. Descriptive data were collected, tabulated, interpreted using the weighted mean. The results of the findings and*

conclusions serves as the basis to come up with a capability building program for Middle-level Administrators.

Summary of the Findings

The researcher has found significant findings from the collected data. After careful analysis, it was found out that:

1. Middle level administrators have strong management skills. No indicators on any of the skills were perceived as weak or very weak. The respondents have identified themselves with very strong skills particularly in (1) integrating the vision/mission in the field of the work, (2) making sure that decisions are assuring quality outputs in all departments, and (3) using education technologies for better instruction and (4) utilizing democratic procedures to collaborate. In terms of conceptual skills, indicators deemed strong include seeking to form good Christians and honest citizens, putting importance in educating the young to be lifelong learners and to pursue excellence, and preparing the young to put their faith and values in their daily life especially in service of others and facilitating good morale in the school. The human skills of middle level administrators presented the following very strong indicators: providing an atmosphere filled with “family spirit”, (acceptance, trust, joy, optimism and gratitude), enjoying working together for better results, and having openness and good will to imbibe the spirituality of the school and the capacity to build relationship and accompaniment.

2. Despite having strong functional skills, middle-level administrators are lacking in some ways. Otherwise, they will not be confronted with many challenges in their roles. These are: 1) Acquiring Time Management Skills, 2) Developing Professional and Functional Skills, 3) Developing Personality, 4) Developing Communication and Interpersonal Skills, and 5) Developing Good and Responsible Decision-making Skills. Furthermore, multitasking and prioritizing tasks; insufficient preparation, experience and information for their assumed administrative roles; and lack of sense of propriety, professionalism and communication also pose a challenge.
3. Middle level-administrators are able to acquire and apply skills in order to accomplish their work. While some have developed resourcefulness and openness, some have focused on their professional development through readings and further studies.

Limitations of the Study

The researcher aimed to evaluate management skills, and identify the challenges faced at work and how roles contribute to applying new skills among middle level administrators. The results become the basis of developing a capability building program. The guiding principles are the management skills identified by Robert Katz, namely conceptual skills, human and interpersonal skills and functional skills. The study was conducted to the Middle-level Administrators of the three (3) Educational Sectorian Institutions located in Pampanga, Manila, and Laguna. The main instruments used to gather data were a modified survey questionnaire and an interview with open-ended questions. The study was also limited to the participation of Academic Coordinators, Head Teachers, Team Leaders, School Treasurer, Discipline

Coordinators, Student Services Coordinator, Co- curricular Coordinators and Physical Plant Officers in the three (3) selected sectarian educational institutions. The capability building program aims to gain better school performance and effective school management in similar type institutions.

Conclusion

The study provides evidences that a capability building program for these educational institutions is absolutely necessary for middle level administrators to fully and successfully function, and not just cope or thrive, in their roles.

- 1. The middle level administrators exhibited strong conceptual, human and technical skills. Management skills have been acquired and practiced by middle-level administrators on-the-job despite the lack of training, coaching and even education. This illustrates how experience appears to be the best teacher. However, it cannot be denied that the leadership and management success of these middle-level administrators would be easily attainable if they had been prepared before they assume their roles.*
- 2. Challenges and difficulties and their impact will be minimal, and perhaps could even be avoided. Also, having too many roles and too much responsibilities have posed even bigger challenges especially on their productivity, efficiency and effectiveness. These challenges however allowed middle-level administrators to acquire and apply new skills. Most of them have become resourceful in order to sustain themselves at work and in the role given to them.*

3. *The capability-building program should be an experience to acquire leadership and management skills needed in the school setting. The focus of the program should include professional and functional development skills, time management skills, communication and interpersonal skills, personality development skills, and decision-making skills needed for school improvement.*

Recommendations

The study has provided insights on the management skills of the Middle-level Administrators that will help build, enhance, and develop their abilities to engage and influence others in leading the school. The study has also identified challenges and themes for attention in relation to intervention, research and further evaluation. The following recommendations are based on the study findings:

1. Succession Planning, a common practice in business corporations, may be beneficial to an educational institution. This will ensure that middle administrators and other employees are hired and professionally developed to fill in leadership roles. Unlike attending seminars and trainings as needed or when the opportunity presents itself, a program of succession provides teachers and staff members with the experience and education needed for progression in a systematized manner, and it prepares the institution for possible contingencies.
2. An objective periodic evaluation/appraisal of middle administrators based on a set of quality standards will provide them with information on their performance- in doing their roles and

responsibilities, and behavior/conduct, including the attainment of expectations and goals to ensure the sustainability and productivity.

3. Top Management should study the workload of employees. This will provide administrators an idea of the efficiency of teachers, especially middle administrators, and if they have ample time to accomplish tasks required in the role/s assigned to them. Workload management will further determine whether skills in time management, multitasking, prioritizing and the like, or under/overloading influence on the job performance and the quality of output of the employee.
4. Workplace communication levels should also be identified in each setting. Workshops/ training modules may be provided to improve the way middle administrators and teachers communicate. This will allow teams/departments/offices to be productive and operate effectively.
5. Intensive training that covers management; technical, conceptual and human skills should be designed and implemented for teachers taking administrative roles. Faithfully implemented mentoring and coaching program is also recommended.
6. School principals and administrators may implement the capability-building program designed for the Middle-level Administrators and future leaders of any educational institution to help them build and enhance the management skills of their leaders.
7. Training program for management skills, especially mentoring and coaching, can be provided for the Top Management and School Principals.

8. The program can be a good instrument in developing management skills for future leaders of the Institutions.
9. It is recommended that graduate teacher education programs highlight courses in leadership and management focusing on human, technical and conceptual skills for effective engagement in institutions.
10. This study can be replicated and conducted to a larger population group and include other educational sectarian and non-sectarian institutions.

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APPENDICES

APPENDIX A

Instruments/Survey tools for Capability-Building Program for Middle –Level Administrators in Educational Sectarian Institutions

Name: (optional) _____

School: _____

Part I: Direction. Encircle the answer that best corresponds to you.

AGE	20-29 years old	30-39 years old	40-49 years old	50-59 years old	60 years old-above
Years in Service	0-5 years	6-10 years	11-15 years	16-20 years	21 years - above
Highest Educational Attainment	Bachelor's	Master's (units)	Master's (graduated)	Doctorate (units)	Doctorate (graduated)

Below are the lists of the Skills that the Middle Administrators should possess.

DIRECTION: For each item, please check (/) (the number /scale (from 1-4) that corresponds to your assessment of yourself as Middle-level Administrator of a Sectarian Institutions. Your response will be treated with strict confidentiality.

Scale: (1 – very weak, 2- weak, 3-strong, 4 – very strong)

SET 1	1	2	3	4
1. Integrates the vision/mission in the field of work.				
2. Develops and monitor a comprehensive plan in organizational systems on the mission of the school.				
3. Relates programs to desired outcomes with flexible changes to fit with evolving needs.				
4. Organizes and conducts staff development.				
5. Ensures that all personnel understand their roles in the organization.				
6. Monitors the implementation of instructional practices.				
7. Makes performance reports and submit on time.				
8. Exhibits tactical adaptability: giving priority to significant issues.				
9. Uses educational technologies for better instruction.				
10. Develops equivalent measures of competence in leadership and management.				
11. Forms committees in various departments for better collaboration of work.				
12. Delegates responsibilities and loads of teaching.				
13. Re-evaluates the academic and extra-curricular program for				

improvement.				
14. Uses coaching techniques to help members achieve their goals.				
15. Leaders use democratic procedures to collaborate.				
16. Monitors open channels of communication and communicates with the external school community.				
17. Spends more time in planning using communicative processes with productive outputs.				
18. Decisions are to assure quality outputs in all departments.				
19. Timely decisions based on the best available information.				
20. Ensures that there is equitable access to the decision-making process.				
21. Reaches logical conclusions and makes high quality decisions.				
22. Plans, schedules one's own and other's works so that resources are managed properly to meet priorities.				
23. Establishes procedures to regulate activities and monitoring projects to meet deadlines.				
SET 2	1	2	3	4
1. Facilitates the good morale in the school.				
2. Seeks to form good Christians and honest citizens.				
3. Puts importance in educating the young to be life-long learners and to pursue excellence.				
4. Prepares the young to put their Christian faith and Salesian values to their daily life especially at the service of others.				
5. Firm but gentle in matters of discipline.				
6. Monitors staff's moral values by professional relationship.				
7. Relates to people of verifying backgrounds.				
8. Anticipates changes and/or updates the community by collaborative professional meeting.				
9. Sets, communicates and monitors high expectations for faculty and staff.				
10. Facilitates open communication between teachers and stakeholders for organizational development.				
11. Accommodates feedback from teachers and parents.				
12. Consults or informs people concerned before implementing a plan or policy.				
13. Observes feedback from clients and each department.				
14. Is considerate of others and employs effective problem-solving, conflict resolution strategies.				
15. Perceives the needs and concerns of others.				
16. Utilizes subordinates effectively, following up on status of delegated activities.				
17. Spends more time by allocating and delegating tasks in operational management.				

SET 3	1	2	3	4
1. Provides an atmosphere filled with “family spirit”, (acceptance, trust, joy, optimism and gratitude).				
2. Openness and good will to imbibe the Salesian Preventive System of Education in particular Salesian assistance, capacity to build relationship and accompaniment.				
3. Participates in Community evangelization outreach program of the school.				
4. Give feedbacks to teachers, staff and students with tact especially in stressful situations or in conflict.				
5. Provides meaningful feedback to teachers for professional improvement.				
6. Enjoys working together for better results.				
7. Encourages the involvement in extracurricular activities by direct immersion and collaboration with other professions.				
8. Follows up communication letters to improve effective delivery of services to the community.				
9. Uses productive communication based on human encounter and understanding.				
10. Establishes networks for communication within and outside the school.				
11. Actively involves others in the decision-making process and consider their expertise.				
12. Facilitates shared decision-making.				
13. Works through problems and finds a resolution.				
14. Agrees on matters like issues and problems using contingency measures.				
15. Exercises decision-making guided by the Salesian principles.				
16. Coordinates resource of various partners to help the school achieve its mission in the soonest time possible.				
17. Assigns tasks, projects and responsibilities together with clear authority to accomplish them in a timed and acceptable manner.				
18. Participates in the assigned tasks given.				
19. Collaborates with service providers and other decision-makers to improve the service.				
20. Observes and welcomes pop-in visits for better results.				
Other Comments/Suggestions:				
<i>As a Middle- Level Administrator in your school write 3 professional development topics you would like to have in your school this school year.</i>				
1.				
2.				
3.				

APPENDIX B

CONSENT TO PARTICIPATE IN THE STUDY

The undersigned is currently conducting a research study entitled: A Capability-Building Program for Middle Administrators in an Educational Sector Institutions in partial fulfilment of the requirements for the Degree of Master of Arts major in Educational Administration at the Philippine Normal University, Taft Manila.

The purpose of this research is to identify the leadership skills, traits and behaviours of the Middle Administrators their needs and level of competencies when it comes to managing the school. Consequently, capability-building program will be crafted and be developed as proposal based on the findings of the study. If you agree to participate in this study you will be asked to complete a questionnaire. It would take approximately 10-15 minutes to complete the questionnaire.

Your participation in this research is entirely voluntary. You may refuse to take part in the research or withdraw anytime without penalty.

The information gathered from this study will be strictly confidential and your privacy will be cautiously protected. Your name will not be used. Should the result of this research be published or presented in any form, no personal identification will be disclosed. The results will not be showed to anyone who is not involved in this research. I will make sure that it will be secured in safe place and after 5 years it will be disposed.

I have read and understood the above research study and have had an opportunity to ask questions that have been answered my satisfaction. I voluntarily agree to participate in the study as described.

Participant's signature over printed name

Date

Thank you so much!

Sincerely,

Sr. Maria Rizma M. Barzo, FMA
Researcher

APPENDIX C

LETTER OF PERMISSION TO CONDUCT THE STUDY

MARY HELP OF CHRISTIANS SCHOOL INC.
Mabiga, Mabalacat Pampanga

October 11, 2018

SR. ERNIELYN DEYPALAN, FMA
Principal
Mary Help of Christians School
Mabalacat Pampanga

cc: SR. IRENE MANGABAT, FMA
School Directress

Dear Sr. Ernielyn, FMA,

Viva Gesu' e Maria!

I am presently working on my thesis entitled "*A Capability-Building Program for Middle-Level Administrators in Educational Sectarian Institutions*" in partial fulfilment of the requirements for the degree of Master of Arts in Education with specialization in Educational Management.

In connection with this, I would like to request from your good office the permission to administer my questionnaire to the Middle Administrators in your school both lay and Sisters which includes the Academic Coordinators, Subject Area Coordinators, Discipline Coordinator, Team Leaders, Co-Curricular Coordinator, Student Services Coordinator.

Rest assured that the data and information gathered from this study will be strictly confidential and the privacy of your Middle Administrators will be cautiously protected. I would be very glad, however, to share the interpreted result of my study to your school. It is hoped that this study may contribute humble but valuable insights to help the Middle Administrators in the school when it comes to managing the school in a Salesian style.

I will administer the questionnaire myself at a date, time and place most convenient to you and to your personnel. I will contact your office to know your availability or you may send me a message on this number: 0918-3927648.

I am looking forward that this request will merit your approval and assistance.

Thank you very much and God bless!

Sincerely,

Noted:

Sr. Maria Rizma M. Barzo, FMA
Researcher

Dr. Inero V. Ancho
Adviser

APPENDIX D

LETTER TO THE PANEL OF CONTENT VALIDATORS

Faculty
College of Graduate Studies and Teacher Education Research
Philippine Normal University - Manila

Dear _____,

Greetings of peace and joy!

The undersigned is currently writing a research study on A Capability - Building Program for Middle-Level Administrators in an Educational Sectorian Institutions. This study aims to enhance the management skills of the middle administrators who are leaders in their own areas and to develop the ability to engage and influence others in leading the Institution. Thus, policy inputs will be crafted based on the findings of the study. With your expertise, may I request from you to validate the instrument I adapted from the research study of Mr. Andrew Tan (2012) about the Management Skills of Administrators in Christians Schools: Basis for a Proposed Capability-Building program. The set of questionnaires includes the school's vision-mission goals and spirituality and the 7 skills in management namely: the technical, interpersonal, diagnostic, conceptual, communication, decision –making, time management and for examination.

I am looking forward that my request would merit your favourable response.

Thank you and God bless.

Sincerely,

Noted:

Sr. Maria Rizma M. Barzo, FMA
Researcher

Dr. Inero V. Ancho
Adviser

APPENDIX E

Letter to Mr. Andrew Tan (Adaptation of his MA Thesis Instruments)



Mary Help of Christians College- Salesian Sisters Inc.
Canlubang, Calamba City Laguna

September 3, 2018

Dear Sir Andrew,

Greetings of peace!

I am Sr. Maria Rizma M. Barzo, FMA, a Salesian Sister of Don Bosco, where at present I am assigned in Mary Help of Christians College, Canlubang, Calamba Laguna. I am taking up Master of Arts in Education with a specialization in Educational Management at the Philippine Normal University. In line with my thesis entitled: "A Capability-Building Program for Middle Administrators in an Educational Sector Institutions" I would like to ask permission from you if I can use the tools and instruments of your thesis for my recipients with our middle administrators. This would be of great help to finish my thesis and for the improvement of our Middle Administrators in leading our schools.

Thank you very much. Hoping for a positive response from you.

God bless you!

In Jesus and Mary,

Sr. Maria Rizma M. Barzo, FMA
Researcher

E-mail address: marizfma@gmail.com
CP # 09183927648

APPENDIX F

Mr. Andrew Tan's Response to the Researcher's Letter

September 4, 2018

Glad tidings with joy po Sister Rizma!

I am happy to be of assistance for your research/thesis using the instrument and I would like to request a copy of your book for my further studies (Ph.D.).

Thank you and Emmanuel!

In Christ,

Andrew E. Tan

APPENDIX G

Table 5: Responses to the interview of the challenges/problems faced by the Middle – level Administrators from Educational Sectarian Institutions and how their roles contribute to applying new skills.

		CHALLENGES/THEMES
1.	Q: What are the problems/ challenges you encountered in your role/position as Middle level Administrator of the school? - As a first year in the Middle –level Administrator, the first problem I encountered this year was my work schedule because there was too much (to do) and there was no transition... it (the work) was just handed down to me-- like preparing the schedule, monitoring teachers... actually I was not able to properly do supervision because I wasn't really ready. There should have been a proper transition, step by step. That is, I should've been a subject area coordinator before I became an academic coordinator. I didn't have a background on the role because from subject teacher, I was immediately appointed as an academic coordinator. - Other problems I encountered usually involve subject teachers, those who do not establish routines from the start of the year. Usually new teachers are questioned by the parents especially with the routine that they do. With the help of the SAC (Subject Area Coordinator) the problem is addressed. - My role as an academic coordinator is unclear from the very start since there was no proper transition/turning over of roles and responsibilities. Q: Aside from the problems you encountered did you encounter any challenges in your role/position as Middle level Administrator in the school? - As an academic coordinator, I oversee a lot unlike when I was a subject teacher when I was just focused on just my work. So, when I became an academic coordinator, I realized that the scope of my work is on a larger scale, I had to know the ins and outs of each subject area, arrange the schedule and be well-informed of all academic affairs. As a part time graduate student, I didn't have enough time. There was too much work and there were urgent things to do at the same time, so the quality of the work is affected. All of these pose a challenge on me, making the work burdensome because I don't have enough time to do it. However, I can say that I am now able to function in my role. I just really need time to do it well. The quality of the things I do now	---Enhancing Time Management Skills-- (Coping with multitask roles) -Developing Professionalism-- (Becoming more professional in the task /role given) - Enhancing Time Management Skills-- (Planning for and Foreseeing other tasks to make quality output)

	are on the average. Having no time is really a problem.	
	What helped you counteract these challenges that you discovered? How did they help you in your role as an academic coordinator? A: As regards my problem with the subject teachers, I couldn't do it on my own so I asked the help of the guidance counsellor and the subject area coordinators to help me relate with/handle the different attitudes and behaviors of the teachers. Since they have gone through something similar, they know how to deal with them. I also ask for assistance from the subject area coordinator. Q: Are you able to ask for help from the principal? A: Yes, Sister, I am able to ask the principal, even the team leaders and other coordinators. So far, the school year is coming to an end and I have progressed. A: Yes, Sister, I tell the principal. In the meantime, I read about the scope of my role. I research and I was also given some literature about my role, about supervision, however, I have so much work to do that I don't have time to read. I really wish I could've gone up the ladder gradually so I wouldn't have been taken aback. Q: So, do you mean to say that you have no idea or experience as an Academic Coordinator, and for this year, you have not been coached on how to do classroom observations/ supervision, or making the schedule? Aren't you the one checking test questions? A: I have no experience. Before test questions reach me, they have been checked and screened by subject area coordinators, so what I do is just to double check. I mostly correct grammatical errors. I also correct content, but I would have to research on the topics. Then I learned how to check from test previews. In a way, it helped me to see how the tests were being corrected. Q: What about communication, decision-making, relationship with the teachers, etc.? A: So far, I can say that there is no problem. I am straight with them. What I don't know, I refer to the subject area coordinators and team leaders. I am able to speak with the teachers. I have the venue to remind them and speak to them during faculty meetings. Q: So, as I see it your problem really is time management. What did you do to help yourself?	Building Interpersonal Skills <i>(Professional help on how to adopt to individual differences)</i> -Professional Development- <i>(Being resourceful – personal research to understand one's role)</i> --Professional Development- <i>(Being resourceful – personal research to understand one's role)</i> Building Interpersonal Skills

	A: What I do now is to prepare a list of things to accomplish for the day and prioritize those urgent matters that really need to be addressed. I do things one at a time, and sometimes I ask for help.	Enhancing Time Management Skills (priority setting)
2.	Q: What are the problems/challenges you encountered in your role/position as Middle level Administrator in the school and how does your role contribute to applying new skills? A: Being new to the role, I was shocked, and that was my problem in the beginning. But things became easier because I ask my colleagues, especially the former co-curricular adviser/coordinator, about my work. What the position entails wasn't hard for me because I like what I do, and I am passionate about organizing events. I get to develop that in this role, this may be why I didn't find it difficult. The problem lies in the submission of documents from the OICs of the committees. They don't comply to the deadlines that I set. I think this is my main problem. I am hands-on during events, and I have a team to help me so I am able to do it well. It helps that I am passionate about what I do. As far as conflict goes, it's just the documents. Q: What about in terms of relationship and communicating things among the teachers? A: I have no problems in relating and communicating with them. All is well. In terms of communication, I may sometimes forget to send announcements or I fail to act quickly on certain matters, but as a whole I perform rather well based on the feedback of the principal and other teachers. Q: So, what do you do in order to properly facilitate and communicate the plans, Sir? A: I made a list of the things I need to do, as well as the things I need to say, especially the most urgent ones, so I won't forget what I need to communicate with them. Q: How about in terms of decision making? Do you make decisions on your own? A: I am unable to decide on my own. I refer to my team. In a sense, it is like having references or sources to ensure that the paper I make of good quality. Q: If, for example, you do not have a team. What will you do so you can help yourself in your role, in terms of decision-making?	- Empowering and delegating tasks - Making proper documentations - Establishing good and clear communications - Feedbacking Enhancing Time Management Skills Building Confidence in decision-making-

	A: I pray before planning or discussing matters with my team. I also ask the previous coordinator if I am doing the right thing or not. Then when I present to the principal, I openly accept suggestions and comments about the plan. I think, in all things, being open is important.	Valuing prayer in life and at work
3.	Q: What are the problems/challenges and learnings you encountered in your role as a middle level administrator? A: First is being assigned additional teaching load from teachers who resign. This requires additional preparation for the classes gained. Second is my adjustment to my role as a team leader, as there are changes to the work load. Third, plans for certain targets will be set aside because of changes in the load. For example, plans to revise the homeroom guidance program are put on hold because my work load has changed. Another thing is the adjustment to the new principal. It is not a major concern, however, there is a need to adjust to the new way of leadership and management. Although there are standards in place, this remains a concern. - Since there are year 1-3 teachers among us, we have to go through Salesianity formation. Everything is repeatedly explained, for example, the preventive system, as it is the school system. It takes time to acquire, and the teachers come from different backgrounds so perhaps it is something that the admin aims to address. Q: What poses as a challenge to you as a middle level administrator? A: Maybe, the retention of teachers. Only a few tenured teachers are left, because many opt to teach in the public schools. After training them for 2-3 years, they'd leave. We don't get hurt. It's a given. This is really a difficulty and a concern. Q: What did you do to help alleviate problems and challenges in your role as a middle-level administrator? A: Professional readings, especially on leadership, and trainings where they sent us. Taking MA was a big help because it broadened my understanding of administration. Respect for people, time... I am thankful for it because I learned a lot.	Establishing Functional Skills (<i>assigning loads and arranging schedules</i>) - Professional Development- (<i>deepening of the Spirituality of the Institution</i>) - Building Interpersonal Skills- (<i>techniques on how to keep teachers in the Institution</i>) - Gaining professional development-
	- Learn how to relate with them as I am in the position especially in my department. I have become more confident during department meetings hence I am able to explain what I have to do or say.	- Building Interpersonal Skills- (<i>relating to those older than you; building self-confidence</i>)
	- The first I did was to pray. I will not able to surpass these challenges if I didn't pray.	- Valuing prayer at work
	- Second is self-determination or having the courage to	- Developing Personality

	overcome those challenges. - I sought advice from people who can help me.	<i>(having in determination)</i>
	- Fourth, I read books, journal that may help me face challenges such as sense of professionalism, issues on school discipline inside the classroom, building camaraderie/rapport in the workplace, professional etiquette, etc. So far, these that I have mentioned helped me overcome challenges.	- Gaining Professional Development- <i>(being resourceful to help one's role: reading, journaling, keeping professional etiquette)</i>
	- And fifth, which I think is important, is openness to admit my limitations and to face these challenges that now confront me. Maybe this will help a person face challenges.	- Growing in Personality Development- <i>(self-acceptance and deeper knowledge of self)</i>
4.	Q: What are the problems/challenges and learnings you encountered in your role as a middle-level administrator? A: As for me, I didn't see teacher relationship as much as a problem but a challenge. Since new teachers are hired every year, it is a challenge to get to know them, how to handle their weaknesses. It poses a challenge but I have to do it else the department will be affected. My teaching load is a problem. I am an adviser, and a subject teacher coordinator so I struggle to find time, especially when there are meetings. This is also why I have a lot of back logs on my work. I am unable to finish lesson plans or check logbooks because the time to do it is also the time when we are called for meetings. There are meetings every day. This personally affects me. Secondly, I don't know how to update the work progress of teachers because of the transition, different sets of teachers come. If they were the same, I would be able to easily identify the next topic. Q: What helped you in your role? A: As regards training, I am very happy that when we were appointed, the admin sent us to Ateneo to study supervision, and even writing test questions. This is helped me in my role and I gained additional in-depth learning. - Also, I read reading materials related to my role. - And in terms of relating with my co-teachers, I reach-out to them and able to talk to them as well. - Another thing is I discovered the skill of relating with the teachers on a personal level. I am not really sociable.	Enhancing Time Management Skills <i>(coping with other responsibilities: multitasking)</i> -Gaining Professional Development- <i>(being resourceful)</i>

5.	Q: What are the problems/challenges and learnings you encountered in your role as Middle- level Administrator? A: First the problems I encountered: I received only a few documents, and there was no turnover of responsibilities. I had a little background but I wallowed in my role. I eventually found out what is needed/lacking, what is done, what more I can add and what I can't do hurriedly, etc. - (I have difficulty finding) a common time with the students and new teachers for their formation on the Liturgy. Next is finding the time to prepare with double coordinatorship and teaching three subjects at three different levels... preparing and studying for the lessons are new to me. Q: What have you learned that is helpful in your role? - I learned how to multitask, for example.... there is a need for a substitute or a need for me to be with the children, and listen to the children and be there during assistance. Words may not matter as much as listening to them would. - Second, I make a list of work and priorities according to urgency. This gives me presence of mind.	Enhancing Time Management Skills <i>(coping with other responsibilities: multitasking)</i>
6.	Q: As middle-level administrator what are the problems or challenges that you've encountered? A: Not following the chain of command. For example with money, sometimes, we skip one stage or level to gain approval. Proper endorsement is not practised. At times, we go straight to get the approval without properly notifying the head. Not following proper communication...	Establishing Communication Skills
	Q: What do you do to help you with this problem? A: I remind the people concerned, but sometimes, when the matter is urgent, I go directly for approval. They also lack foresight on this matter. Q: What else do you need to help you in your role? A: Training and development relating to our field in the accounting office. This is difficult to find. Finding the time is difficult because we cannot all be attending a seminar. There should be someone to man the areas but since there are a lot, the work will be difficult for just one person. Sometimes we learn about a seminar that occurs on a weekday, but since the ratio of task and staff is one to one, one cashier, one in charge of disbursement. If one of us is not in the office, we take multiple roles, doing multiple tasks.	Foreseeing things Gaining Professional Development- <i>(being resourceful to help one's role: reading, journaling)</i>

	Q: As middle level administrator, what other skills have you discovered helped you in your role? A: I learned how to communicate with others especially to my parents. At work, I learned that as a mid-level (admin) you handle everything. Q: What is the Training Program/s that helped you the most in your role? A: BIR Seminars updates and keeps me posted on mandatory government requirements that concern my work. As for skills needed—continuous training related to my work that are not set on weekdays... a seminar that is school-based for updates... Proper communication, the art of communication... for example interventions that will help calm very angry parents (clients)	Establishing Communication Skills -Gaining Professional Development-
7.	Q: As middle-level administrator what are the problems or challenges that you've encountered? A: First problem I encountered is supervision. Supervision is difficult. I can't implement a supervision schedule especially because of teacher turnover. As a team leader, I encounter the same things on supervision during homeroom and outside the classroom for both teachers and students. The same thing in disciplining teachers and students... repeatedly reminding them... since there is always a new (teacher/student), you have to constantly train them. At the same time, you need to study what you need to teach to the students. Because many are new, there should repetition so there is no mastery of one's work on the part of the teacher. Q: As a middle level administrator, what have you learned that helped you overcome these challenges? Skills that helped you in your role? A: I learned how to manage people. Persuade them and correct them. You have to be there for them. This develops the relationship. Know how to mingle, but be preventive in dealing with them. Another is to attend seminars and trainings given to us especially on supervision, how to discipline and formations given to us: Salesianity, retreats etc.	Enhancing Time Management Skills and Gaining Professional Development (doing supervision) Growing in Interpersonal Relationship Skills -Gaining Professional Development-
8.	Q: As middle-level administrator what are the problems or challenges that you've encountered? A: Being assigned multiple (3) coordinatorship, I sometimes find it difficult to do my work. I believe that I am capability to	Enhancing Time Management (coping with multitasked roles)

	their level. This poses a challenge (creates conflict) when correcting them. They hardly understand corrections and they are sensitive to criticisms even when said in a gentle manner. Training on how to approach these young professionals of this generation would help. Comparing them to people in our generation who make corrections as soon as they are given, they will wait for them to pile up. Because if corrections are done frequently, and if more and more corrections are made, they'd think of us differently. Q: As Middle-level Administrator, what will significantly help your co-teachers? A: Presence is important. In short, walk the talk. It is important that you make a follow-up of their work, if not, they will lag. They may think that since no one is making a follow-up, it is ok to delay. They are like children. For example: the team leader rings the bell for assistance. If the team leader does not ring the bell, these teachers will not go down for assistance. Many are also not serious about deadlines. Although some may take deadlines seriously and remind others about it. I need to pay attention to them. As someone who was trained to doing the work a certain way, I need to pass on what I learned so they, too will become professionals. We need to go to their level to discipline them since they are young and new. However, I also think that they are no longer kids, rather professional teachers, so they need to embrace it, to be disciplined and to adjust to the system. Each one should be flexible and should have common sense.	Leading and Motivating Leading and Motivating
9.	Q: As a middle-level administrator what are the problems or challenges that you've encountered? A: Pretty much the same, as in supervision, I also have a regular load like other teachers. Doing supervision is difficult for me, there are also documents to check, other tasks to do, which includes research, and at the same time having the load of a regular teacher. Sometimes, I am unable to focus when work pile up. Conflict in schedule does not allow me to make a follow up. There are programs like mentoring but there is work elsewhere. Content mastery is also a problem with new teachers, who bring their college training at work, so they are not open to the standards of our curriculum or the presentation of the lesson plan. I have to bridge this. Sometimes, I am unable to train them, despite supposedly meeting them regularly on Tuesdays because another meeting will come up. Training of new teachers should be continuous and religiously done, but I am unable to do it. So, their lapses in the	Developing Functional Skills on Supervision, Mentoring and Coaching

	classroom are also my fault. Who could blame or rely on them when they lack training on quality of the content? In addition, content is upgraded. We should undergo the 21st Century Skills training, for example, to be able to pass it to them. Another thing is they lack a sense of propriety especially when they communicate. They also lack skills in making proper intervention with the students/pupils. They have this feeling that correcting students in effect will give them a bad image /reputation, so they have to protect themselves to remain in good standing with the children.	Enhancing Communication Skills
10.	Q: As middle-level administrator what are the problems or challenges that you've encountered? A: The challenges that I encountered are: first how to deal with co-educators for their differences like age, attitudes, behaviours, seniority, individual character that's the first one and the second one is multi-tasking for my role. As administrative coordinator under me is student services, operation of the schools, school schedule, activities and of course sometimes I accommodate the concern of the students, parents, but with this they don't give me any teaching load actually that's my 3rd year experience that I have no teaching load at the moment. If not, how will I be able to manage if I have to prepare lessons for the class, check grades, so there, that is how the admin address my multitasking to deload me in teaching. Another challenge is how to approach individual differences among teachers, their different characters and personalities. What I did is constant communication and collaboration with other leaders/heads. As middle-level administrator I worked hand in hand with the principal. To avoid conflict most especially when there will be activities and changes in the schedule so constant communication with other school leaders/heads – middle ad coordinators is done. Then to address the concern of the students of course first I listen to them and then do the process to know the history, talk to the teacher and to other concerned people so that the problem will be addressed. Actually, handling this big role and many tasks, my further studies helped me because what I learned I was able to apply the principles in my work.	Gaining Professional Development Skills Establishing Interpersonal Skills Enhancing Communication Skills Gaining Professional Development

	Then second is continuous updating of seminars regarding leadership in particular transformational leadership. We have now 21st century learners, we have millennial teachers/educators and how to meet them. Next is mentoring given by the principal. I learned from her through coaching, giving feedback how to critique the paper, the lesson plans, the test papers... the mentoring was actually a big help. So, about the 5 interventions and address my concerns on how to be an effective, efficient, school leader. Updating through masters, continuous seminars, mentoring then constant communication, and collaboration with other school leaders and embracing the responsibility, the role. I cannot affirm that it is learning by doing if I did not embrace the responsibility. Q: So, what did you do to address these challenges? A: I trusted every teacher and I delegate tasks that they can do and guide them from the sidelines. So, for example, with co-curricular, I make follow-ups especially when there is an activity so I know how to avoid conflicts in the schedule. I immediately advise those concerned, especially team leaders and discipline coordinator.	Developing Functional Skills: Coaching, Feedbacking, Mentoring Building Interpersonal Skills: Trusting, Empowering
	Q: How do you practice and experience decision making here in the school? A: In decision making actually the final decision should be from the admin, from the principal. So, I always consulted our principal. So, when there's a problem so I try to look for a possible solution and the solutions in accordance with the school's vision-mission and what is the policy based in the vision-mission of the school. Then after that talk to the principal lay down all the cards and then ask the final decisions from the principal. As I said even in the schedule, class schedule or anything it's not my personal decision alone and actually to give option or solutions I always consulted the discipline Coordinator and I believe the discipline coordinator also consulted her team. That's what I practice when I make decisions. Even in the parents' concerns and problems, actually I listen to the parents and told them that I will talk to the teachers then to the students. Then I will see all aspects, and then consult it with the principal. When she arrives at a decision, I give feedback. Actually, it always ends with feedback so they will know the decision and the rationale of the decision.	Practicing Good Decision-Making Skills

	Q: In terms of communication, can you communicate straightforward to the teachers, can you communicate things to the faculty or even to the students? Do you find this aspect difficult? Is everything on paper? A: There are 2 kinds of communication in this Institution. If the communication is urgent for that week then we write the communication immediately on the white board in the faculty rooms; but if communications will take a month to happen so that's formal communication already it is on paper and it will be posted on the bulletin board or whiteboard as well. Then if communication is Academic-related they go straight to the subject area coordinators and then if it affects discipline, like class schedule of the students, the discipline coordinator relays it to the team leaders, team leaders to the class advisers. That's how we do it. We respect each other's concern. Q: Personally, did you find your co teachers difficult? Do they respect you? Do they listen to you? A: So far, in my experience in school, YES. I am younger than my teachers. My age doesn't matter in the role; they respect the role. The role is not a promotion, but given by virtue of obedience every year. Even if someone younger gives the command, or instruction, they listen and respect decisions. Sometimes, we ask. I am open for dialogue. Actually, if they have problems for example if they have conflict in their class schedule, I ask them to talk things out with them for clarity and to solve problems. There may be conflict sometimes when I don't have time to talk to them personally so they leave a note on my table and during the end day I will provide them with a solution. It is important for all people here to be open for dialogue. Being open for dialogue helps and it is really a big factor.	Enhancing Communication Skills <i>(listening and openness for dialogue)</i> Enhancing Communication Skills <i>(listening, building respect and openness for dialogue)</i>
	Q: Regarding time management, how are you able to multitask and manage? You don't seem to be struggling as much. A: Setting of priorities... first cater to urgent matters. Plan, calendar and schedule... for example in the AP department, I will tell the teachers that submission of assessments will only be on Mondays, Tuesdays, and Thursdays then call for submission for riso on Fridays. So at least on Wednesday, there's nothing left for me to check so I can do office work. I always set priorities.	---Enhancing Time Management Skills-- <i>(Coping with multitasked roles, observing punctuality and setting priorities)</i>

	- As for time management, I should be aware of priority work every day. Time management and being punctual are very important because it causes delay of everything. It helps to understand individual differences as well especially towards year 1-3 teachers, because they are millennials. I think being a millennial myself, helps me understand them. The seminars I attend on how to understand millennial teachers and students also help. - I am challenged as relational leader... for stakeholders will not to be afraid to approach me. I respect them and sometimes, even if you're angry, you have to remain calm and not bossy. There's also the respect I give to their roles. I allow their heads to correct their companions delegating them to communicate things among their companions. Q: What other skills are needed to help you in your role? What sort of formation do you need in your role? A: Every year, attending leadership seminars is a must. Leadership has several aspects: policies for students and teachers, rights by rule of law, for example data privacy act organized by CEAP... we need these as a leader. We need this as basis, from the government... we cannot just follow our instincts. I need to gain more knowledge on this matter. - Second as a leader, is to benchmark from other private institutions (existing for more than 50 years). Here we can take a broader sense of their settings. It may be better to visit the schools for realistic and learning but not adopting what they have but to at least open our mind and eyes to what they are saying. - And the opportunities of the other middle admin to visit our own schools to see what they have as well. Looking at the different strategies how will this be adopted in our school based on our vision-mission. - Another is the continuous formation especially on Salesianity. Imprinting to us the Salesian way of educating the young.	Gaining Professional Development- <i>(being resourceful to help one's role: reading, attending seminars, benchmarking, enriching oneself to the spirituality of the Institutions)</i>
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PPENDIX H
Summary of the answers of the Validators

Assessment tools on Management Skills for a Capability-Building Program for Middle-Level Administrators in Educational Sectarian Institutions

Name: (optional) _____	ACCEPT ****	REJECT	REVISE	REMARKS
School: _____	****			

Part I: Direction. Encircle the answer that best corresponds to you.

AGE	20-29 years old	30-39 years old	40-49 years old	50-59 years old	60 years old-above	ACCEPT ****	REJECT	REVISED	Remarks
Years in Service	0-5 years	6-10 years	11-15 years	16-20 years	21 years - above	****			
Highest Educational Attainment	Bachelor's	Master's (units)	Master's (graduate d)	Doctoral (units)	Doctoral (graduated)	***		*	Remove 'after s -Doctorate

Below are the lists of the Middle Administrator' Skills should possess.

Part II. DIRECTION: For each item, please check the number /scale (from 1-4) that corresponds to your assessment of yourself as middle administrators of Mary Help of Christians School. Your response will be treated with strict confidentiality.

Scale: (1 – very weak, 2- weak, 3-strong, 4 – very strong)	ACCEPT ****	REJECT	REVISE	REMARKS
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As Validator pls. place an asterisk (*) that corresponds to your assessment. Thank you!

	SET 1	ACCEPT	REJECT	REVISE	REMARKS
1.	Integrates the vision/mission in the field of work.	****			<i>As anchored to the vision mission</i>
2.	Develops and monitor a comprehensive plan in organizational systems on the mission of the school.	****		*	<i>- so many items to be measured: plan, monitoring, assessment</i>
3.	Relates programs to desired outcomes with flexible changes to fit with evolving needs.	****			
4.	Organizes and conducts staff development.	****			
5.	Ensures that all personnel understood their roles in the organization.	****		*	<i>Use present tense-understand</i>
6.	Monitors the implementation of instructional	****			

	practices.				
7	Makes performance reports and submit on time.	**			
8	Exhibits tactical adaptability: giving priority to significant issues.	****			
9	Uses educational technologies for better instruction.	****			
10	Develops equivalent measures of competence in leadership and management.	****			
11	Forms groups of committees in various departments for better collaboration of work.	***		*	<i>delete groups of</i>
12	Delegates responsibilities and loads of teaching.	****			
13	Re-evaluates the academic and extra-curricular program for improvement.	****			
14	Uses coaching techniques to help members achieve their goals.	****			
15	Leaders use democratic procedures to collaborate.	****			
16	Monitors open channels of communication and communicates with the external school community.	****			
17	Spends more time in planning using communicative processes with productive outputs.	****			
18	Assures quality outputs in all departments.	*		**	<i>Improve Decisions are to assure quality outputs....</i>
19	Timely decisions based on the best available information.	****			
20	Ensures that there is equitable access to the decision-making process.	****			
21	Reaches logical conclusions and making high quality.	*		***	<i>Not clear statement Reaches logical conclusions and makes high quality decisions.</i>
22	Plans, schedules one's own and other's works so that resources are managed properly to meet priorities.	****			

23	Schedules flows of activities, establishing procedures to regulate activities and monitoring projects to meet deadlines.	***		*	<i>so many items</i>
	SET 2	ACCEPT	REJECT	REVISE	REMARKS
1	Facilitates the good morale in the school.	***		*	<i>Exudes</i>
2	Seeks to form good Christians and honest citizens.	****			
3	Puts importance in educating the young to be life-long learners and to pursue excellence.	****			
4	Prepares the young to put their Christian faith and Salesian values to their daily life especially at the service of others.	****			
5	Firm but gentle in matters of discipline.	****			
6	Monitors staff's moral values by professional relationship.	***		*	<i>Improve statement</i>
7	Relates to people of verifying backgrounds.	***		*	<i>which is which to or in?</i>
8	Anticipates changes and updating the community by collaboration professional meeting.	*		***	<i>...by collaborative professional meeting. simplify statement -Anticipates changes and updates the community by....</i>
9	Sets, communicates and monitors high expectations for faculty and staff.	****			
10	Facilitates open communication between teachers and stakeholders for organizational development.	****			
11	Accommodates feedback from teachers and parents.	****			
12	Applies contingency measures and crisis in management in proper variable plans.	**		**	<i>Improve statement for clarity or better use: "Consults or informs people concerned before implementing a</i>

					<i>plan or policy.”</i>
13	Observes feedback from clients and each department.	****			
14	Being considerate of others and employ effective problem- solving, conflict resolution strategies.	***		*	<i>Is considerate of others and employs....</i>
15	Perceives the needs and concerns of others.	****			
16	Utilizes subordinates effectively, following up of delegated activities.	***		*	<i>...following up on status of delegated activities</i>
17	Spends more time by allocating and delegating tasks in operational management.	****			
SET 3		ACCEPT	REJECT	REVISE	REMARKS
1.	Provides an atmosphere filled with “family spirit” that is acceptance, trust, joy, optimism and gratitude.	****		*	<i>Improve so many elements</i>
2	Openness and good will to imbibe the Salesian Preventive System of Education in particular Salesian assistance and relationship with others.	***		*	<i>...and capacity to build relationship and accompaniment</i>
3.	Participates in Community evangelization outreach program of the school.	****			
4	Deals tactfully with others in emotionally stressful situations or in conflict, managing conflict.	**		**	<i>“Give feedbacks” to teachers, staff. simplify</i>
5	Provides meaningful feedback to teachers for professional improvement.	****			
6	Enjoys working together for better results.	****			
7	Encourages the participative involvement in extracurricular activities by direct immersion and collaboration with other professions.	***		*	<i>Either participation or involvement</i>
8	Follow up in giving communication letters to improve effective delivery of services to the community.	**		**	<i>follow-up?</i> <i>Follow ups communication letters...</i>
9	Uses productive communication based on human encounter as understanding.	***		*	<i>simplify</i>

10	Establishes networks for communication within the outside school.	**		**	<i>Improve statement ...within and outside</i>
11	Actively involves others in the decision-making process and consider their expertise.	****			
12	Models the facilitator role in shared decision-making.	***		*	<i>Improve to "facilitate shared decision-making"</i>
13	Works through problems and finds a resolution.	****			
Part II. Direction. Please answer the question below. Write your answers briefly and legibly.		ACCEPT	REJECT	REVISE	REMARKS
	<i>As a Middle Administrator in your school write 3 professional development topics you would like to have in your school this school year?</i> 1. 2. 3.	**		**	<i>Improve: As a Middle-Level Administrator... Development topics you would like to have in your school.</i>

I hereby certify that I validated the above instrument for Middle-Level Administrators' Assessment of performance competencies.

Signature Over Printed Name

Thank you very much!

APPENDIX I

QUALITATIVE SURVEY QUESTIONNAIRES
(Open-ended questions)

The following are guide questions for the interview survey.

1. What are the problems/ challenges you encountered in your role/position as Middle level Administrator of the school and how does your role contribute to applying new skills?
2. What helped you counteract these challenges that you faced? How did they help you in your role as middle-level administrators?
3. What did you do to alleviate problems, challenges in your role as middle level?
4. As a middle level administrator, what have you learned that helped you overcome these challenges?
5. As middle level administrator, what other skills have you discovered helped you in your role?

APPENDIX J

EVALUATION FORM

CAPABILITY BUILDING SEMINAR WORKSHOP FOR MIDDLE LEVEL ADMINISTRATORS

Name of Evaluator: _____ Position: _____

School/Institution: _____ Date: _____

Instructions: Encircle the number that corresponds to your assessment of each aspect of this seminar according to the scale below:

	4 – Strongly Agree	3 – Agree	2 – Disagree	1-Strongly Disagree
1. The seminar-workshop met my expectations.	4	3	2	1
2. The objectives set by the speaker/facilitators were met.	4	3	2	1
3. The format/mode of delivery was appropriate and enjoyable.	4	3	2	1
4. The speaker/facilitator has a good understanding of content.	4	3	2	1
5. The speaker/facilitator provides practical answers to questions and clarifications.	4	3	2	1
6. The language used was comprehensible.	4	3	2	1
7. The handouts and workshop materials are helpful and relevant.	4	3	2	1
8. The length of the seminar was appropriate.	4	3	2	1
9. The schedule of activities was suitable.	4	3	2	1
10. I will recommend this seminar workshop for other middle administrators.	4	3	2	1

Comments/suggestions:

Thank you!

APPENDIX K

CAPABILITY BUILDING PROGRAM FOR MIDDLE LEVEL ADMINISTRATORS

*“Well managed, learning and development can deliver the right people
with the right skills at the right time.”*

Rationale

This capability-building program is designed as a modular in-service training geared towards the development of leadership and management potentials and abilities of middle level administrators to ensure effective school management and improve school performance.

Program Goals and Objectives

Acquire understanding, knowledge and skills for effective leadership and management of schools.

At the end of the program, Middle Level Administrators, are expected to:

1. Understand the scope and importance of the roles and responsibilities as leaders/managers in an educational setting
2. Acquire management, functional/professional, communication and decision-making skills and traits and behaviors expected from Middle Level Administrators
3. Augment acquired skills and current practices to become efficient and effective in their roles
4. Develop profound understanding of personal and professional vision and reflective thinking to accomplish goals
5. Intensify the operational systems on the management level, promoting a quality assurance process and product essential for practical applications.

Program Structure

The program comprises of a series of lectures and workshops where participants will be able to combine theory and practice. Theory learned from lectures will be applied in their authentic situations and settings. In the workshops, participants, i.e. middle level administrators, will be able to share learnings, insights, challenges and success stories. This six days of in-service training will follow a typical schedule:

8:30-9:00	Preliminaries
9:00-10:00	Lecture/Workshop
10:00-10:30	Health Break
10:30-12:00	Lecture/Workshop
12:00-1:30	Lunch
1:30-3:00	Lecture/Workshop

3:00-3:30	Health Break
3:30-4:30	Presentation of Output/ Feedback Sessions
4:30-5:00	Closing Session

Focus and Delivery Mode

The program was designed based on the challenges identified in the conducted study. The themes, related to leadership and management are used as guides for the scope of program. Modules were designed per theme in order to attain the objectives of the program.

6. Professional Development and Functional Skills
7. Time Management
8. Decision Making Skills
9. Communication and Interpersonal Skills
10. Personality Development

A variety of interactive and collaborative instructional strategies, utilizing relevant and appropriate technology will be used during the sessions.

Evidences of Learning

Participants are required to submit/present workshop output at the end of each module. Feedback sessions will be conducted at the end of the day. Feedback will be provided by the workshop facilitator/speaker, school administrators and peers.

Training Materials

Participants will be provided with handouts, workshop instructions and activity sheets. Participants will be given one day's notice if they need to bring documents and resources. Modules will be implemented by facilitators and will make necessary amendments if required.

Participant Pre-Requisites

Participants are expected to have been orientated, or at least provided with a description of their appointed role/s as a middle level administrator.

Program Matrix

Themes	Time Frame	Plan of Activities				EXPECTED OUTPUT
		Preliminaries	Session 1	Session 2	Session 3	
	Day 0	Registration Opening Ceremony	About the Program	Ice Breaker Reflection on Current Practices Group Sharing	Vision and Goal Vision Board	Vision Board
Professional/ Functional Skills	Day 1	Prayer Recap/ Insights	Leadership and Management	Ice Breaker People Management and Effective Performance Coaching	Creativity and Innovation Sticky Situations Feedbacking Session	Leadership Skills Assessment
Time Management Skills	Day 2	Prayer Recap/ Insights	Management of Time and Tasks I	Ice Breaker Management of Time and Tasks II Group Sharing	Management of Time and Tasks III Feedbacking Session	Personal Schedule
Decision Making Skills	Day 3	Prayer Recap/ Insights	Identifying the Problem and Finding the Best Solution	Group Decision Making	Decision Making Pitfalls Feedbacking Session	Role Play Presentation and Reflection
Communication and Interpersonal Skills	Day 4	Prayer Recap/ Insights	Workplace Communication I	Workplace Communication II	Workplace Communication III Role Playing Feedbacking Session	Role Play Presentation and Reflection
Personality Development	Day 5	Prayer Recap/ Insights	Personal Values and Personality at Work	Managing Emotions in the Workplace Role Playing	Action Plan Feedbacking Session Closing Ceremonies	Plan of Action

DAY 0: PRELIMINARY

- OBJECTIVES:**
- Understand the purpose of the program
 - Get to know other participants
 - Share expectations of the program
 - Share experiences as middle administrators
 - Identify a goal for participating in the program

MATERIALS: Slide Presentation, Schedule of Activities, Ball of Yarn, Metacards, Markers, Adhesive, colored paper and art materials

ACTIVITY	DESCRIPTION	TIME	DURATION (in min)
REGISTRATION Workshop Kit and ID Distribution		8:00-8:30	30
OPENING CEREMONIES Prayer Welcome Message Introduction of Facilitators and Participants		8:30-9:00	30
ABOUT THE PROGRAM Situationer Program Rationale and Objectives Setting of Expectations Workshop Rules Workshop Schedule	Facilitators provide an overview of the program and the workshop activities to guide the participants. Participants will share their expectations and will be given an opportunity to make clarifications.	9:00-9:30	30
HEALTH BREAK		9:30-10:00	30
ICE BREAKER The Spider Web	The purpose of the ice breaker activity is for participants and facilitators to get to know each other.	10:00-10:40	40

ACTIVITY	DESCRIPTION	TIME	DURATION (in min)
Challenge	Participants position themselves in a circle. They will be tasked to share their name, the name of school where they are from, the position they hold and a personal or an on the job experience that they can share. The facilitator will begin by sharing these information while holding a ball of yarn. When he/she is done, he/she will hold on to the string as he/she tosses the ball of yarn to a participant, provided a “link”. The participant does the same. When all are done, a “spider web” will be created. Insights will be elicited from the participants, helping them to discover their “connections”.		
REFLECTION	Facilitators will lead the participants into an assessment of their current situation as a school leader by answering a questionnaire. Participants will share their answers in small groups. Sharing will also be done in big groups. Facilitators will collate the answers.	10:40-12:00	80
LUNCH BREAK		12:00-1:30	90
ENVISIONING Lecture and Open Forum Vision Board	Having a vision is important to success. A clear vision will help participants attain goals and open their minds to the possibilities that the workshop will bring. A vision will help them become successful leaders who are able to foresee the future, set realistic goals and work hard to make that vision into a reality. This session will be divided into two parts: Part one is a lecture on the power of vision. Part two is writing their own vision of what they will become after going through the workshop. Participants will come up with a vision board. A	1:30-3:00	90

ACTIVITY	DESCRIPTION	TIME	DURATION (in min)
	vision board is a visualization of what they want to attain.		
HEALTH BREAK		3:00-3:30	30
FEEDBACK SESSION Group Sharing	Participants will be asked to share their vision statements/ and their vision board to their group.	3:30-4:30	60
CLOSING SESSION Take Aways Reminders Prayers		4:30-5:00	30

DAY 1: THE LEADER AND THE MANAGER**THEME:** Professional and Functional Skills**OBJECTIVES:**

- Understand why and how leadership skills are critical to the success of the school.
- Use leadership skills to work more effectively with others.
- Improve on the ability to lead, manage change and develop people in the team/department.
- Use a variety of coaching approaches and customize them according to the different types of employees and performance concerns.

MATERIALS: Slide presentation, markers and metacards, worksheets and handouts

ACTIVITY	DESCRIPTION	TIME	DURATION
PRELIMINARIES Prayer Recap Schedule of Activities		8:30-9:00	30
LEADERSHIP AND MANAGEMENT Leaders vs. Managers Leadership and School Improvement Reflection: Am I a Leader of a Manager?	The facilitator will elicit the knowledge of the participants on the distinction/characteristics of leaders and managers. They will be given a self-assessment to determine their inclination (leader or manager). The facilitator will then deliver a presentation on the role of leadership in the overall improvement of the school. The participants will be encouraged to Ask questions for clarification, and also for sharing their experiences on the topic.	9:00-10:00	60
HEALTH BREAK		10:00-10:30	30
PEOPLE MANAGEMENT AND EFFECTIVE PERFORMANCE COACHING	After a presentation on people management, participants will be asked to reflect on their leadership style, and identify key persons in their team/department for delegated tasks. Mentoring/ Coaching techniques and strategies as well as monitoring and evaluating performance techniques will be provided in this lecture as well.	10:30-12:00	90
LUNCH BREAK		12:00-1:30	90

CREATIVITY AND INNOVATION AT WORK STICKY SITUATIONS	The lecture will help the participants think out of the box and develop initiatives to maximize resources, generate savings, and greater productivity. It will also help them when they conceptualize innovative yet feasible programs or activities that will help them attain the goals of their departments/programs. This will be followed by a role-playing activity that will allow the participants to demonstrate how to handle performance problems with confidence and professionalism, application of creative and innovative strategies, effective coaching techniques in authentic situations. This is a collaborative task and they will be asked to explain leadership strategies that they have utilized in the process.	1:30-3:00	90
HEALTH BREAK		3:00-3:30	30
PRESENTATION AND FEEDBACK SESSION		3:30-4:30	60
CLOSING SESSION Take Aways Reminders Prayers		4:30-5:00	30

DAY 2: MANAGING TIME AND SETTING PRIORITIES**THEME:** Time Management Skills

OBJECTIVES:

- Understand the basics of time management.
- Evaluate their use of time and its relevance to their roles.
- Acquire practical time management skills for scheduling, planning and prioritizing work.

MATERIALS: Slide presentations, worksheets, colored paper and writing materials

ACTIVITY	DESCRIPTION	TIME	DURATION
PRELIMINARIES Prayer Recap Schedule of Activities		8:30-9:00	30
MANAGEMENT OF TIME AND TASKS I What is Time Management? Strategies in Managing Time	Session 1 will begin with a riddle: Tell participants they have PhP 86,400.00 to spend anyway they wish. The only restrictions are that they cannot bank any money and if they do not use any of the money they lose it. We then discuss why and how they spent the money the way they did. Then tell them that 86400 are the number of seconds thereare each day and that as often as possible they should consider spending their time on things that are important to them as they did with their money. Lecture-input will be given on Time Management and Time Management Strategies.	9:00-10:00	60
HEALTH BREAK		10:00-10:30	30
MANAGEMENT OF TIME AND TASKS II Where does my time go?	Participants will be asked to answer and activity sheet: Where Does My Time Go?. Here they will be able to calculate and see how much time is used for a particular task. This will also allow them to see the importance of promptness and punctuality and will make them avoid procrastination.	10:30-12:00	90

Strategies in Getting More Work Done in Less Time	Lecture on getting more work done in less time will be delivered after the activity. There will be an open forum for discussions afterward.		
LUNCH BREAK		12:00-1:30	90
MANAGEMENT OF TIME AND TASKS III Priority Setting and Delegation	The participants will be grouped and given a situation card. On each card are tasks needed to accomplish by a middle administrator per day. The group must come up with a consensus as to which tasks are: 1. Important, Urgent 2. Important, Not Urgent 3. Urgent, Not Important 4. Not Important, Not urgent Allow the participant to present their findings.	1:30-3:00	90
HEALTH BREAK		3:00-3:30	30
FEEDBACK SESSION	Feedback will be provided by facilitators and other participants after each group presentation.	3:30-4:30	60
CLOSING SESSION Take Aways Reminders Prayers	Encourage participants to come up with personal schedules.	4:30-5:00	30

DAY 3: DECISION MAKING SKILLS**THEME:** Decision Making Skills

- OBJECTIVES:**
- Learn the importance and the long-term impact of making good decisions.
 - Understand methods for gathering facts for effective decision making
 - Distinguish problems that require actions
 - Identify actual problems and evaluate optimal and alternative solutions

MATERIALS: Slide presentations, worksheets, handouts and cases, writing materials

ACTIVITY	DESCRIPTION	TIME	DURATION
PRELIMINARIES Prayer Recap Schedule of Activities		8:30-9:00	30
IDENTIFYING THE PROBLEM AND FINDING THE BEST SOLUTION	The lecture will discuss the principles of decision making, and the steps and considerations in making good decisions. It will provide participants with tools and processes that they can use when they make decisions or solve problems within their institution/ department/ team. It will discuss institutional decisions and decision motives and influencers. It will also expound on the impact of decisions to stakeholders and goals. The module will also give the participants an understanding of what the problem really is and when action is required.	9:00-10:00	60
HEALTH BREAK		10:00-10:30	30
GROUP DECISION MAKING	This lecture will help the participant address the limitations of individual decision making by involving the team/group/ department. It will also provide group decision making tools and know-how, and discuss its advantages and disadvantages. The participants will be grouped. They will be provided with a problem/case to	10:30-12:00	90

	solve. Here, they will be able to apply group decision strategies.		
LUNCH BREAK		12:00-1:30	90
DECISION MAKING PITFALLS	Participants will be provided with situations where decisions or the process of making decisions fall short of the desired results. They will identify the pitfalls and discuss it in their groups. They will present their findings to the assembly. Participants will be encouraged to ask questions and share their insights.	1:30-3:00	90
HEALTH BREAK		3:00-3:30	30
FEEDBACK SESSION		3:30-4:30	60
CLOSING SESSION Take Aways Reminders Prayers		4:30-5:00	30

DAY 4: COMMUNICATION AND INTERPERSONAL SKILLS**THEME:** Communication and Interpersonal Skills

OBJECTIVES:

- Practice how to deliver messages that promote clear and productive communication.
- Apply strategies to build and use rapport with school stakeholders

MATERIALS: Slide presentations, worksheets, handouts, writing materials

ACTIVITY	DESCRIPTION	TIME	DURATION
PRELIMINARIES Prayer Recap Schedule of Activities		8:30-9:00	30
WORKPLACE COMMUNICATION I Communicating Up, Down and Across	Facilitators will provide an input on tools and strategies that will improve communication skills and competencies necessary to build mutual understanding and connectivity with others with attention to one's role.	9:00-10:00	60
HEALTH BREAK		10:00-10:30	30
WORKPLACE COMMUNICATION II Conflict Resolution	Conflict Resolution The facilitator will deliver a presentation on what conflict management is, ways of dealing with (manage and resolve) conflict within a group, conflict management styles, and factors that affect conflict. The participants will be asked to apply conflict management approaches in situations. The presentation will be followed by an open forum. The participants can also share their experiences of resolving conflicts in their schools.	10:30-12:00	90
LUNCH BREAK		12:00-1:30	90
WORKPLACE COMMUNICATION III	Facilitators will ask participants to identify the type of difficult people they encounter at work. A presentation will be given on ways to handle	1:30-3:00	90

Handling Difficult People	difficult people.		
Assertiveness	The facilitator will then link this to assertiveness. The presentation will help the participant distinguish among passive, assertive and aggressive behavior, and how these will impact their roles. An assessment of their assertiveness style will also be provided. During the workshop, participants will construct assertive message for given situations. This will be done by groups, and presented in the assembly for evaluation.		
HEALTH BREAK		3:00-3:30	30
FEEDBACK SESSION		3:30-4:30	60
CLOSING SESSION Take Aways Reminders Prayers		4:30-5:00	30

DAY 5:**THEME: Personality Development**

OBJECTIVES:

- Understand how personalities, values, emotions affect work relations, output and decisions.
- Identify attitudes that affect job performance.
- Develop organizational commitment.
- Develop and implement personal action plan to ensure performance.

MATERIALS: Slide presentations, video clips, worksheets, post-its, camera, markers, adhesive

ACTIVITY	DESCRIPTION	TIME	DURATION
PRELIMINARIES Prayer Recap Schedule of Activities		8:30-9:00	30
PERSONAL VALUES AND PERSONALITY AT WORK	A lecture will explain how work is affected by individual values and it will discuss common biases that affect a manager's perception of employees. The lecture will also expound on employee perception of job satisfaction and organizational commitment. Points on job fitness and performance will also be included.	9:00-10:00	60
HEALTH BREAK		10:00-10:30	30
MANAGING EMOTIONS IN THE WORKPLACE <i>Emotional Well Being</i>	Input will allow participants to understand how to keep emotions in perspective and discover how to express themselves openly and honestly, and use emotional intelligence to establish better relationships. The lecture workshop will also allow them to analyze situations so that emotions do not sabotage results; recognize thoughts, feelings and behaviors associated with stressful situations; and analyze behavior patterns associated with stressful events. Participants will undergo a mirror	10:30-12:00	90

	listening activity to be able to understand how others feel.		
LUNCH BREAK ICEBREAKER	The ice breaker activity will boost self-esteem. Participants will be asked to pose for photos during lunchbreak. Photos will then be posted around the room, like Facebook profile pages. Participants will be asked to go around and post affirmations/gifts of the heart on the “page” of other participants. A gift of the heart is an imaginary gift that a person would like to give another. Each gift is drawn or described on a piece of paper. It could be thoughtful, such as, “courage in your journey” or something that they would enjoy like, “all-expense paid spa package at Shangri-la”. Facilitators will discuss the activity before the next session.	12:00-1:30	90
ACTION PLAN	The participants must come up with an action plan to ensure that they will practice and continuously hone the skills that they have acquired in the program.	1:30-3:00	90
HEALTH BREAK		3:00-3:30	30
FEEDBACK SESSION		3:30-4:10	40
CLOSING CEREMONIES Program Evaluation Take Away Giving of Souvenirs and Heart Gifts Awarding of Certificates Closing Messages Prayers		4:10-5:00	50

RESOURCES

<https://funattic.com/get-to-know-you-games/>

<https://takeitpersonally.com/2013/10/14/5-reasons-why-vision-is-important-in-leadership/>

https://www.jackcanfield.com/blog/how-to-create-an-empowering-vision-book/?utm_source=youtube.com&utm_medium=social&utm_content=jan122017-vision-board

<https://www.nyu.edu/students/academic-services/undergraduate-advisement/academic-resource-center/tutoring-and-learning/academic-skills-workshops/time-management.html>

<https://www.managementstudyguide.com/time-management.htm>

<http://blog.trainerswarehouse.com/time-management-activities/>

<https://hbr.org/2019/01/5-strategies-for-getting-more-work-done-in-less-time>

<https://www.lib.sfu.ca/system/files/28965/multi-time.pdf>

<https://www.slideshare.net/gihanaboueleish/time-management-training-course-10224541>

Drucker, Peter. *The Effective Executive*. New York: Harper & Row, 1966.

Lakein, Alan. *How to Get Control of Your Time and Your Life*. New York: Signet, 1974.

McGee-Cooper, Ann. *Time Management for Unmanageable People*. Dallas, TX: Ann McGee-Cooper & Associates, 1983. in <http://ianrpubs.unl.edu/homemgt/nf172.htm>

<https://www.amanet.org/training>

<https://guthriejensen.com>

<http://www.gamesforgroups.com/selfesteemgames.html>

www.coursera.com

Introduction to Personal Values and Personality at Work. Authored by: Aaron Spencer and Lumen Learning. License: CC BY: Attribution

Conservation Extension Manual for Mid-Level Technicians, Local Development Training Academy, Kathmandu, Nepal. pp.113-119.

<https://www.businessinsider.com/9-useful-strategies-to-dealing-with-difficult-people-at-work-2011-6>

<https://www.psychologytoday.com/us/blog/living-the-questions/201503/20-expert-tactics-dealing-difficult-people>

<https://www.forbes.com/sites/chrisccancialosi/2018/03/05/a-guide-to-dealing-with-difficult-people/#3f067a302293>

<https://dmh.mo.gov/dd/docs/chapter2.pdf>

CURRICULUM VITAE

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PERSONAL INFORMATION

AGE : 41 years old
DATE OF BIRTH : December 9, 1977
PLACE OF BIRTH : Central Manapla, Negros Occidental
RELIGION : Roman Catholic
CIVIL STATUS : Religious
FATHER'S NAME : Gerardo E. Barzo (Deceased)
MOTHER'S NAME : Medelene M. Barzo (Deceased)
PROFESSION : Teacher

EDUCATIONAL BACKGROUND

GRADUATE : Master of Arts with Specialization in Educational Management
DEGREE Philippine Normal University (Taft Manila)

COLLEGE: Bachelor of Science in Secondary Education
DEGREE Major in Religious Education
1994-1998
Don Bosco College, Canlubang Laguna

SECONDARY: St. Mary Mazzarello School
Vicmico, Victorias Negros Occidental
1990 - 1994

ELEMENTARY: Vicmico Elementary School
Vicmico, Victorias Negros Occidental
1984 - 1990

WORK EXPERIENCES

- 2004 – 2008** **Mary Help of Christians School**
Minglanilla, Cebu City
CLE Teacher, Music Ministry In-charge, Class Adviser,
Computer Teacher, SYM Core Group Member, SYM Assistant
Coordinator, Oratory Animator, Combo Group Animator and Laura's
Friends Animator
- 2008 – 2009** **Don Bosco School Sta. Mesa, Manila**
CLE Teacher, Adviser, Music Ministry In-charge, Oratory Coordinator,
Marian Animator, Co- Curricular Coordinator, Combo Group Animator
- 2010 - 2015** **Don Bosco School Sta. Mesa, Manila**
CLE Teacher, Music Ministry In-charge, Oratory Coordinator, Marian
Animator, Co- Curricular Coordinator, Combo Group Animator,
Student Services Coordinator, SYM Coordinator
- 2015 – 2017** **Mary Help of Christians School, Salesian Sisters (Inc)**
Mabalacat, Pampanga
CLE Teacher, Music Ministry In-Charge, Combo Group Animator,
Co-Curricular Coordinator, SYM Coordinator
- 2017 – Present** **Mary Help of Christians College**
Canlubang, Calamba Laguna
College Department
Student Affairs Coordinator, Prof Ed Teacher

PROFESSIONAL UPDATING AND COURSES ATTENDED:

- Salesian Spirituality (Quarterly Day of Spirituality)
Don Bosco School – Sta. Mesa, Manila
- Annual Formation and Retreat (Preventive System of Education)
Mornese Center of Spirituality – Pansol, Laguna
- CLE Teachers and Catechists Congress
October 8, 2010 – MHCC, Canlubang, Laguna
- CEAP JEEPGY Academy Conference (Justice and Peace, Ecological Integrity, Engaged Citizenship, Poverty Reduction, Gender Equality, and Youth Empowerment)
November 21-25, 2015, Miriam College, Quezon City.
- Intensive Summer Course for Certified Student Affairs
March – May 2013, University of Sto. Tomas Graduate School.
- Philippine Association for Teachers and Educators (PAFTE), Inc. Mid-year Convention. Implementing the New Teacher Education Curriculum.
March 3-4, 2018.Holy Angel University, Angeles, Pampanga.
- 7th PAASA (Philippine Association of Administrators of Student Affairs) Region IV –A Professional General Assembly “ Mental Health is Wealth”.
February 15, 2018.De La Salle Health Sciences, Dasmarinas Cavite
- 8thPAASA (Philippine Association of Administrators of Student Affairs) Region IV-A Professional General Assembly “ Assessing your Privacy Settings”. De La Salle Health Sciences, Dasmarinas Cavite. September 3, 2018.
- CEAP National Convention ."SANCTIFICATION: from Brokenness to Blessedness"
October 3-5, 2018. SMX Mall of Asia, Pasay, Manila.
- 2nd CHED Gender and Development (GAD)Regional Conference “ CHEDRO IV and CALABARZON HEIs Reaping the Gains of Gender Mainstreaming; Essential to the Attainment of Gender Responsive Academic Community”.
November 29, 2018. SM Rolle Hall Cavite State University, Indang Campus.