

**MANAGERIAL SKILLS OF HIGH SCHOOL PRINCIPALS:
THEIR INFLUENCE ON THE MORALE OF TEACHERS**

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Master of Arts in Education

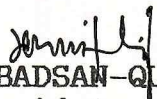
CECILIA G. ASON

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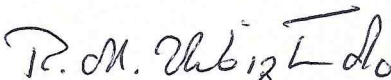
APPROVAL SHEET


In partial fulfillment of the requirements for the degree, MASTER OF ARTS IN EDUCATION, major in ADMINISTRATION AND SUPERVISION this thesis entitled "MANAGERIAL SKILLS OF HIGH SCHOOL PRINCIPALS: THEIR INFLUENCE ON THE MORALE OF TEACHERS", was prepared and submitted by MRS. CECILIA GASTON-ASON, who having passed the comprehensive examination with a rating of PASSED, is hereby recommended for oral examination.

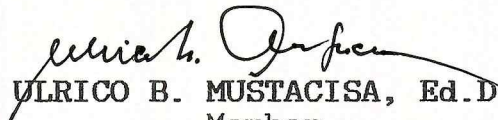
March 6, 1999
Date



THELMA CABADSAN-QUITILIG, Ph.D.
Adviser

Approved by the Committee on Oral Examination on March 6, 1999 with a rating of PASSED.


RIZALINA M. URBIZTONDO, Ed.D.
Chairman


SIMON P. BABALCON, Ph.D.
Member


ULRICO B. MUSTACISA, Ed.D.
Member


MARILYN D. CARDOSO, Ph.D.
Member

Accepted and approved in partial fulfillment of the requirements for the degree, Master of Arts in Education, major in Administration and Supervision.

March 6, 1999
Date


RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate & Post-Graduate Studies

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DEDICATION

This precious gift from GOD is humbly dedicated to my Papa and Mama for bringing me into this beautiful world and for being special, wonderful and great parents;

My only brother Nonoy and his wife Mercy, loving sisters: Chona, Leilanie and Evangeline; cute nephews and nieces - Aibon, James, Joy, Aubrey, Jella, Aileen and Jordanna;

My beautiful children - Desiree Glo, Arthur Ferdinand, and Errol Efraem; and of course, beloved . . . Elmer.

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ABSTRACT

The main purpose of this study is to describe or assess the managerial skills of secondary school principals and their influence on teachers' morale in the nine secondary schools in the division of Samar. The computed r-value of -0.46 implies a marked/moderate relationship between length of service and teacher's morale. The value proved to be significant since the Fisher's t-value of 6.303 was greater than the tabular value of 1.96. This implies that principals who had been in the service for quite a long time will lower teacher's morale while principals who had served a shorter period of time had a tendency to boost teacher's morale. The teacher's morale is not in any way influenced by the principals' length of service because to them, the experience of their principals in terms of number of years is an external factor which does not have bearing on any of the indicators on teachers' morale. Also, length of service of school principal in most cases is not a guarantee of teachers motivation, since motivation is an individual and independent experience of an employee, hence relative or situational. The training attended by the secondary school principals likewise influenced the morale of teachers to an observable degree. This is so because when a subordinate is informed of the vastness of training of his leader or superior, also the trust and confidence of the subordinate to his superior is enhanced. Teachers' morale is not so much related to the principals' performance rating but is moderately affected by the principal's age. This is because performance ratings of secondary school principals are not regarded as an influencing factor on the morale of teachers, in this study.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

The world today is characterized by an increasing tempo of change, particularly different from those of yester years. In line with such fast change, knowledge has immensely increased. Modern inventions of science and technology evolve with rapid pace that society demands to be so structured as to prepare people to adopt accordingly to the fast changing needs of the changing times.

It is a truism that organization, be it small or big is an open socio-technical system in interaction with its environment. And because of this, change is inevitable. Educational system is one of those which needs to cope with the change because of the increased expansion of science and technology, its emphasis even on educational achievement, and above all, by the growing aspirations for people of all nationalities to control, rather than be victims of their surroundings (Emery, 1976: 222).

If education is to work for a change, then the change must come within the school system, for no external change can come without first a change coming from within. Whether education could keep in step with the constantly changing world, will depend on the managerial skills of the principal

who has the duty to stir and to direct the system in the attainment of its goals (Laya, 1991: 4).

As a result of the demands of the changing society, the task of the principal has also increased. As specified in the Education Act of 1982 (1982: 29), the principal "shall be accountable for the effective and efficient administration and management of the school". This particular provision is relevant in the context of the great challenges that our school face today. The school principal as a manager is primarily responsible for the total functioning of the school. As such, he must be at the forefront to meet these challenges.

The principal is perceived by the teachers as one who knows more than they do about school policies, programs and goals. The behavior of the subordinates largely depend on the kind of manager it has. His managerial styles, the strategy of his communications, the respect of his peers, the degree to which he can be trusted, his human attitudes - all these influence morale of subordinates, which in turn reflects his skills in directing them. Undoubtedly, a principal with good managerial skills believes in the creativeness of the human intelligence and focuses his efforts to creating management with the other members of the group by providing climate for the release of potentialities

of each of them (Lange, 1992: 38).

Viewed in another more specific objectives in the school system, the school manager is aptly called the school principal. The school principalship today is different and more difficult than it was a decade ago. There is a little resemblance between the duties, responsibilities and problems of the principal of a few years ago and those of today's. Among the reasons for this difference are changes in the curriculum and more teachers involvement in it; teacher militancy, student unrest, widespread drug use, general social unrest engendered by the economic crisis, and the existence of social injustice such as poverty in the midst of plenty (Llagas, 1991).

As an agent of change, the principal respects individual differences among people, and more so capitalize on it to find ways and means to develop each of them based on their pronounced ability, interest or values. The principal who has skill in human relations is sensitive to the feelings, needs, and aspirations of his teachers and other people with whom he works with (Bartibly, 1993: 189).

Principals are key resources in any organization. Better leaders develop better employees. The opportunity to encourage participation by subordinates where they have special knowledge can be useful in defining objectives or will enable individual members to think reflectively, weigh

ideas and appraise situations based on objective criteria. It could improve morale and enhance the zeal and confidence of his subordinates. Undoubtedly, teachers' morale level is a necessary component in upgrading teachers quality.

According to Cruz (1987: 6), since the quality of teachers and school managers are decisive factors in the educational process, their morale and managerial skills need to be appraise if education is to contribute its share in the total development of the Filipinos.

To be of assistance, the secondary school principal must possess certain leadership skills. Morphet (1991: 15) categorizes them into three: technical skills, which are related to methods, techniques and process: administrative skills which involve the ability to see the organization as an entity of the interrelationship of its various parts; and human skills, which are pre-requisites to dealing effectively with people.

It is also noted by Stoner (1992: 19), the classification of the three basic types of skills, advocated by Robert L. Katz, an educator and business executive. These skills, he says are needed by all managers and they are: technical skills, human skills and conceptual skills.

Building the high morale of teachers in the school is not an easy task to do. The principal can contribute greatly in building high morale among the teachers in the

school by observing the clinical supervisory models in helping teachers in their tasks. In all, if the principal and supervisor work hand in hand in helping teachers improve their skills in order to build their confidence in their work, attend to their personal needs, improve their working conditions and then have faith in them, then they are manifesting genuine understanding and care for everyone. Obviously, such endeavors are but manifestations of concerns which will eventually result to high morale (Goldhammer, 1991: 8).

However, it was observed in most of the secondary schools in the division of Samar that even if the school principals have attended several trainings in management and supervision of school, still the teachers under them were noted to have not improve their instructional competence causing low morale, particularly on actualization or self-fulfillment of these said teachers, as proven by the results of the division and regional tests conducted yearly, where the average mean performance (MPS) have not even reached the targetted MPS of 75 percent.

There are also instances wherein some schools, even if the principals are not particular about whether they are effectively managing their schools or not, as evidenced by their infrequent attendance in the different school activities and even in division administrators conferences

and/or seminars, still teachers are working with zeal and enthusiasm as proven by the harmonious relations pervading in the school environment.

Aside from the abovementioned observations, it was also noted that in some secondary schools, the school administrators are just ordinary classroom teachers designated as teachers-in-charge who have not undergone any management training or have not even been exposed to the job of a manager, yet the teachers who are working with them are being observed to be happy, contented and hard-working employees and simply professionals in the real sense of the word. Even in terms of students academic performance in the recently conducted National Secondary Assessment Test (NSAT), these said schools headed by these designated teachers-in-charge have shown remarkable performance as evidenced in the June, 1999 Division Awarding Ceremony where the top five performers were Almagro National High School, Sto. Niño National High School, Igot National High School, Tagapul-an National High School, and Napuro National High School (Div. Bulletin No. 01, s, 1999, dated Feb. 15, 1999).

With the vision laid out in the Philippines 2000, the task that confronts education is not only challenging but highly complex. This calls for empowered principals to be

equipped with sufficient managerial skills.

As secondary school head, the researcher is aware of the problem on the relationship between managerial skills and teachers morale, hence this study is viable since it directs attention to the managerial skills of secondary school principals and their influence to teachers' morale.

Statement of the Problem

This study attempted to describe the managerial skills of secondary school principals and their influence on teachers' morale.

More specifically, this study sought answers to the following questions:

1. What is the profile of the secondary school principals in the division of Samar as to:

- 1.1 age and sex;
- 1.2 educational qualification;
- 1.3 length of service;
- 1.4 trainings attended; and
- 1.5 average performance rating for the last two years?

2. What is the level of managerial skills of the secondary school principals in the division of Samar as perceived by the principals themselves and their teachers along:

2.1 technical skills;

2.2 human skills;

2.3 conceptual skills?

3. Is there a significant difference between the perceptions of the secondary school principals and teachers as regard the level of managerial skills of secondary school principals along the three mentioned management skills?

4. What is the level of teachers morale in the Division of Samar as perceived by the secondary school principals and teachers?

5. Is there significant difference between the perceptions of the two groups of respondents as regards the level of teachers' morale in the division of Samar?

6. Is there significant relationship between the managerial skills of the secondary school principals and teachers' morale?

7. Is there a significant relationship between the secondary school principals' managerial skills and their personal variates as to:

7.1 age;

7.2 length of service;

7.3 performance rating for the last two years;
and

7.4 trainings attended?

8. Is there a significant relationship between teachers' morale and the following administrator's related characteristics:

- 8.1 age;
- 8.2 length of service;
- 8.3 performance rating for the last two years;
- 8.4 trainings attended?

9. What policy redirections can be formulated from the findings of this study?

Null Hypotheses

This study tested the following hypotheses:

1. There is no significant difference between the perceptions of the secondary school principals and teachers as regards the managerial skills of the secondary school principals along:

- 1.1 technical skills
- 1.2 human skills
- 1.3 conceptual skills

2. There is no significant difference between the perceptions of the two groups of respondents as regards the level of teachers' morale in the division of Samar.

3. There is no significant relationship between the managerial skills of secondary school principals and teachers morale.

4. There is no significant relationship between the secondary school principals' managerial skills and the principals' related characteristics as to:

- 4.1 age;
- 4.2 length of service;
- 4.3 performance rating; and
- 4.4 trainings attended.

5. There is no significant relationship between the teachers' morale and that of the principals' related characteristics as to:

- 5.1 age;
- 5.2 length of service;
- 5.3 performance rating; and
- 5.4 trainings attended.

Theoretical Framework

This study was anchored on the following theories related to the tasks of managing people. 1) McGregor's Management Theory; 2) Maslow's Motivation Theory; and 3) Robert Houne's Path-Goal theory.

Douglas McGregor produced a seminal book on the Human Side of the Enterprise (1980: 65). In it, he describes two kinds of managers, one under the Theory X type and the other one, under the Theory Y type.

This Theory X type as he labeled them, believes that

the inherent person has an inherent dislike for work and avoids responsibility when possible, because most individuals have relatively little ambition. According to the Theory X managers, workers prefer to be directed and must be controlled, coerced and even threatened with punishment in order to make them perform effectively.

The Theory Y holds that the expenditure of energy in work is as natural as play or rest, and high performance depends on self-direction and self-control. From this perspective, the organizational objective is a function of rewards associated with their achievements. Given the right organizational environment, the average workers learn to accept and seek responsibility. The leader's task is to create those conditions that unleashed the human capacity for imagination, ingenuity and innovation.

One of the contributions towards understanding human motivation came from the humanistic psychologist, Abraham Maslow (1984: 116) when he said that human needs vary according to immediacy and can be arranged in a hierarchy.

The foundation of Maslow's Motivational Theory is that we humans must satisfy certain needs before we can act or achieve. In other words, we must first seek to satisfy our basic survival or physiological needs such as food and sex. Once these lower level needs are provided for according to this theory, we are forced for higher level concerns, such

as belonging and love. Finally, near the top of the hierarchy are such "esteem" needs as self-respect, recognition and prestige. Such ego needs can be prime movers toward self-determination, control over one's fate and achievement (Maslow, 1984: 117).

At the pinnacle of human needs in the Maslow Model is the inner drive for self-fulfillment or actualization of one's potential. This drive propels some people to strive to become what they are capable of becoming to seek excellence of achievement. Maslow theorized that we have all the varied needs, but these people may focus on one level or another.

Another theory which is in support to the above contention of Maslow is the Path-Goal Theory of Leadership of Robert House (1981: 36). He identified three leadership behaviors. The first is the instructional leadership. This defines rules and relationships, stresses standards of performance and explains why tasks should be done. The supportive leadership concept identifies behavior which builds interpersonal relationships, makes it pleasant to be a member of the group, helps others in overcoming problems, and facilitates changes. On the other hand, participative leadership is one where the leader works directly with others, listens to what subordinates say, asks for

suggestions and involves others in making decisions.

In other words managers must not think that belonging refers only to a work group or team. They must realize that it is much broader, and includes the need to make people feel part of the organization by involving them in the decisions which affect them.

If participation is often neglected, with the consequence that staff feel no commitment to what is proposed, there should be adequate communication of not just what is going to happen, but also why it is going to happen. By so doing everything will be facilitated and everyone will work with defined goals and objectives.

Conceptual Framework

The conceptualization of the study is shown in Figure 1. This study tells that principals as instructional manager needs three basic types of skills - technical, human and conceptual. All three skills are essential to effective management and their importance to a specific manager greatly depends on his or her rank in the organization.

The above-mentioned managerial skills expected to be possessed by every school principal are to be related to the teacher's morale as they performed their respective tasks in the classrooms. The level of teachers' morale is expressed as very high, high, moderate, fairly moderate, and low which

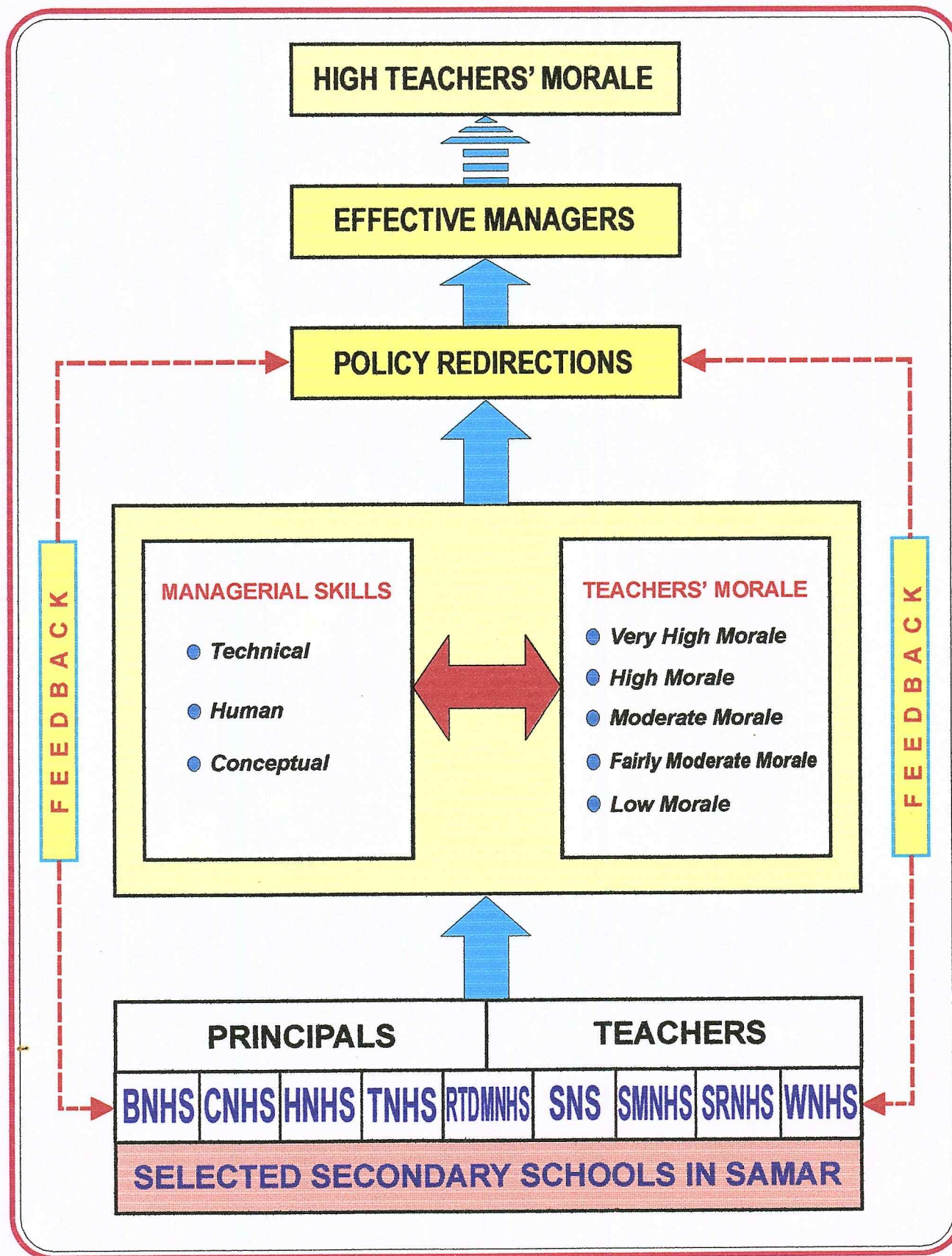


Figure 1. The Conceptual Framework of the Study

are affected by the hierarchy of needs like psychological, safety or security, belongingness or affiliation, esteem or ego, and actualization or self-fulfillment.

The expressed relationship then, will become the basis of policy redirections which at the same time can be enhanced by feedback coming from the school personnel themselves who are directly and/or indirectly involved in the study. All these will lead toward improved and/or effective school management thereby producing teachers having high morale.

Significance of the Study

This study attempted to assess the managerial skills of secondary school principals and determine its influence to teachers' morale. Hopefully, studying this particular area will contribute to the realization of a strong and efficient educational system thereby bringing about quality education. Specifically, this study will make contributions to the following:

To the Principals. They will be able to appraise their performance and leadership styles and/or skills from the findings of this study and initiate necessary changes for more effective management.

To the Teachers. Being the key persons in the

instructional program, the result of this study will offer opportunities to develop well-adjusted mentors that could contribute to the accomplishment of goals and objectives, work with zeal and confidence and maintain a high morale to make work productive. Indirectly, the teachers will be greatly benefited from this study through the managerial skills of their school administrators. Under good management, the classroom teachers will enjoy their work and render quality service.

To the Master Teachers. From the findings of this study, the master teachers will further be informed as to the different influences that contribute to the improvement of work environment and thereby assist the school principals in adopting innovations to come up quality instructions.

To the Promotional Staff. As key persons in curriculum monitoring, they will be able to assess and evaluate the weaknesses and strengths of the people under them through their related qualification and adopt appropriate measures to improve their leadership skills in the field.

To Other Researchers. This study will become an avenue for other researchers to make further investigations in the field of education, specifically instructional innovations, trainings, and seminars.

Scope and Delimitation of the Study

This study focuses on the assessment of the managerial skills of secondary school principals and how they relate to the level of teachers' morale in the division of Samar. The respondents were nine principals, and the 291 teachers in the following schools: 1) Samar National School; 2) Basey National High School; 3) Tarangnan National High School; 4) Wright National High School; 5) Hinabangan National High School; 6) Sta. Rita National High School; 7) Calbiga National High School; 8) Sta. Margarita National High School; and 9) Ramon T. Diaz Memorial High School (the then Gandara National High School). The specific location of these schools is clearly depicted on the map shown on the following page (Figure 2).

The study was conducted during the school year 1998-1999.

Definition of Terms

To provide a common frame of reference, the following terms are defined conceptually and operationally:

Actualization/Self-fulfillment. The motive to overcome obstacles or to strive to do well things which are difficult (Hebbing and Glick, 1994: 324). In this study, it is used as one indicator of teachers' morale which is described or measured into scales of very high, high, moderate, fairly

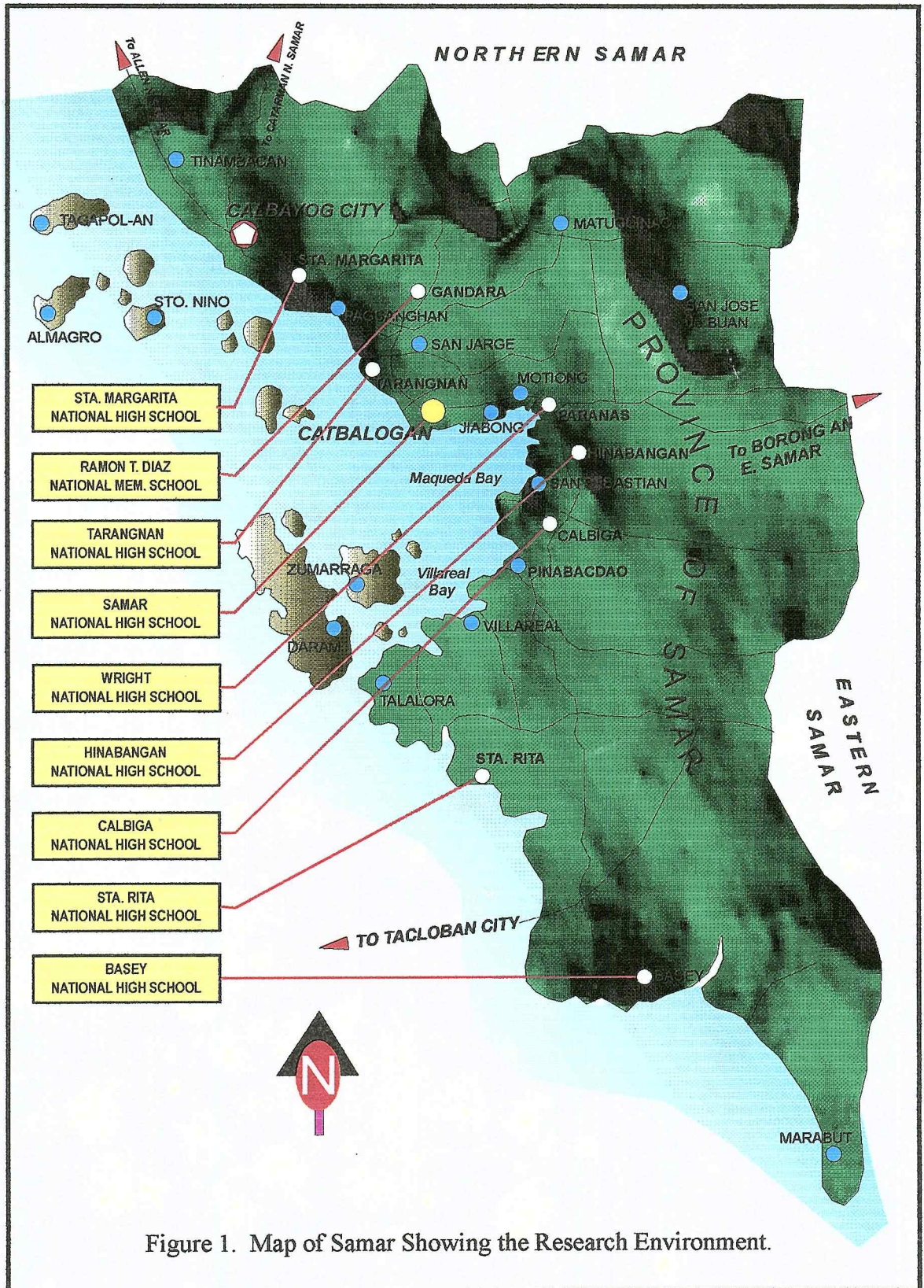


Figure 1. Map of Samar Showing the Research Environment.

moderate, and low.

Belongingness or Affiliation. This refers to the assumption that the connection between items in learning are more readily formed if these are related in some way (Hebbing and Glick, 1994: 420). As used in this study, it refers to the state of mind where one feels that he is considered a part of the group which is further described into very high, high, moderate, fairly moderate, and low.

Conceptual skills. This refers to the mental ability to coordinate and integrate all of the organizational goals and objectives involving the managers ability to see the organization as a whole and to understand how its parts depend on each other. It also involves the ability to understand how a change in any given part can affect the whole organization (Mann, 1965: 23).

Effective managers. This refers to leaders who are causing or capable of causing a desired or decisive result for the betterment of the whole organization (The New Webster Dictionary, 1995: 299).

Esteem or ego. This refers to the segment of the personality that is conscious and rational. It acts as a mediator between the demands of the id (biological needs) and the superego (demands of society) (Hebbing and Glick, 1994: 521). In this study, it is one indicator of teachers'

morale described as very high, high, moderate, fairly moderate and low.

Human skills. This term is defined as the ability to work with, understand and motivate people either as individual or as group. Further, this includes interpreting organizational goals to generate teachers' commitment, responding to individual differences, diagnosing individual strength and potential, clarifying of values, resolving conflict, maintaining sound public relations and stimulating cooperation among staff members (Mann, 1965: 230). As used in this study, it refers to the ability of the principal to relate to his subordinate which is scaled into highly skilled, skilled, moderate skilled, fairly skilled, and not skilled.

Managerial skills. This term includes assessing teachers needs, establishing instructional priorities for the instruction of change, advocating for new curricula; innovative methods; new technology, monitoring and controlling activities and documenting organizational and instructional activities. Specifically, these skills are identified as skill mix (SM) and categorized as follows: technical, human and conceptual (Mann, 1965: 231).

Morale. This term expresses the measure of determination to succeed in the purpose for which the

individual is trained, or for which the group exist (Numson, 1982: 3). In this study, it described the nature and degree of cooperation, confidence and unity of understanding, sympathy and purpose existing among the principals and teachers of the nine secondary schools, categorized into very high, high, moderate, fairly moderate, and low.

Physiological Needs. Refers to man's needs for survival which is also called primary or organic (Kahayon and Aquino, 1995: 95). In this study, it is one of the indicators influencing the teachers' morale categorized as very high, high, moderate, fairly moderate, and low.

Rapport. This refers to the sympathetic connection or harmony between and among members in an organization (The New Webster's Dictionary, 1995: 709).

Security or safety. The state of being secure, specially freedom from risk or danger, freedom from doubt, anxiety, or fear (Reader's Digest Great Illustrated Dictionary: 1984: 1518). In this study, it is one of the indicators of morale of teachers that could influence it into very high, high, moderate, fairly moderate, and low.

School principals. This refers to the school administrators incharge of schools having eleven teachers or more. In this study they are the administrators of the nine

schools such as: Samar National School, Basey National High School, Tarangnan National High School, Calbiga National High School, Ramon T. Diaz Memorial High School, Sta. Rita National High School, Sta. Margarita National High School, Hinabangan National High School, Wright National High School.

Subordinate. Person working under another control or orders. One who is inferior in rank or official position. In this study, it refers to the classroom teachers under a principal.

Chapter 2

REVIEW OF RELATED LITERATURE AND RELATED STUDIES

This chapter deals with the review of conceptual literature and studies conducted here and abroad which contributed much in designing the framework of the present study.

Related Literature

The success and failure of the school system rests upon the shoulders of the principal. No matter how good a teacher is, he will not function well if he is not properly supervised. The principal then has an important role in the promotion of students and the community. His tasks is not an easy one. He must therefore possess the needed qualifications that will make him a successful administrators.

Changing society's demands are intense. As we move toward the 21st century, we are to come up with a culture of excellence. Innovations are geared toward improvement. School administrators are tapped in the implementation of the educational system's vision, mission, goals and objectives. The responsibility and accountability placed on their shoulders is quite heavy where they have to pull together ideas, concepts and philosophy of the school.

As a manager, the principal's policy or guide should therefore be the common usage which says "Give to the world the best that you have, and the best will come back to you".

Quality and empowered school administrators are important if change is to be facilitated for the realization of the system's thrust, as explained by Stanley (1994: 144) when he said:

The school principal is a recognized scholar, a competent teacher, a natural leader, a dynamic expert in human relations and an individual who relates the educational program to the school. On his capacities, rest the performance of the school faculty and their dispositions to accept and initiate experimental change, to achieve desirable goals in education and to create new horizons of teaching and learning that will lead to quality education.

The principal as a manager, needs development just as much as company and society do. He needs to keep himself alert and mentally alive. He needs to keep himself challenged. He must acquire today the skills which will make him effective tomorrow. He also needs above all the opportunity to reflect by himself and to learn what his strengths count.

For an administrative development program to be relevant and functional, it must look into the managerial capabilities of school administrators. In the statement of Finch as quoted by Hanson (1993: 11):

... the appropriate strategy for management development purposes would probably be to develop techniques to enhance personality assessment, to train leaders to make optimum use of what they have, their personality ...

A leader must be trained in order to select and apply the appropriate behavior.

Robert Mathis and John Johnson (1992: 12) state that the need for better leadership training and development will continue unabated. Through increased managerial development activities, organization contributes both to long term effectiveness and to a more flexible organization climate.

According to Lester Bittel, (1991: 64) there are two reasons why people must work: first the money it brings and for what necessities and pleasures that money will buy; second, for the satisfaction work can bring - either from using with other people or from a sense of personal accomplishment. Satisfaction occurs when truly motivating factors, such as interesting and challenging work, full use of one's capabilities, and recognition for achievement are provided.

A person strives to attain job satisfaction in the cause of working for a high level of productivity. For this reason, job satisfaction is association with motivation, high morale and correct attitude. It is indicated by relationships, job security, pay benefits, working conditions, opportunities for growth and professional

development and pride in the organization. Human relation of people in a work situation that motivated them to work together productively and with economic, psychological and social satisfaction has long been emphasized (Harris, 1993: 25).

Today most employees do as much as possible to see that the work environment is pleasant and clean. The more comfortable the surroundings, the higher the productivity management can expect from the employees. Better working conditions affect productivity, unpleasant working condition can cause dissatisfaction (Barret and Bass, 1991: 225).

The above contention was further attested by Rev. Federico Meyer (1994) Director General of UNESCO, in his speech in an international conference when he said that one thing is clear and unequivocal - there can be no education of quality without teachers of quality. The students are together with their parents, the key of all education facets. The key to the nation's progress. The quality of teachers will not be improved unless we improve the quality of their training, reward and benefit system, working conditions in the schools and upgrade the standard of the teaching profession to bolster the diminishing teachers' morale.

James Black and Virginia Todd Black (1971: 96) pointed

out three things that top management asks of principal. They are: (1) ability to think logically and to make sound decisions; (2) the patience to follow up on details without losing sight of the big picture; (3) willingness to train subordinates so that they can carry out their assignment properly.

The manager does not succeed via education alone. Schooling and the process of education are not enough. The effective manager must have imagination to innovate the capacity for judgment, and the strength and inclination to persevere. He must think and ponder, discuss and listen, consider and frequently consider. He must decide and he must act prudently and judiciously. Intelligence is a prerequisite; brilliance is a "bonus". But, dedication to cause, tenacity of purpose, and the common sense in application are transcending (Culp, 1973: 88).

In a very recent study on Increasing Leadership Effectiveness with People, (Harris 1992) it was found out that there are five fundamentals practices and behaviors in exemplary leadership: challenge, action, example, inspiration and encouragement. In addition to these, other practices were discovered as perceived by subordinates, as follows: 1) leaders possess a high degree of credibility, 2) they are successful in representing their units to upper

management, 3) they are more effective in meeting job-related demands, 4) they have high performing teams.

In trying to analyze the role of principals as managers, Row and Drake (1974: 79) use the tridimensional approach to school administration. They analyzed the role of the principals in relation to their job, the social setting for the job, and the man as he relates to both. They divided the job of the principals into broad categories, as managerial emphasis which puts more responsibilities upon those tasks which have to do with the smooth operation of the school, and educational leadership emphasis which is concerned with changing behavior of those involved in teaching-learning acts aimed toward achieving the goals of the school and building a cohesive social system within the school which "students together" achieve the goal set forth.

Row and Drake's idea on principalship helps the researcher widen her idea on understanding about the tasks and skills of the principals as managers in the educational system.

According to Michael Jucious (1973: 125) morale is a state of mind and emotions affecting willingness to work, which in turn affects individual and organizational objectives. Management must seek therefore to develop favorable attitudes not only at the individual level but

also at the group level, a morale task.

When the employees' morale is low, evidently they have been driven to this sad state by some serious mistake or wrong interpretation. They want assurance of pay first. In cases of good morale employees work for the company first and then get their reward. Employees are willing to follow its management requests and commands with enthusiasm, respect, and confidence in their leaders that is satisfying to the leaders themselves. Good morale has immediate effects upon employees too. They work with satisfaction and pleasure. The hours of work go by in an atmosphere of relaxed effort. Nothing seems to drag, the days are not empty and boring, and feeling of insignificance is absent (Jucius, 1973: 126).

On the other hand, the behavior of executives is particularly significant to a low morale factor of the subordinates. Some executives are autocratic in their attitude towards subordinates. Others convey a feeling that they are better than their subordinates that the latter are second class citizens (Jucius, 1973: 127).

Why is morale important? Burton and Bruckner (1972: 557) say that morale is a natural outgrowth of all the factors which contribute to the development of an adequate, successful, and satisfying attention for one's work. Morale is not an end in itself which can be achieved by special

He is expected to reinforce the Filipino values of honesty and strong work ethics. This is a great responsibility we cannot forsake. In the end, it is only through our abiding loyalty to the obligations of our office that we can take pride in our work (Drillon, 1991: 13).

Related Studies

In order to strengthen the concepts/information relative to the findings of this study, several works were reviewed as they are discussed below.

In 1994, Espenido conducted a study dealing on the factors affecting the attitude of teachers towards their administrator. She found out that the personal and social qualities of principals towards their supervisors were pleasing personality, empathy, respectfulness, courtesy, approachableness, open mindedness, fairness, impartiality, inspiration given to teachers, understanding, frankness, sincerity and creativeness. This further revealed that there are some managerial practices of school officials that have also affected teachers' attitude and morale.

The study of Espenido has some bearings with the present study the fact that both dealt on factors that influenced the teachers performance. They differ on the specific subjects being studied because while the former was on attitude of teachers towards their administrators, the

latter was on the managerial skills of principals and their influence on teachers' morale.

The study on "Competencies and Policies of Elementary School Administrators: Inputs for Administrative and Supervisory Program Development" (Salazar, 1997), revealed the leadership styles practiced by the elementary school administrators as democratic leaders as perceived by the teachers. In this study, he found out that under a democratic leader, they suggest rather than order their subordinates and likewise guide teachers to help themselves according to their jobs, capacities, and abilities. Moreover, under a democratic manager, teachers highly perceived that their school head carefully and systematically planned with teachers, patiently listen, ask questions, discuss and suggest to come up with possible solutions for the betterment of the organization.

The point of similarity of Salazar's study and the present study is on the aspect of managerial skills and styles where they are considered as the subjects of the two studies. Also, both involved the same group of respondents, the school administrators and teachers. However, they differed in the research locale.

Panela, (1998), in his study "The Management Competencies of Second Level Managers of the 8th Infantry Division, Philippine Army in Eastern Samar", stressed that

high performing managers, exercise effective leadership. With the world of work in transition, such leadership requires democratic managers to transform the work through people, beginning with their own self-development. This can simply stated into: increasing productivity depending primarily upon improved human performance, which can be stimulated by effective leadership in todays organization.

He further emphasized that outstanding performance of subordinates should be reorganized by giving awards or citations so that they will be inspired more in doing their job. In this way, the other subordinates will also be encouraged to perform productively.

The study of Panela has semblance with the present study considering that both discussed managerial skills and/or competencies of leaders in an organization as they relate to work performance of subordinates. The difference lies on their specific respondents because Panela's work was on the military personnel while the present research is on the education personnel.

On the study "The Administrative and Supervisory Styles of Secondary School Administrators: Basis for Policy Redirection" of Caveiro (1997), it was pointed out that a school manager who possesses effective administrative skills and employs any of the supervisory styles, still is inadequate, unless he also possesses the managerial skills;

technical, human and conceptual.

In his recommendation, Caveiro stressed that secondary school administrators must be properly acquainted through trainings, seminars and other related activities, regarding administrative and supervisory styles of a manager so as to effect change in the school system.

Caveiro's study is mentioned in this study since the two have something in common, like the research locale and the research respondents. Also, the administrative skills of school principals are the major subjects of the two studies. They differ on the period when they were conducted since the former was done last 1997, while the latter was conducted during the year 1999. Moreover, Caveiro's study delved only on the administrators' administrative and supervisory styles, while the present study had treated the managerial skills and their influence on teachers' morale.

In the study on "Management Capabilities of Vocational School Administrators in Southern Leyte as Perceived by Them and By Their Teachers: Their Implications to Leadership Behavior and Staff Development" (Solis: 1995), it was revealed that supervisory ability has significant correlation with educational attainment, years of experience and relevant seminars attended by vocational administrators. It further revealed the following: 1) that intelligence shows significant relationship with educational attainment;

2) decisiveness has significant relation with educational attainment and years of experience; 3) managerial ability and intelligence are significantly related with each other.

The point of similarity of Solis and the present study is that both speak for managerial skillfulness of school administrators which specifically dealt on administrators' educational profile. They however differ on the type of subject schools because this study is intended for the nine selected general high schools while that one of Solis was for vocational schools.

Quitilig (1993) did a study on "Management System of Newly Nationalized High Schools in Samar: Basis for a Development Plan". In this study she found out that dishonesty, frequent attendance to seminars and conferences of school heads resulted to laziness, tardiness, absenteeism, uncooperativeness, disunity and communication gap among teachers. With these, she stressed that there is a need in coming up with an innovation of something new or an adaption of workable and effective system of management, where there is an improved means and ways in the delivery of management functions of the personnel involved within the system.

The study on "Management Behavior of School Administrators in Northern Samar as Perceived by the School

Administrators Themselves, and by Their Teachers (Agda: 1993), revealed that some administrators are competent in the management of their schools because they have done the following: 1) they developed an action plan for their schools; 2) they involved their members of their staff in planning; 3) they developed the school site development plan; 4) submitted to higher offices copies of their action plans; 5) knew the functions performed by their teachers; 6) knew the procedures by which problems were examined and studied; 8) assumed full responsibility in the accomplishment of major tasks; 9) had confidence in the performance of their staff; 10) set up schedule of work; 11) demonstrated to their staff any new method and techniques proven to be effective; 12) were competent and willing to work hard; and 13) coordinated the functions and duties of the school with the staff and parents of school children.

The study of Quitalig and Agda are closely related to the present study in the sense that their focus is towards managerial assessment of an aspect of an organization. Their differences lie on the research locale because the former was done in Northern Samar while the present study was conducted here in Catbalogan, Samar.

Arellano (1994) in his study "Teachers' Morale and School Management", found out that supervisory attitudes and practices of administrators affected teachers' morale.

They were the key to the morale problems of teachers and should therefore set the right climate for morale in the school. If morale is high, a staff will do its best to promote effective learning. If morale is low, teachers will not live up to their potential ability and the school will operate far below its maximum efficiency. High morale is desirable because it helps attain organizational goals. Morale is intangible but it can be discerned through careful observation of the way people act. It was found out that there was a positive correlation between low morale and a high rate of absenteeism and tardiness.

He pointed out also that morale affected the kind of work a person did. Low morale cut down production, high morale increased it. If morale is high, teachers will do their best to promote effective learning and will guide students more efficiently. If morale is low, teachers will not exert their maximum potentials and the school will operate below par. This work of Arellano is very much related to the present study which is also a study on morale and school management.

Mandreza (1990) in her thesis on "Teacher Morale and Leader Behavior of Leyte Secondary School Administrators", pointed out that the general level of teachers' morale was a little below average. She pointed out that the factors which contributed to above average morale had relation to

teachers' salary and community support of education, whereas those which brought about average morale included rapport with district supervisor, curriculum issues, and teacher status. The level of teacher morale with regard to satisfaction in teaching was a little below average, while the morale on teaching load and community pressures were simply below average. Likewise, she concluded that there was a tendency on the part of the secondary school administrators of Leyte Division to exhibit a structure-oriented behavior.

There are similarities in the variables and the research instrument discussed in the study of Mandreza and in the present study. Nevertheless, hers had an additional instrument, the Leadership Behavior Description Questionnaire (LBDQ) and the respondents were secondary school administrators only.

In a study conducted by Flores (1990) in Cotabato Division regarding teachers' morale, the following conclusions were revealed: 1) High morale was an indicator of a favorable condition that would lead to work satisfaction. A teacher was generally influenced by the condition prevailing in the environment where he/she performed work. In like manner, Flores maintained that teachers' salary played an important role in teachers' attitude towards service; 2) A feeling of satisfaction

among teachers in the urban areas was shown in their relationship with the people in the community; 3) There was dissatisfaction among rural teachers as regards adequate salary and teaching overload; 4) More experienced teachers exhibited a high morale level possibly because of the administrator's ability to recognize and utilize their special talents, thus giving the former a sense of leadership; 5) Such factors as school facilities and services, teachers' salary, curriculum issues, and satisfaction with teaching caused dissatisfaction among teachers. Urban teacher tended to be happier than those assigned in rural area.

The study of Flores was mentioned in this study because it has semblance with the present study. They both treated teachers' morale as their major subject. The point of dissimilarities is on the coverage since the former limits only its concern to the teachers' morale in the urban and rural areas in Cotabato, while the present study, after having found out the level of teachers' moral, it was further related to the managerial skills of secondary school principals in Samar. Also, they were conducted in different periods.

Chapter 3

METHODOLOGY

This chapter concerns with the discussion of the research design, the research instruments, validation of the instruments, sampling procedure, data gathering procedure and the analysis of data.

Research Design

This study used the descriptive-correlational method designed to assess the managerial skills of secondary school principals and determine the level of teachers' morale in the Division of Samar for school year 1998-1999. Furthermore, this study sought to find the relationship of managerial skills to teachers' morale. It was ascertained that results will serve as basis to improve the managerial competence of school principals. The main instrument used was questionnaire and supplemented by data or information gathered from unstructured interview, observaton, and documentary analysis.

Instrumentation

In gathering the pertinent data and information for this study, the instruments used were the survey questionnaire, unstructured interview, observation, and documentary analysis.

Questionnaire. There were two sets of questionnaires used in this study. The first set of questionnaire was designed to gather responses from the secondary school principals while the second set was designed to elicit the information from the teachers.

The first set of questionnaire intended for the principals, have three parts. Part I was for the basic information about the respondents as to their name (optional), age, sex, educational qualification, length of service and trainings attended. Part II sought information about the level of managerial skills of the principals on technical, human and conceptual. Part III required the respondents to measure the level of the morale of teachers by the indicators that deal purely on morale. For Part II and Part III, the 5-point Likert scale was used in the respondents assessment of the indicators contained in the said sections/parts of the questionnaire. The second set of questionnaire was designed for the teachers, also composed of three parts: Part I for the personal profile of the teachers as to their name (optional), age, and sex. Part II on one hand elicited information on the perceptions of the teachers as to how much their principals have performed in terms of managerial skills exhibited while doing their jobs. Part III was on the personal assessment

of the teachers as to their level of their morale in relation to their jobs as teachers.

Unstructured interview. This was undertaken by the researcher in cases where there was a need to validate or verify responses made by the respondents of the study as reflected in the questionnaire.

Observation. This was used in crosschecking the validity of information contained in the questionnaire and even the information gathered during the interview of respondents.

Documentary analysis. This instrument was used in crosschecking some information given by the respondents in the questionnaire like length of service, trainings attended, and the degree earned which were obtained from the Records Section and Human Resource Management Office of the DECS, Division Office.

Validation of the Instrument

The research instruments initially formulated were subjected to pilot testing in order to determine the functionality of the questionnaires and in order further to check flaws in the items and directions therein.

The dry run was undertaken at Pagsanghan National High

School to its school principal and teachers on December 12, 1998 after an approval was sought from the principal.

The results of the dry run was scrutinized and served as bases for improvements and modifications before the final copy was administered to the nine target schools.

The researcher noted the time the respondents to finish answering the questionnaire. The teacher respondents, the last person to finish took 30 minutes while the principal answered it for only 20 minutes.

The revised copy of the questionnaires was submitted to the the researcher's adviser for further refinement and approval before it was fielded. The revision was on the statement of the directions where it was already addressed specifically to the subject respondents.

Sampling Procedure

Total enumeration for principal respondents was used since there only nine of them. For the teachers, two methods were employed. For teachers coming from Samar National High School, random sampling was used, using the Sloven's (1996: 55) formula in determining the number of respondents from the said school. While the remaining eight schools, total enumeration was employed. For a clearer picture of the number of respondents for each of the nine

Table 1

The Respondents

Schools	: Respondents :		Total	Percent
	:-----:	:-----:		
	:Principals :	Teachers :		%
1. Basey Nat'l. High School	1	45	46	15.33
2. Calbiga Nat'l. High School	1	26	27	9.00
3. Hinabangan Nat'l. High School	1	15	16	5.33
4. Tarangnan Nat'l. High School	1	45	46	15.33
5. Ramon T. Diaz Memorial Nat'l. School	1	15	16	5.33
6. Samar Nat'l. School	1	130	131	43.67
7. Sta. Margarita Nat'l. High School	1	15	16	5.33
8. Sta. Rita Nat'l. High School	1	12	13	4.33
9. Wright Nat'l. High School	1	20	21	7.00
Total	9	291	300	100%

secondary schools involved in this study, Table 1 is provided for.

Data Gathering Procedure

The researcher submitted a written request to the Schools Division Superintendent of Samar Division for permission to conduct and to distribute the instruments to

the school principals and teachers in the nine subject school's in the division.

After the approval of the request, the researcher immediately administered personally the instruments to the target groups. She gave the respondents time to answer the questionnaires for two days. In the retrieval, the researcher once again had personally administered this and was abl to gather 100 percent of the distributed/fielded questionnaires within the second and third week of December, 1998.

Responses, to the instruments were recorded, tabulated, and analyzed as contained in Chapter IV of this study.

Statistical Treatment

The data gathered through the use of questionnaire were organized, tabulated and subjected to statistical treatment using appropriate statisticala tools.

Specifically, in the determination of the level of managerial skills of the principals and the level of teachers' morale, the five-point Likert scale was used including the interpretations of their weighted means:

<u>Scale</u>	<u>Weighted Mean</u>	<u>Interpretation</u>
5	4.51 - 5.00	Highly skilled (HS)/Very High (VH)
4	3.51 - 4.50	Skilled (S)/High (H)

3	2.51 - 3.50	Moderate Skilled (MS)/ Moderate (M)
2	1.51 - 2.50	Fairly Skilled (FS)/ Fairly Moderat (FM)
1	1.00 - 1.50	Not Skilled (NS)/Low (L)

To compare the perceptions of the two groups of respondents on the level of managerial skills of principals and the level of teachers' morale, the t-test for independent samples with the formula shown below (Walpole, 1982: 254) was used:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{N_1 + N_2 - 2} \left[\frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

where:

\bar{X}_1 = refers to the grand weighted mean of the responses of the first group of respondents.

\bar{X}_2 = refers to the grand weighted mean of the responses of the second group of respondents.

\bar{N}_1 = refers to the number of respondents in the first group

\bar{N}_2 = refers to the number of respondents in the second group

S_1^2 = refers to the variance of the first group of respondents

S_2^2 = refers to the variance of the second group of respondents

In establishing the relationship between the profile of the secondary school principals as to their average performance rating for the last two school years, their length of service, and their number of trainings attended to, and their managerial skills as well as the teachers' morale, the Pearson Product Moment Correlation Coefficient (Pearson r), was used (Graham, 1993: 190).

$$r = \frac{S_{xy}}{S_x S_y}$$

x = refers to the variable representing the level of managerial skills of school principals

y = refers to the variable representing the level of teachers' morale

S_{xy} = refers to the covariance, given by the formula

$$\frac{\sum XY - \bar{X} \bar{Y}}{n}$$

S_x = refers to the standard deviation of X

S_y = refers to the standard deviation of Y

To test the significance of the relationship between the personal variates of the school principal and their managerial skills as well as teachers' morale, the Fisher's t-test was used whose formula is shown below (Graham: 1993 191):

$$t = \frac{r\sqrt{N - 2}}{\sqrt{1 - r^2}}$$

where:

- t = refers to the computed Fisher's t-test
- N = refers to the number of paired variables
- r = refers to the computed correlation coefficient using Pearson formula

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter contains a detailed presentation, analysis and interpretation of data based on the specific questions posed in chapter 1 of this study. The data are presented in tables followed by a textual discussion of their relevance towards their study.

Profile of Secondary School Principals in the Division of Samar

The profile of secondary school principals speaks of their age and sex, educational qualification, length of service, trainings attended, and average performance rating for the last two years. They are specifically discussed below.

Age and Sex. Table 2 on the following page shows the age and sex profile of secondary school principals. As reflected on the table, there were more males than female principals in the subject schools where their ages spread from 35 years old to bracket 59 years old. It can be pictured from the table that the secondary school principals did not cluster specifically on a particular age bracket. Their age gap, though is not wide, since there were only two principals whose ages were 35 and 38, all the rest had

Table 2

**The Age and Sex Profile of Secondary School
Principals Division of Samar**

Age Distribution	:	Male	:	Female	:	Total
59		1		0		1
58		0		1		1
56		0		1		1
51		0		1		1
50		1		0		1
49		0		1		1
48		1		0		1
38		1		0		1
35		1		0		1
Ave. Age 49.33	Total	5		4		9

ages from 48, 49, 50, 51, 56, 58 and 59. These ages are characteristics of the position of school principals for they have been in the service for quite a period.

The Educational attainment. The educational attainment profile of secondary school principals in the nine secondary schools in Samar is distinctive from the ordinary classroom teacher. The study showed or found out that all the nine secondary school principals are master's degree holders and

there are even three of them who have already earned their Certificate of Academic Requirements (CAR) in the post graduate. This is due to the fact that the minimum educational attainment required in the new qualification standards for principal position is a master's degree holder. Because of this requirement, every administrator in the said high school, did his part in finishing his graduate studies.

Length of service. Table 3 shows the length of service profile of the secondary school principals in the nine secondary schools in the Division of Samar. From the table, it can be deduced that each of the nine principals has a particular number of years in the service which started from 11 years which is the lowest going to 36 years as the highest length of service of one of the principals involved in this study. Also, the average number of years served by the said principals is 23.11 years.

Trainings attended The profile of trainings attended by the secondary school principals in the Division of Samar is depicted on table 4. Training are leveled into school, division, regional, and national, where the frequency of respondents' attendance is considered.

As can be gleaned from the table, it is in the regional and division levels where the nine secondary school

Table 3

**The Length of Service Profile of Secondary School
Principals in the Division of Samar**

=====		
Length of Service : Number of secondary school Principals		

36		1
35		1
27		1
23		1
22		1
21		1
17		1
16		1
11		1

Ave. 23.11	Total	9
=====		

principals have attended most with a total number of trainings of 111 and 107, which are 39.50 percent and 38.08 percent respectively. Their national level attendance is having a total of 50 or 17.79 percent as opposed by their school level attendance of 13 which is only 4.63 percent.

The picture that is reflected on Table 4 only strengthen the fact that other principals do not have enough national level and even that of the school level trainings. This is

Table 4

**The Profile of Trainings Attended by the
Secondary School Principals
in the Division of Samar**

Level of Trainings	Frequency	Percentage (%)
National	50	17.79
Regional	111	39.50
Division	107	38.08
School	13	4.63
Total	281	100.00

because in the conduct of training, monetary or logistics consideration become a problem, particularly that of the national level training where registration costs are too expensive that most of the school heads cannot afford for their schools simply lack funds for such purpose.

The Average performance rating. Table 5 on the following page shows the profile of the average performance rating for the last two years of the secondary school principals in the Division of Samar. As can be gleaned from the table, both the secondary school principals are performing "Very satisfactory", although numerically

Table 5

**The Profile of the Average Performance Rating for
the Last Two Years of the Secondary School
Principals in the Division of Samar**

=====		
Schools	: Average Rating	: Interpretation

1. Basey NHS	85.15	Very Satisfactory
2. Calbiga NHS	80.36	Very Satisfactory
3. Hinabangan NHS	83.75	Very Satisfactory
4. Tarangnan NHS	86.92	Very Satisfactory
5. Ramon TDMNHS	83.00	Very Satisfactory
6. Samar NHS	87.25	Very Satisfactory
7. Sta. Margarita NHS	84.62	Very Satisfactory
8. Sta. Rita NHS	85.50	Very Satisfactory
9. Wright NHS	89.50	Very Satisfactory

Grand Mean	85.12	
=====		

speaking are showing different performance ratings. The highest rating is that one from Wright National High School which is 89.50. This is followed by 87.25 from Samar National School. The least performance rating is 80.36 from Calbiga National High School. Considering the average ratings, the principals have earned 85.12.

The Level of Managerial Skills of the
Secondary School Principals as
Perceived by the Principals
Themselves and Their Teachers

The managerial skills which are subjected in this study are classified into technical skills, human skills, and conceptual skills. They were subjected into scrutiny by the principals themselves and their teachers as to how they are performing them. Specifically they are treated below.

As to Technical Skills. Table 6 on the following page depicts the information on the level of managerial skills of the secondary school principals along technical skills as perceived by the principles themselves. As can be gleaned from the table, among the 25 indicators, it is on: a) taking an active role in recruiting, selecting and retaining staff for the work unit; b) capitalizing on human assets by appropriate trainings and development programs; and c) clarify roles and relationships, where the principals are considered "Highly Skilled" with a numerical value of 4.78. This is followed by the following indicators: a) sequencing and scheduling work activities; b) explaining and justifying persuasively the unit budget requests; c) applying financial systems reports and mechanisms in managing work unit cost; d) planning for the acquisition of

Table 6 cont'd.

20. Clarify roles and relationships so members understand work assignments and expectations.	(35)	(8)				
	7	2			4.78	Highly Skilled
21. Establish systems for monitoring work progress to ensure unit excellence.	(15)	(24)				
	3	6			4.33	Skilled
22. Evaluate unit effectiveness in a systematic and objective manner.	(20)	(16)	(3)			
	4	4	1		4.33	Skilled
23. Assess unit climate in terms of cooperative actions that enhance people performance and potential.	(30)	(8)	(3)			
	6	2	1		4.56	Highly Skilled
24. Develop strategies toward achieving unit long-term goals by continuing system refinements and improvements.	(15)	(24)				
	3	6			4.33	Skilled
25. Manage information resources for wider input and applications by improved skills in negotiation, bargaining and coalition building.	(20)	(20)				
	4	5			4.44	Skilled
<hr/>						
T o t a l - - - - -	(565)	(444)	(12)			
	113	111	4		111.86	
<hr/>						
Grand Mean - - - - -					4.47	Skilled
<hr/>						

Legend:

4.51 - 5.00	Highly Skilled	(HS)
3.51 - 4.51	Skilled	(S)
2.51 - 3.50	Moderately Skilled	(MS)
1.51 - 2.50	Fairly Skilled	(FS)
1.00 - 1.50	Not Skilled	(NS)

needed equipment, facilities and supplies to carry out unit mission; and e) overseeing or participating in procurement management of key unit material resources. The least perceived indicators of their managerial skills are the

following: a) providing unit guidance on how to assess or measure goal accomplishment where they rated themselves 4.11; & b) Planning for needed changes in size and compositions of work unit staff and supplementary personnel.

The above information implies that the secondary school principals have enough opportunities in acquainting themselves on those indicators where they rated themselves "Highly skilled" and a little bit experience on opportunities for development on those indicators where they rated themselves "skilled".

As to Human Skills. The level of managerial skills of the secondary school principals along human skills as perceived by themselves is shown on Table 7 that follows. As shown on the table, it is on "maintaining effective relationship with other government agencies within the area" where the principals rated themselves "Highly skilled" with a weighted mean of 4.89. Although there are other indicators whose qualitative descriptions or assessment is "Highly Skilled", they are rated a little bit lower than the first mentioned indicator, such as a weighted mean of 4.78 for developing a strong work unit or team; also a weighted mean of 4.78 for resolving conflict, developing positive unit image for performance excellence, and encouraging participative and team management approach. Other

Table 7

**Level of Managerial Skills of The Secondary
School Principals Along Human Skills
as Perceived by the Principals
Themselves**

Indicators	Level of Managerial Skills					Weighted Mean	Interpre- tation
	:-----:-----:-----:-----:-----:						
	: 5	: 4	: 3	: 2	: 1		
1. Develop a strong work unit or team culture that enhances high performance.	(35) 7	(8) 2				4.78	Highly Skilled
2. Develop cultural sensitivity to difference in unit members, colleagues, clients.	(25) 5	(16) 4				4.56	Highly Skilled
3. Communicate respect for the listener by transmitting both verbally and non-verbally positive concern, interest, and encouragement.	(25) 5	(12) 3	(3) 1			4.44	Skilled
4. Communicate reciprocal concern and non-judgmental attitude by a dialogue which promotes circular communications, and avoids moralistic value-laden, evaluative statements.	(25) 5	(12) 3	(3) 1			4.44	Skilled
5. Identify work units diverse public or stockholders in its activities and performance.	(10) 2	(24) 6	(3) 1			4.11	Skilled
6. Represent/promote work unit before groups and individuals within and without the organization.	(10) 2	(24) 6	(3) 1			4.11	Skilled
7. Respond effectively to inquiries and requests for unit information and service.	(15) 3	(20) 5	(3) 1			4.22	Skilled
8. Use formal and informal resources networks effectively to achieve unit objectives and targets.	(30) 6	(12) 3				4.67	Highly Skilled

Table 7 cont'd.

9. Resolve conflict within unit by negotiations and compromise so energies can be constructively channeled.	(35) 7	(8) 2		4.78	Highly Skilled
10. Develop positive unit image for performance excellence, resourcefulness and cooperation.	(35) 7	(8) 2		4.78	Highly Skilled
11. Create unit reputation for innovation and adaptability and synergistic relationship.	(30) 6	(8) 2	(3) 1	4.56	Highly Skilled
12. Demonstrate unit respect for host community or area locals.	(30) 6	(12) 3		4.67	Highly Skilled
13. Maintain concern for environmental or ecological impact of unit activities.	(15) 3	(24) 6		4.33	Skilled
14. Maintain helpful, supportive, productive relationships within the work area.	(30) 6	(12) 3		4.67	Highly Skilled
15. Maintain productive work relationships with other units within organization, obtaining cooperation from those not under direct control.	(25) 5	(16) 4		4.56	Highly Skilled
16. Maintain influential relationships with higher level management whose attitudes and decisions affect the units.	(20) 4	(20) 5		4.44	Skilled
17. Maintain productive working relationship with other agencies.	(25) 5	(16) 4		4.56	Highly Skilled
18. Maintain effective relationship with other government agencies within the area.	(40) 8	(4) 1		4.89	Highly Skilled
19. Seek and maintain competence as performance criteria, regardless of sex, race or other factors in workers.	(30) 6	(12) 3		4.67	Highly Skilled

Table 7 cont'd.

20. Consult with unit members and higher management for meaningful reward and recognition program.	(20) 4	(20) 5		4.44	Skilled
21. Encourage participative and team management approach.	(35) 7	(8) 2		4.78	Highly Skilled
22. Delegate responsibility with commensurate authority and resources.	(20) 4	(20) 5		4.44	Skilled
23. Provide reinforcement for high performance through appropriate recognition and rewards.	(25) 5	(16) 4		4.56	Highly Skilled
24. Coach and counsel unit members on technical problems, productivity, career development and appropriate changes in behavior.	(15) 3	(20) 5	(3) 1	4.22	Skilled
25. Maintain equal concern for task accomplishment and people maintenance within the unit.	(25) 5	(12) 3	(3) 1	4.44	Skilled
26. Share helpful feedback with members by improved skills as a listener, observes, and constructive critics.	(25) 5	(16) 4		4.56	Highly Skilled
27. Practice diplomacy, tact and consideration of others by improved human relations skills.	(30) 6	(12) 3		4.67	Highly Skilled
28. Implement and sustain a wellness program which reduces stress and tension, while improving the quality of life, and the management of time and leisure.	(25) 5	(16) 4		4.56	Highly Skilled
<hr/>					
T o t a l - - - - -	(710) 142	(408) 102	(24) 8	126.91	
<hr/>					
Grand Mean - - - - -				4.53	HS
<hr/>					

Legend:

4.51 - 5.00	Highly Skilled	(HS)	2.51 - 3.50	Moderately Skilled	(MS)
3.51 - 4.51	Skilled	(S)	1.51 - 2.50	Fairly Skilled	(FS)
			1.00 - 1.50	Not Skilled	(NS)

perceived "Highly skilled" indicators by the principals with regard to their managerial skills relative to human considerations are on: a) using formal and informal resources networks; b) demonstrating unit respect for host community or area locale; c) maintaining helpful, supportive, productive relationships within the work area; d) seeking and maintaining competence as performance criteria; and e) practicing diplomacy, tact and consideration of others. They all rated these mentioned indicators with a weighted mean of 4.67. Other indicators whose weighted means are 4.44, 4.33, 4.22 and 4.11, are all interpreted under the level of "skilled", which means that the principals are regarding themselves as knowledgeable on these aspects.

As to Conceptual Skills. The table that follows is showing a picture of how the principals of the secondary schools in the Division of Samar rated themselves on their level of their managerial skills along conceptual knowledge or skills. Table 8 shows that the highest weighted mean of 4.78 which is "Highly skilled", addresses to the following indicators: a) extract and apply organization communications pertinent to unit member; b) keep unit members informed of pertinent external issues, and development that impact their work; and c) ensure that

Table 8

**Level of Management Skills of Secondary
School Principals Along Conceptual
Skills as Perceived by the
Principals Themselves**

Indicators	Level of Managerial Skills					Weighted Mean	Interpre- tation
	5	4	3	2	1		
1. Involved in the transition to the new work culture for the unit by planning change.	(20) 4	(20) 5				4.44	Skilled
2. Keep up-to-date with technological changes and developments affecting area of expertise of the work unit.	(25) 5	(16) 4				4.56	Highly Skilled
3. Keep up-to-date on changing organizational objectives, roles, norms, activities, priorities, and policies.	(15) 3	(24) 6				4.33	Skilled
4. Aware of an sensitive to the varied cultures, both macro and micro, in which the unit operates.	(15) 3	(24) 6				4.33	Skilled
5. Have knowledge and language skills for the host culture in which the unit operates.	(20) 4	(20) 5				4.44	Skilled
6. Apply understanding of roles, expectations, or regulations relative to unit performance from the prospective of officials in the organization or the government.	(25) 5	(16) 4				4.56	Highly Skilled
7. Explain/clarify changing organizational culture, policies, priorities and procedures to unit members.	(15) 3	(24) 6				4.33	Skilled
8. Extract and apply organization communications pertinent to unit members.	(35) 7	(8) 2				4.78	Highly Skilled

Table 8 cont'd.

9. Keep unit members informed of pertinent external issues, and developments that impact their works.	(35) 7	(8) 2		4.78	Highly Skilled
10. Ensure that work unit activities reflect organizational goals, policies, and directives.	(35) 7	(8) 2		4.78	Highly Skilled
11. Prepare required written and oral communication for unit with conciseness, accuracy, competence, and cultural sensitivity.	(25) 5	(16) 4		4.56	Highly Skilled
12. Communicate changes in organization policies, procedures, and programs to external clients, suppliers and stakeholders.	(20) 4	(20) 5		4.44	Skilled
13. Establish a balance among competing objectives and targets to accomplish overall work unit goals.	(25) 5	(16) 4		4.56	Highly Skilled
14. Anticipate obstacles to achieving work unit goals, identify means for overcoming them, and apply contingency plans when necessary.	(25) 5	(16) 4		4.56	Highly Skilled
15. Plan specifically for changes adjusting long-term work unit goals accordingly.	(25) 5	(12) 3	(3) 1	4.44	Skilled
16. Anticipate trends, changes, needs and problems, pre-adjusting and reallocating as appropriate.	(20) 4	(20) 5		4.44	Skilled
17. Present ideas clearly and persuasively in both oral and written communication by improved skills as a communicator.	(20) 4	(16) 4	(3) 1	4.33	Skilled

Table 8 cont'd.

18. Apply imagination and creativity by improving problem-solving and decision-making skills.	(25)	(16)			Highly
	5	4		4.56	Skilled

Total	(425)	(300)	(6)		
	86	75	2	81.22	

Grand Mean				4.51	Highly Skilled
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Legend:

4.51 - 5.00	Highly Skilled	(HS)
3.51 - 4.51	Skilled	(S)
2.51 - 3.50	Moderately Skilled	(MS)
1.51 - 2.50	Fairly Skilled	(FS)
1.00 - 1.50	Not Skilled	(NS)

work unit activities reflect organizational goals, policies, and directiveness. This means that the secondary school principals believed that they are very conversant of these functions or duties required of the position. Another group of indicators falling under the description of "Highly Skilled" having a numerical rating of 4.56 are as follows:

a) keep up-to-date with technological changes and developments affecting the area or work unit, b) apply understanding of roles, expectations, or regulations relative to unit performance; c) prepare required reports, oral and written with conciseness, accuracy, competence, and cultural sensitivity; d) establish a balance among competing objectives and targets; e) anticipate obstacles to

achieving work unit goals, and f) apply imagination and creativity by improving problem solving and decision making skills. The last group of indicators perceived as "skilled" relative to the effectiveness or competence of secondary school principals in their conceptual skills are having a weighted means of 4.44 and 4.33.

The above picture implies that these nine secondary school principals are skillful in their managing their respective schools.

As to Technical skills. The perceptions of the 291 teacher-respondents on the level of managerial skills along technical skills their principals have are shown on Table 9 on the following page. The table suggests that not a single indicator has been labeled by the teachers as "Highly Skilled" for their principals' managerial skillfulness. They all rated the indicators as "skilled" ranging a weighted means from 3.90 to 4.33. This means that the teachers have objectively assessed their principals as can be seen from the spread of assessments on the table where there were teachers, although very few, who rated their principals under 1 and 2 levels, described as "unskilled" and "Fairly Skilled", respectively.

Among the 25 indicators mentioned on the table, the highest rating of 4.33 is on the principals' skill in

Table 9

**Level of Managerial Skills of the Secondary
School Principals Along Technical Skills
as Perceived by their Teachers**

Indicators	Level of Managerial Skills					Weighted Mean	Interpre- tation
	5	4	3	2	1		
1. Identify specific projects and actions necessary to accomplish work unit goals.	(485) 97	(572) 143	(126) 42	(10) 5	(4) 4	4.11	Skilled
2. Establish priorities among competing unit projects and activities.	(445) 89	(564) 141	(150) 50	(14) 7	(4) 4	4.05	Skilled
3. Set challenging, but realistic deadlines for competing work unit projects.	(450) 90	(592) 148	(129) 143	(10) 5	(5) 5	4.08	Skilled
4. Sequence and schedule work activities to maximize efficient use of available resources.	(575) 115	(460) 115	(153) 51	(8) 4	(6) 6	4.13	Skilled
5. Consider long term goals while devising short-term plans and schedules.	(460) 92	(628) 157	(114) 38	(2) 1	(3) 3	4.15	Skilled
6. Provide unit guidance on how to assess or measure goal accomplishment.	(380) 76	(616) 154	(179) 59	(2) 1	(1) 1	4.04	Skilled
7. Prepare unit budget with members in context of organizational constraints and financial resources.	(390) 78	(664) 166	(123) 41	(4) 2	(4) 4	4.07	Skilled
8. Project long-term financial needs and resources of work unit.	(280) 56	(772) 193	(99) 33	(10) 5	(4) 4	4.00	Skilled
9. Explain and justify persuasively the unit budget requests both orally and in writing.	(380) 76	(636) 159	(108) 36	(6) 3	(4) 4	3.90	Skilled

Table 9 cont'd.

10. Apply financial systems reports and mechanisms in managing work unit costs and/or income.	(435) 87	(628) 157	(132) 44	(2) 1	(2) 2	4.12	Skilled
11. Seek entrepreneurial opportunities to supplement unit budget or expand its income production.	(400) 80	(640) 160	(132) 44	(8) 4	(3) 3	4.07	Skilled
12. Plan for the acquisition of needed equipment, facilities, supplies, or services to carry out unit mission.	(480) 96	(564) 141	(126) 42	(10) 5	(7) 7	4.08	Skilled
13. Oversee or participate in procurement management of key unit material resources, including purchase decision on equipment and contractors.	(555) 111	(540) 135	(129) 43		(2) 2	4.21	Skilled
14. Ensure that illegal, unethical or unjust financial practices are not practiced within or by the work unit.	(480) 96	(564) 141	(105) 35	(24) 12	(7) 7	4.06	Skilled
15. Plan for needed changes in size and composition of work unit staff and supplementary personnel.	(620) 124	(512) 128	(90) 30	(10) 5	(4) 4	4.25	Skilled
16. Take an active role in recruiting, selecting and retaining staff for the work unit.	(585) 117	(572) 143	(75) 25	(6) 3	(3) 3	4.27	Skilled
17. Apply personnel policies and regulations, particularly regarding equal employment opportunity and affirmative actions to prevent job discrimination.	(610) 122	(508) 127	(99) 33	(6) 3	(6) 6	4.22	Skilled
18. Develop meaningful performance standards, and conduct helpful performance appraisals.	(555) 111	(528) 132	(117) 39	(6) 3	(6) 6	4.17	Skilled
19. Capitalize on human assets by appropriate training and development programs.	(625) 125	(476) 190	(129) 43	(2) 1	(3) 3	4.24	Skilled

Table 9 cont'd.

20. Clarify roles and relationships so members understand work assignments and expectations.	(695)	(408)	(126)	(8)	(4)		
	139	102	42	4	4	4.27	Skilled
21. Establish systems for monitoring work progress to ensure unit excellence.	(585)	(540)	(102)	(6)	(2)		
	117	135	34	3	2	4.24	Skilled
22. Evaluate unit effectiveness in a systematic and objective manner.	(700)	(460)	(93)	(4)	(3)		
	140	115	31	2	3	4.33	Skilled
23. Assess unit climate in terms of cooperative actions that enhance people performance and potential.	(680)	(472)	(99)	(6)	(1)		
	136	118	33	3	1	4.32	Skilled
24. Develop strategies toward achieving unit long-term goals by continuing system refinements and improvements.	(615)	(520)	(99)	(6)	(2)		
	123	130	33	3	2	4.27	Skilled
25. Manage information resources for wider input and applications by improved skills in negotiation, bargaining and coalition building.	(680)	(476)	(90)	(6)	(3)		
	136	119	30	3	3	4.32	Skilled
<hr/>							
T o t a l - - - - -	(13145)	(13912)	(2922)	(176)	(93)		
	2629	3478	974	88	93	103.97	
<hr/>							
Grand Mean - - - - -						4.16	Skilled
<hr/>							

Legend:

4.51 - 5.00	Highly Skilled	(HS)
3.51 - 4.51	Skilled	(S)
2.51 - 3.50	Moderately Skilled	(MS)
1.51 - 2.50	Fairly Skilled	(FS)
1.00 - 1.50	Not Skilled	(NS)

evaluating unit effectiveness in a systematic and objective manner, emphasizing both quantity and quality. This is opposed by their weighted mean rating of 3.90 which is on the principals' skills in explaining and justifying

persuasively the unit budget requests both orally and in writing. This is further strengthened when teacher-respondents gave a weighted mean rating of 4.00, the second rating from the lowest, to the principals' skill in projecting long term financial planning.

As to Human Skills. Table 10 shows the level of managerial skills of the secondary school principals along human skills as perceived by their teachers. As can be gleaned from the table, the teachers have rated their principals with a weighted mean of 4.80, which means "highly skilled" on the skill of coaching and counseling unit members on technical problems, productivity, career development, and appropriate changes in performance or behavior. In other indicators, they rated them from a weighted mean of 4.08 to a weighted , mean of 4.37, which are all under the "skilled" interpretation.

From these indicators where the secondary school principals are described by their teachers as "skilled", it is on "Responding effectively to inquiries and requests for unit information and service", where they are rated highest, with a weighted mean of 4.37. This is followed by the weighted mean of 4.36 which is on the skill of the principals to "communicate respect for the listener by transmitting both verbally and non-verbally positive

Table 10

**Level of Managerial Skills of the Secondary School
Principals Along Human Skills as Perceived
by the Teachers**

Indicators	Level of Managerial Skills					Weighted Mean	Interpre- tation
	5	4	3	2	1		
1. Develop a strong work unit or team culture that enhances high performance.	(630) 126	(564) 141	(66) 22		(2) 2	4.34	Skilled
2. Develop cultural sensitivity to difference in unit members, colleagues, clients.	(655) 131	(524) 131	(63) 21	(6) 3	(5) 5	4.31	Skilled
3. Communicate respect for the listener by transmitting both verbally and non-verbally positive concern, interest, and encouragement.	(670) 134	(524) 131	(75) 25		(1) 1	4.36	Skilled
4. Communicate reciprocal concern and non-judgmental attitude by a dialogue which promotes circular communications, and avoids moralistic value-laden, evaluative statements.	(735) 147	(420) 105	(111) 37		(2) 2	4.36	Skilled
5. Identify work units diverse public or stockholders in its activities and performance.	(670) 134	(492) 123	(84) 28	(6) 3	(3) 3	4.31	Skilled
6. Represent/promote work unit before groups and individuals within and without the organization.	(615) 123	(548) 137	(78) 26	(4) 2	(3) 3	4.29	Skilled
7. Respond effectively to inquiries and requests for unit information and service.	(690) 138	(488) 122	(87) 29	(4) 2	(2) 2	4.37	Skilled
8. Use formal and informal resources networks effectively to achieve unit objectives and targets.	(480) 96	(572) 143	(126) 42	(12) 6	(4) 4	4.10	Skilled

Table 10 cont'd.

9. Resolve conflict within unit by negotiations and compromise so energies can be constructively channeled.	(700) 140	(452) 113	(105) 35	(2) 1	(2) 2	4.33	Skilled
10. Develop positive unit image for performance excellence, resourcefulness and cooperation.	(590) 118	(580) 145	(75) 25	(4) 2	(1) 1	4.30	Skilled
11. Create unit reputation for innovation and adaptability and synergistic relationship.	(640) 128	(512) 128	(90) 30	(6) 3	(2) 2	4.30	Skilled
12. Demonstrate unit respect for host community or area locals.	(665) 133	(516) 129	(84) 28		(1) 1	4.35	Skilled
13. Maintain concern for environmental or ecological impact of unit activities.	(690) 138	(494) 124	(96) 22	(8) 4	(3) 3	4.34	Skilled
14. Maintain helpful, supportive, productive relationships within the work area.	(490) 98	(592) 148	(120) 40	(6) 3	(2) 2	4.16	Skilled
15. Maintain productive work relationships with other units within organization, obtaining cooperation from those not under direct control.	(640) 128	(532) 133	(84) 28	(2) 1	(1) 1	4.33	Skilled
16. Maintain influential relationships with higher level management whose attitudes and decisions affect the units.	(655) 131	(468) 117	(114) 38	(6) 3	(2) 2	4.28	Skilled
17. Maintain productive working relationship with other agencies.	(685) 137	(408) 102	(141) 47	(4) 2	(3) 3	4.27	Skilled
18. Maintain effective relationship with other government agencies within the area.	(650) 130	(360) 90	(186) 62	(10) 5	(4) 4	4.16	Skilled
19. Seek and maintain competence as performance criteria, regardless of sex, race or other factors in workers.	(545) 109	(524) 131	(132) 44	(8) 4	(3) 3	4.17	Skilled

Table 10 cont'd.

20. Consult with unit members and higher management for meaningful reward and recognition program.	(635) 127	(544) 136	(75) 25	(2) 1	(2) 2	4.32	Skilled
21. Encourage participative and team management approach.	(505) 101	(604) 151	(102) 34	(4) 2	(3) 3	4.19	Skilled
22. Delegate responsibility with commensurate authority and resources.	(673) 134	(468) 117	(102) 34	(6) 3	(3) 3	4.29	Skilled
23. Provide reinforcement for high performance through appropriate recognition and rewards.	(630) 126	(492) 123	(111) 37	(4) 2	(3) 3	4.26	Skilled
24. Coach and counsel unit members on technical problems, productivity, career development and appropriate changes in behavior.	(665) 133	(650) 130	(81) 27		(1) 1	4.90	Highly Skilled
25. Maintain equal concern for task accomplishment and people maintenance within the unit.	(495) 99	(500) 125	(183) 61	(6) 3	(3) 3	4.08	Skilled
26. Share helpful feedback with members by improved skills as a listener, observes, and constructive critics.	(565) 113	(572) 143	(93) 31	(4) 2	(2) 2	4.25	Skilled
27. Practice diplomacy, tact and consideration of others by improved human relations skills.	(655) 131	(492) 123	(99) 33	(4) 2	(2) 2	4.30	Skilled
28. Implement and sustain a wellness program which reduces stress and tension, while improving the quality of life, and the management of time and leisure.	(590) 118	(504) 126	(123) 41	(8) 4	(2) 2	4.22	Skilled
T o t a l - - - - -	(17505) 3501	(14398) 3567	(2856) 952	(126) 63	(67) 67	120.14	

Grand Mean - - - - - 4.29 Skilled

Legend:

4.51 - 5.00	Highly Skilled	(HS)	2.51 - 3.50	Moderately Skilled	(MS)
3.51 - 4.51	Skilled	(S)	1.51 - 2.50	Fairly Skilled	(FS)
			1.00 - 1.50	Not Skilled	(NS)

concern, interest, and encouragement" and to "communicate reciprocal concern and non judgmental attitude by a dialogue which shares interaction responsibility, promotes circular communications and avoids moralistic, value-laden, evaluative statements".

The lowest weighted mean of 4.08 is addressing the principals' skill in "maintaining equal concern for task accomplishment and people maintenance within the unit".

This information above, implies that the nine secondary school principals manning the nine big secondary schools in the Division of Samar have enough knowledge on how they should lead the personnel under their charge, resulting to harmonious relationship of individuals in the organization.

As to Conceptual Skills. The perceptions of teacher-respondents on the level of managerial skills of their principals along conceptual skills are portrayed in Table 11. From among the 18 indicators, it is on the skill of "Getting involved in the transition to the new work culture for the unit by planning change ", where the teachers rated their principals highest with a weighted mean of 4.36, which means " Skilled ". Although other indicators are having the same qualitative description of "Skilled", numerically, the teachers have rated their principals differently which is from a weighted mean of 4.10 to a weighted mean of 4.35. The indicator which earned a weighted mean of 4.35 is that one

Table 11

**Level of Managerial Skills of the Secondary School
Principals Along Conceptual Skills as
Perceived by the Teachers**

Indicators	: Level of Managerial Skills					: Weighted : Mean : :	: Interpre- tation :
	:-----:						
	: 5	: 4	: 3	: 2	: 1		
1. Involved in the transition to the new work culture for the unit by planning change.	(730) 146	(432) 108	(102) 34	(4) 2	(1) 1	4.36	Skilled
2. Keep up-to-date with technological changes and developments affecting area of expertise of the work unit.	(660) 132	(464) 116	(108) 36	(8) 4	(3) 3	4.27	Skilled
3. Keep up-to-date on changing organizational objectives, roles, norms, activities, priorities, and policies.	(725) 145	(416) 104	(111) 37	(4) 2	(3) 3	4.33	Skilled
4. Aware of an sensitive to the varied cultures, both macro and micro, in which the unit operates.	(590) 118	(488) 122	(138) 46	(6) 3	(2) 2	4.21	Skilled
5. Have knowledge and language skills for the host culture in which the unit operates.	(650) 130	(472) 118	(117) 39	(6) 3	(1) 1	4.28	Skilled
6. Apply understanding of roles, expectations, or regulations relative to unit performance from the prospective of officials in the organization or the government.	(575) 115	(424) 106	(192) 64	(8) 4	(2) 2	4.13	Skilled
7. Explain/clarify changing organizational culture, policies, priorities and procedures to unit members.	(680) 136	(468) 117	(99) 33	(8) 4	(1) 1	4.32	Skilled
8. Extract and apply organization communications pertinent to unit members.	(680) 136	(432) 108	(117) 39	(10) 5	(3) 3	4.27	Skilled
9. Keep unit members informed of pertinent external issues, and developments that impact their works.	(675) 135	(416) 104	(141) 47	(6) 3	(2) 2	4.26	Skilled

Table 11 cont'd.

10. Ensure that work unit activities reflect organizational goals, policies, and directives.	(655)	(480)	(105)	(8)	(1)		
	131	120	35	4	1	4.29	Skilled
11. Prepare required written and oral communication for unit with conciseness, accuracy, competence, and cultural sensitivity.	(655)	(420)	(159)	(2)	(1)		
	131	105	53	1	1	4.25	Skilled
12. Communicate changes in organization policies, procedures, and programs to external clients, suppliers and stakeholders.	(490)	(520)	(177)	(4)	(2)		
	98	130	59	2	2	4.10	Skilled
13. Establish a balance among competing objectives and targets to accomplish overall work unit goals.	(595)	(436)	(168)	(8)	(3)		
	119	109	56	4	3	4.16	Skilled
14. Anticipate obstacles to achieving work unit goals, identify means for overcoming them, and apply contingency plans when necessary.	(675)	(440)	(117)	(8)	(3)		
	135	110	39	4	3	4.27	Skilled
15. Plan specifically for changes adjusting long-term work unit goals accordingly.	(610)	(380)	(198)	(10)	(3)		
	122	95	66	5	3	4.13	Skilled
16. Anticipate trends, changes, needs and problems, pre-adjusting and reallocating as appropriate.	(665)	(448)	(105)	(14)	(4)		
	133	112	35	7	4	4.25	Skilled
17. Present ideas clearly and persuasively in both oral and written communication by improved skills as a communicator.	(715)	(452)	(93)	(4)	(2)		
	143	113	31	2	2	4.35	Skilled
18. Apply imagination and creativity by improving problem-solving and decision-making skills.	(595)	(448)	(171)	(4)	(1)		
	119	112	57	2	1	4.19	Skilled
<hr/>							
Total - - - - -	(11620)	(8036)	(2418)	(122)	(38)		
	2324	2009	806	61	38	76.42	
<hr/>							
Grand Mean - - - - -						4.25	Skilled
<hr/>							

Legend:

4.51 - 5.00	Highly Skilled	(HS)	2.51 - 3.50	Moderately Skilled	(MS)
3.51 - 4.51	Skilled	(S)	1.51 - 2.50	Fairly Skilled	(FS)
			1.00 - 1.50	Not Skilled	(NS)

on the skill of the principals to " present ideas clearly and persuasively in both oral and written communication by improved skills as a communicator". The lowest weighted mean of 4.10 is addressed to the skill of the principals to " Communicate changes in organization policies, procedures, and programs to external clients, suppliers and stakeholders. With the information provided above, expectedly the secondary school principals of the nine secondary schools involved in this study, are able to project themselves satisfactorily as managers, to their teachers.

The Comparison of the Perceptions of the
Secondary School Principals and Teachers
on the Levels of Managerial Skills
of the Secondary School Principals

The secondary school principals' personal assessments on the levels of their managerial skills were compared with the teachers' perceptions. The result is shown in Table 12, on page 76.

It can be gleaned from the table that the secondary school principals' group gave a higher rating to themselves as compared with the rating of the teachers given to their principals. So, when subjected to computational analysis, the comparison of all three indicators yielded a very significant difference as portrayed by the computed t-value of 6.5859212; 9.3977; and 5.7371, respectively, as against

Table 12

**The Result of the t-test of Comparison Between
the Perceptions of the Secondary School
Principals and the Teachers on the
Levels of Managerial Skills of the
Secondary School Principals**

Indicators	: Grand Mean :		Computed: Critical :		:	
	:-----: t-value :		t-value :		Evaluation: Decision	
	: Prin.: Tea. :		: at .05 df:		:	
On Technical Skills	4.47	4.16	6.5858	2.015	Significant	Reject H_0
On Human Skills	4.53	4.29	9.3977	2.005	Significant	Reject H_0
On Conceptual Skills	4.51	4.25	5.7371	2.03	Significant	Reject H_0

the critical t-value of 2.015; 2.005; and 2.03 respectively at .05 level of significance with their corresponding degrees of freedom (N-2).

Thus the hypothesis that states that "there are no significant differences between the perceptions of the two groups of respondents as regard the level of managerial skills of the secondary school principals along a) technical skills; b) human skills; and c) conceptual skills", is rejected. This further indicates that the secondary school principals and their teachers differed in their assessment of the principals' level of managerial skills. This might be so because the principals were the ones rating their own managerial skills where subjectivity may have come in. On

the other hand, the teachers assessment proved lower, the fact that they are the recipients of the real picture of how their principals are doing the business of managing the organization which to them has not reached yet the exceptional skill or "highly skilled" management.

The Level of Teacher' Morale in the Division of Samar as Perceived by the Two Groups Respondents

The level of teachers' morale is treated in this study. To further explain this concept especially on how this is affected by the working environments of the teacher, just like the hierarchy of needs, it is categorized into five factors or levels, as such: a) physiological; b) safety or security; c) belongingness or affiliation; d) esteem or ego; and e) actualization or self-fulfillment. All these have been assessed by the secondary school principals and teachers where a clearer presentation is depicted on Tables 13 and 14 on the succeeding pages.

The Perceptions of the Principals as to the Levels of Teachers Morale. Table 13 specifically presents the principals' assessment on the level of their teachers' morale. From the table, it can be seen that the assessments of the principals are grouped into two, that of the "Very High Morale" and the "High Morale". For the "Very High Morale" it is having a weighted means from 4.56 to 5.0, while

Table 13 cont'd.

6. A clear written job description that tells what is expected of one.	(20) 4	(8) 2	(9) 3	4.11	HM
7. Maintenance of adequate living standards for the family.	(15) 3	(20) 5	(3) 1	4.22	HM
8. Good policies under which pay increases are granted.	(15) 3	(16) 4	(6) 2	4.11	HM
Sub-total / Mean	(145) 29	(108) 27	(48) 16	33.43 4.18	HM
C. Belonging or Affiliation					
1. Means for knowing what is going on in the organization.	(25) 5	(8) 2	(6) 2	4.33	HM
2. Being told by the boss that one is doing a good job.	(25) 5	(12) 3	(3) 1	4.44	HM
3. Getting along with others on the job by being cooperative.	(35) 7	(4) 1	(3) 1	4.67	VHM
4. A good performance rating.	(30) 6	(12) 3		4.67	VHM
5. Pensions and other fringe or security benefits.	(20) 4	(16) 4	(3) 1	4.33	HM
6. A clear written job description that tells what is expected of one.	(25) 5	(12) 3	(3) 1	4.44	HM
7. Maintenance of adequate living standards for the family.	(30) 6	(18) 4	(3) 1	4.56	VHM
Sub-total / Mean	(190) 38	(72) 18	(21) 7	31.44 4.49	HM
D. Esteem or Ego					
1. Means for promotion and advancement.	(25) 5	(16) 4		4.56	VHM
2. Feeling one's job is important.	(35) 7	(8) 2		4.78	VHM

Table 13 cont'd.

3. Respect of each other as a person and/or as professional.	(35) 7	(8) 2		4.78	VHM
4. Chance to turn out quality work.	(30) 6	(12) 3		4.67	VHM
5. Opportunity to gain status in the organization.	(15) 3	(24) 6		4.33	HM
6. Means of achieving and proving oneself.	(25) 5	(12) 3	(3) 1	4.11	HM
7. Large amount of freedom on the job.	(10) 2	(20) 5	(6) 2	4.00	HM
8. Obtaining more freedom and independence on one's job.	(10) 2	(20) 5	(6) 2	4.00	HM
Sub-total / Mean	(185) 37	(120) 30	(15) 5	35.23 4.40	HM
E. Actualization or Self-Fulfillment					
1. Opportunity to do challenging and meaningful work.	(25) 5	(8) 2	(6) 2	4.33	HM
2. Opportunity to experience sense of accomplishment.	(20) 4	(16) 4	(3) 1	4.33	HM
3. Teaching enables one to make his greatest contribution to society.	(25) 5	(16) 4		4.56	VHM
4. The love to teach and the love of children.	(45) 9			5.00	VHM
5. Opportunity for self-development and improvement.	(45) 9			5.00	VHM
Sub-total / Mean	(160) 32	(40) 10	(9) 3	23.22 4.64	VHM
Grand Total - - - - -	(740) 148	(448) 112	(108) 36	(2) 1	143.88
Grand Mean - - - - -				4.36	HM

Legend:

4.51 - 5.00	Very High Morale	(VHM)	1.51 - 2.50	Fairly Moderate	(FM)
3.51 - 4.50	High Morale	(HM)	1.00 - 1.50	Low Morale	(LM)
2.51 - 3.50	Moderately High Morale	(MHM)			

the "High Morale" ranges from the weighted mean, of 3.78 to 4.44.

The indicators which received a weighted mean of 5.0 are: 1) the love to teach and the love of children, and b) opportunity for self-development and improvement. This further implies that they are the indicators that best help augment the level of teacher's morale. These are followed by the weighted mean of 4.78 addressing to: a) feeling one's job is important, and b) respect of each other as a person and as a professional.

The contrast although rated comparably high, comes from the indicators like teaching load or assignment which is rated 3.78 and suitable rest periods or breaks and adequate vacation and holidays, which are rated 4.0.

The information from the table also proves that the working motivation of teachers is very high the fact that pupils academic performance, although not a subject in this study, is giving credit to the Division of Samar. Also, in relation to fringe benefits, the secondary schools in Samar are ahead in receiving these benefits to the teachers than other schools in the region, as observed in giving amelioration, centennial bonus, and the like this 1998.

The Perceptions of the Teachers as to the Level of Their Morale. The level of teachers' morale as perceived by the teachers themselves is shown in Table 14. As gleaned

Table 14

**The Level of Teachers' Morale as Perceived
by the Teachers Themselves**

Indicators	: Level of Teacher's Morale					: Weighted	: Interpre-
	:-----:					Mean	tation
	: 5	: 4	: 3	: 2	: 1	:	:

A. Physiological							
1. Assurance of regular employment.	(720) 144	(400) 100	(132) 44	(4) 2	(1) 1	4.32	HM
2. Satisfactory physical working conditions.	(590) 118	(456) 114	(171) 57	(4) 2		4.20	HM
3. Suitable rest periods and breaks.	(500) 100	(516) 129	(174) 58	(4) 2	(2) 2	4.11	HM
4. Adequate vacation and holidays.	(570) 114	(500) 125	(144) 48	(4) 2	(2) 2	4.19	HM
6. Teaching load/assignment.	(555) 111	(528) 132	(96) 32	(24) 12	(3) 3	4.14	HM

Sub-total/Mean	(2935) 587	(2400) 600	(717) 239	(40) 20	(8) 8	20.96 4.19	HM

B. Safety/Security							
1. Good pay.	(505) 101	(516) 129	(144) 48	(18) 9	(4) 4	4.08	HM
2. Having an efficient leader who tells everyone exactly what's expected.	(385) 77	(644) 161	(135) 35	(6) 3	(3) 3	4.03	HM
3. Clear organizational objectives so that everyone knows where he stands.	(490) 98	(588) 147	(114) 38	(10) 5	(4) 4	4.14	HM
4. A good performance rating.	(455) 91	(604) 151	(114) 38	(10) 5	(5) 5	4.08	HM
5. Pensions and other fringe or security benefits.	(570) 114	(556) 139	(87) 29	(12) 6	(3) 3	4.22	HM

Table 14 cont'd.

6. A clear written job description that tells what is expected of one.	(555) 111	(496) 124	(159) 53	(2) 1	(2) 2	4.17	HM
7. Maintenance of adequate living standards for the family.	(585) 117	(492) 123	(138) 46	(6) 3	(2) 2	4.20	HM
8. Good policies under which pay increases are granted.	(520) 104	(516) 129	(144) 48	(12) 6	(4) 4	4.11	HM
Sub-total / Mean	(4065) 813	(4412) 1103	(1035) 345	(76) 38	(27) 27	33.03 4.13	HM
C. Belonging or Affiliation							
1. Means for knowing what is going on in the organization.	(565) 113	(544) 136	(117) 39	(4) 2	(1) 1	4.23	HM
2. Being told by the boss that one is doing a good job.	(470) 94	(556) 139	(147) 49	(10) 5	(4) 4	4.08	HM
3. Getting along with others on the job by being cooperative.	(585) 117	(508) 127	(132) 44	(4) 2	(1) 1	4.23	HM
4. Participation in management activities such as attending meetings.	(460) 92	(544) 136	(123) 41	(38) 19	(3) 3	4.01	HM
5. Receiving appreciation feedback when work is well performed.	(530) 106	(528) 132	(138) 46	(12) 6	(1) 1	4.16	HM
6. Being kept informed on what is happening in the organization.	(630) 126	(520) 130	(87) 29	(8) 4	(2) 2	4.29	HM
7. The support received from fellow workers in a work unit.	(610) 122	(436) 109	(138) 46	(18) 9	(5) 5	4.15	HM
Sub-total / Mean	(3850) 770	(3636) 909	(882) 294	(94) 47	(17) 17	29.15 4.16	HM
D. Esteem or Ego							
1. Means for promotion and advancement.	(595) 119	(484) 121	(120) 40	(12) 6	(5) 5	4.18	HM
2. Feeling one's job is important.	(725) 145	(456) 114	(87) 29	(4) 2	(1) 1	4.38	HM

Table 14 cont'd.

3. Respect of each other as a person and/or as professional.	(750) 150	(392) 98	(96) 32	(14) 7	(4) 4	4.32	HM
4. Chance to turn out quality work.	(545) 109	(528) 132	(126) 42	(8) 4	(4) 4	4.16	HM
5. Opportunity to gain status in the organization.	(575) 115	(484) 121	(114) 38	(20) 10	(7) 7	4.12	HM
6. Means of achieving and proving oneself.	(520) 104	(596) 149	(81) 27	(12) 6	(5) 5	4.17	HM
7. Large amount of freedom on the job.	(530) 106	(564) 141	(114) 38	(8) 4	(2) 2	4.19	HM
8. Obtaining more freedom and independence on one's job.	(530) 106	(480) 120	(150) 50	(20) 10	(5) 5	4.07	HM
Sub-total / Mean	(4770) 954	(3984) 996	(888) 296	(98) 59	(33) 33	33.59 4.20	HM
D. Actualization or Self-Fulfillment							
1. Opportunity to do challenging and meaningful work.	(605) 121	(564) 141	(60) 20	(10) 5	(4) 4	4.27	HM
2. Opportunity to experience sense of accomplishment.	(545) 109	(624) 156	(57) 19	(10) 5	(2) 2	4.25	HM
3. Teaching enables one to make his greatest contribution to society.	(655) 131	(508) 127	(72) 24	(12) 6	(3) 3	4.30	HM
4. The love to teach and the love of children.	(685) 137	(368) 92	(144) 48	(22) 11	(3) 3	4.20	HM
5. Opportunity for self-development and improvement.	(595) 119	(452) 113	(141) 47	(16) 8	(4) 4	4.15	HM
Sub-total / Mean	(3085) 617	(2516) 629	(474) 158	(70) 35	(16) 16	21.17 4.23	HM
Grand Total - - - - -	(18705) 3741	(16948) 4237	(3996) 1332	(378) 234	(101) 101		
Grand Mean - - - - -						4.182	HM

from the table, the teachers' assessment spreads from 1 to 5, although most of the numbers cluster under the scales of 4 and 5.

Generally speaking, the perceptions of the teachers as regard their level of their morale is having a weighted means ranging from 4.01 to 4.38 which is interpreted as "High Morale".

This can be implied further that the teachers are fully aware of their working environments and are able to value the degree of importance of these to themselves as persons and as professionals. Also, the data that can be gathered from the table explain the kind of teachers we have in the nine secondary schools in the Division of Samar. They are inspired and highly motivated, thus having a generally "High Morale" as teachers, as explained by the most rated indicator which is "Feeling my job is important", whose numerical weighted mean is 4.38.

The Comparison Between the Perceptions of the Principals and Teachers as to the Level of Teachers' Morale

Table 15 that follows, depicts the result of the computation of the t-test relative to the existing difference between the perceptions of the secondary school principals and the teachers on the level of teachers' morale. This is specifically treated above.

As gleaned from the table, both the principals and the

Table 15

**Result of the t-test of Comparison Between the
Perceptions of the Principals and Teachers
on the Levels of Teachers' Morale**

Respondents	Grand	Interpretation	Variance
Principals	4.36	High Morale	0.03836
Teachers	4.182	High Morale	0.00362

Computed t-value : 1.9426			

Tabular t-value : 2.31; df (N-2) = 8, at .05 α			

Evaluation : Insignificant (Accept H_0)			
=====			

teachers gave a rating whose qualitative interpretation is under "High Morale". Numerically, they are different, whose Grand Mean for the principals' assessment is 4.36, while that of the teachers is 4.182. But, when these data were subjected into statistical analysis, the computed t, results to 1.9426 which is lower than the critical t-value of 2.31 at .05 level of significance.

From the said findings, the hypothesis that "there is no significant difference between the perceptions of the two groups of respondents as regards the level of teachers' morale" is accepted. This implies that both the principals group and the teachers group agree of their assessment of the level of teachers' morale which is from "High" to "Very High". Simply put, the working environment or situations

where the teachers of the nine secondary schools are exposed to, satisfy to the physiological, security, belongingness, esteem/ego and actualization or self-fulfillment needs which are personal motivators or enhancers of their level of their morale as professionals.

The Relationship Between the Managerial Skills of the Secondary School Principals and Teachers' Morale

The existing relationship between the managerial skills of the secondary school principals and the teachers' morale was determined in this study. As shown in Table 16, the correlation coefficient of 0.79 indicates a very strong or high relationship between the two. This means that the managerial skills of the principal in managing the organization affect or influence greatly the morale of teachers, so that when principals possessed a high level of managerial competency, expectedly, the level of teachers' morale is also high. Moreover, the significance of this relationship as evidenced by the computed fishers' t-value of 37.889 which is very much greater than the tabular/critical t-value of 1.97 at .05 level of significance whose df is 298. This therefore led to the rejection of the null hypothesis that "there is no significant relationship between the managerial skills of secondary school principals and teachers' morale. This result further strengthened the common adage which says;

Table 16

**The Correlation Coefficient Between the Managerial
Skills of the Secondary School Principals
and Teachers' Morale**

Indicators	: Value	: Interpretation
Pearson r	0.79	Very high or strong relationship
Degrees of freedom	7	
Fisher's t-value	3.415	
Tabular t-value	2.36 at .05 level of significance	
Evaluation: Significant (Reject the H_0)		

Tell me who your principal is and I will tell you the kind of teachers there are in your school.

**The Relationship Between the Managerial
Skills of the Principals and Teachers' Morale
as to Principals' Age, Length of Service,
Trainings Attended, and Average Performance
Rating**

The influence of the principals' profile relative to their age, length of service, performance rating, and trainings attended on their managerial skills and teachers' morale was determined in this study. In Table 17, it is shown that the correlation coefficient of 0.20, an indication of the relationship between managerial skills of principals and their ages, is considered negligible which means that the capabilities of the school principals in managing their schools are not so much affected by their age.

Table 17

**The Relationship Between Managerial Skills of Principals
and Their Profile on Age, Performance Rating,
Length of Service, Trainings Attended**

Indicators	: Computed : r-value	: Interpre- : tation	: Fischer's : t	: Evalua- : tion	: Decision
Age	0.20	negligible	0.913	Insigni- ficant	Accept H_0
Performance Rating	0.30	low/moderate	0.832	Insigni- ficant	Accept H_0
Length of Service	0.13	negligible	0.347	Insigni- ficant	Accept H_0
Trainings Attended	0.07	negligible	0.186	Insigni- ficant	Accept H_0
Educational Attainment	0.75	high	3.00	Signifi- cant	Reject H_0
Critical/Tabular t-value at .05 level of significance:					2.36

As regard the relationship between managerial skills and their performance rating, the computed r-value of 0.30 is likewise a relatively weak relationship. This further implies that the performance rating is not so much influencing the principals' skills in managing their schools. Also, the managerial skills of the secondary school principals are not so much affected by their length of service as attested by the computed r-value of 0.13. This indicates that whether the principal had been in the

service for several years or just been in the service for a shorter period, will not in any way tell the kind of performance he has in managing the school and the school personnel. Furthermore, relating the principals managerial skills to their trainings attended, the computed r -value of 0.07 gives us a true picture that in this study, the trainings attended by the principals did not influence the managerial skills of the principals. However, the educational attainment of the principals was found to be a correlate of their managerial skills with a computed r of 0.75 and a Fisher's t -value of 3.00.

Table 18 suggests the kind of relationship existing between the teachers' morale and the principals' profile on age, performance rating, length of service, trainings attended and educational attainment. From the data provided on the table, the relationship shown between the morale of teachers and the trainings attended by the principals is explicitly described by the computed r -value of 0.58. When subjected to further testing, the relationship proved to have significance as shown by the Fisher's t -value of 8.66 as against the tabular t -value of 1.96 under .05 level of significance.

The computed r -value of 0.39 which is the numerical description of the relationship between teachers' morale and the age of the principals, shows a relatively low or slight relationship. However, the test of significance of the

Table 18

**The Relationship Between Teachers' Morale and the
Principals' Profile on Age, Performance Rating,
Length of Service, Trainings Attended,
and Educational Attainment**

Indicators	: Computed : r-value	: Interpre- : tation	: Fischer's : t	: Evalua- : tion	: Decision
Age	0.39	low/slight	5.153	Signi- ficant	Reject H_0
Performance Rating	0.07	negligible	0.854	Insigni- ficant	Accept H_0
Length of Service	-0.46	moderate/ marked	6.303	Signifi- cant	Reject H_0
Trainings Attended	0.58	moderate/ marked	8.66	Signifi- cant	Reject H_0
Critical/Tabular t-value at .05 level of significance: 1.96					

computed r using Fisher's test showed a value of 5.153 which was higher than the tabular t -value of 1.96. This means that age of the principal slightly affect the morale of the teachers. Older principals might boast the morale of these teachers to the younger ones. Also, the -0.46 correlation coefficient between teachers' morale and principals' length of service indicates a moderate/marked negative relationship. Since the computed Fisher's t -value of 6.303 was greater than the tabular t -value of 1.96 at $\alpha = .05$, this means that the level of teachers' morale is

affected by the principal's length of service. There had been overstaying tend to discourage teachers. For the performance rating of the principals and its relation to the morale of teachers, it is numerically described by the correlation coefficient of 0.07 which signifies a negligible relationship. This implies that the morale of teachers is not affected or influenced by the performance of their school principals.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter comprises of the summary of findings, conclusions, and recommendations of the study. The findings are treated in such a way that the variable including their component parts are presented in this particular section. From here, the conclusions were drawn which consequently followed by the recommendations.

Summary of Findings

The data gathered were analyzed and statistically treated to be able to answer the problems posed in this study. The following are the salient findings of the study, to wit:

1. On the age and sex profile, the secondary school principals are having an average age of 49.33 years which is already a marifrotation of the position the respondents are holding. As to sex profile, there are five male principals and four female principals in the nine subject general secondary schools in the division of Samar.

2. On the educational attainment, all the nine principal respondents are master's degree holders. There are even holders of Certificate of Academic Requirements (CAR) in the post graduate course.

3. On the length of service profile, the findings show that the respondent principals' length of service ranged from 11 to 36 years. This information agrees to the ages of the respondents provided in Table 2.

4. On the trainings attended by the principals, the regional has the highest with 39.50 percent, followed by 38.08 percent for the division level. The lowest so far, is that of the school level which is only 4.63 percent. This is the picture considering that the principals are mandated to attend division and regional trainings where they are cheaper than national trainings.

5. On the average performance rating profile, all the nine-respondent-principals have earned ratings ranging from 80.36 to 89.50, which are all having a description of "Very Satisfactory".

6. As to technical skills, both the secondary school principals and teachers indicated the managerial skills of the principals in the nine secondary schools as "Skilled". Their perceptions however, differ significantly when the computed t-value resulted to 6.5858 against the critical t-value of 2.015 at .05 level of significance. This result therefore, led to the rejection of the null hypothesis which states that "there is no significant difference between the perceptions of the two groups of respondents as regard the

managerial skills."

7. As to human skills, the two groups of respondents have come up with opposing perceptions where the principals gave themselves a Grand Mean of 4.53 for their rating which is falling in the scale descriptions of "Highly Skilled", while the teachers rated their principals as "Skilled" with a numerical equivalent of 4.29. When subjected to t-test, the computed r-value of 9.3977 is significant at .05 level with a critical t-value of 2.005, which led to the rejection of the null hypothesis.

8. As to the perceptions of the two groups of respondents with respect to the conceptual skills of the secondary school principals, they differed significantly the fact that the computed t-value of 5.7371 is very much greater than the tabular t-value at .05 level of significance which is only 2.03. The null hypothesis in this aspect was rejected.

9. As to the level of teacher's morale, the two groups of respondents agreed on their assessment when both considered the level of teachers' morale as "High Morale". With this agreement, the null hypothesis which states that "there is no significant difference between the perceptions of the two groups of respondents as regard the level of teachers' morale in the division of Samar", was accepted.

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Agda, Fortunato. "Management Behavior of School Administrators in Northern Samar as Perceived by the School Administrators Themselves, by their Teachers", Unpublished Master's Thesis, Divine Word University, Tacloban City, 1993.

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Flores, Corazon K. "Teachers Morale in the Division of Cotabato, Malaybalay Bukidnon", Unpublished Master's Thesis, Bukidnon State University, Bukidnon, 1990.

Lee, Abraham R. "An Executive Development Program for Public School Administrators of Tawi-Tawi Based on Analysis of Their

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Mandreza, Rutchel R. “TEachers Morale and the Leadership Behavior of Secondary School Administrators of Leyte Division”, Unpublished Master’s Thesis, Divine Word University, Tacloban City, 1990.

Panela, Teody S. “Management Competencies of Second Level Managers of the *th Infantry Division, Philippine Army in Eastern Samar”, Unpublished Master’s Thesis, Samar College, Catbalogan, Samar, 1998.

Quitlig, Thelma C. “Management System of Newly Nationalized High Schools in Samar: Basis for A Development Plan”, Unpublished Doctoral Dissertation, Samar State Polytechnic College, Catbalogan, Samar, 1993.

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Solis, Monina. “Managerial Capabilities of Vocational School Administrators in Southern Leyte as Perceived by Them and By Their Teachers: Their Implications to Leadership Behavior and

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Division Bulletin No. 01, s. 1999. dated February 15, 1999.

APPENDICES

APPENDIX A**SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar**

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Madam:

In my desire to start writing my thesis, I have the honor to submit for approval one of the following research problems of my thesis proposal preferably No. 1.

1. MANAGERIAL SKILLS OF HIGH SCHOOL PRINCIPALS:
THEIR INFLUENCE ON THE MORALE OF TEACHERS
2. THE RELATIONSHIP BETWEEN THE PERFORMANCE AND
PROBLEMS OF SECONDARY SCHOOL HEADS IN THE DIVISION
OF SAMAR
3. FACTORS RELATED TO TEACHER MORALE IN SELECTED
PRIVATE AND PUBLIC SCHOOLS IN THE DIVISION OF
SAMAR: A BASIS FOR DEVELOPMENTAL MODEL

Looking forward for your early and favorable action on this request. I remain

Very truly yours,

(SGD.) CECILIA G. ASON
Researcher

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate Studies

APPENDIX B

SAMAR STATE POLYTECHNIC COLLEGE
School of Graduate Studies
Catbalogan, Samar

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME ASON. CECILIA G.
(Surname) (First Name) (Middle Name)

CANDIDATE FOR DEGREE MASTER OF ARTS IN EDUCATION

AREA OF SPECIALIZATION EDUCATIONAL MANAGEMENT

TITLE OF PROPOSED THESIS/DISSERTATION: MANAGERIAL STYLES
OF HIGH SCHOOL PRINCIPALS: THEIR INFLUENCES ON THE
MORALE OF TEACHERS

(SGD.) CECILIA G. ASON
Applicant

THELMA C. QUITALIG, Ph.D.
Name of Designated Adviser

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate Studies

CONFORME:

(SGD.) THELMA C. QUITALIG, Ph.D.
Adviser

In 3 copies: 1st copy - for the Dean
2nd copy - for the Adviser
3rd copy - for the Applicant

APPENDIX C

SAMAR STATE POLYTECHNIC COLLEGE
School of Graduate Studies
Catbalogan, Samar

November 23, 1998

The Dean
Graduate School
Samar State Polytechnic College
Catbalogan, Samar

Madam:

I have the honor to apply for Pre-Oral Defense of my
Thesis/Dissertation entitled MANAGERIAL SKILLS OF HIGH
SCHOOL PRINCIPALS: THEIR INFLUENCE ON THE MORALE OF
TEACHERS on the data convenient for your Office.

Very truly yours,

(SGD.) CECILIA G. ASON
Graduate Student

Recommending Approval:

(SGD.) THELMA C. QUITALIG, Ph.D.
Adviser

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate & Post-Graduate Studies

Date: December 5, 1998
Time: 3:30 P.M.

APPENDIX D

Republic of the Philippines
Department of Education, Culture and Sports
Region VIII
DIVISION OF SAMAR
Catbalogan

December 29, 1998

Dr. Jesusita L. Arteche
Schools Division Superintendent
DECS, Division Office
Catbalogan, Samar

Madam:

In my desire to come up with reliable data, may I have the honor to request from your good Office the permission to field my questionnaire entitled "Managerial Skills of High School Principals: Their Influence on the Morale of Teachers" among the school principals and teachers in nine selected high schools in this division.

Anticipating your favorable action and kind assistance on this request.

Very truly yours,

(SGD.) CECILIA G. ASON
Researcher

Recommending Approval"

(SGD.) THELMA C. QUITALIG, Ph.D.
Asst. Schools Division Superitendent

APPROVED:

(SGD.) JESUSITA L. ARTECHE, Ed.D.
Schools Division Superintendent

APPENDIX E

Republic of the Philippines
Department of Education, Culture and Sports
Region VIII
DIVISION OF SAMAR
Catbalogan

December 30, 1998

The School Principals/Teachers
Secondary Schools
Samar Division

Dear Sir/Madam:

In consonance with the policy and thrust of the Department of Education, Culture and Sports (DECS) on Quality Education, the school head of Pagsanghan National High School, Pagsanghan, Samar, is conducting a study entitle: "Managerial Skills of High School Principals: Their Influence on the Morale of Teachers". Considering the significance of the said study, it will be appreciated if you can extend your wholehearted assistance by accomplishing the questionnaire to be field personally by the researcher herself.

Your cooperation and wholehearted support on this matter will be greatly treasured.

Very truly yours,

(SGD.) JESUSITA L. ARTECHE, Ed.D.
Schools Division Superintendent

APPENDIX F

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

December 30, 1998

Dr. Rizalina M. Urbiztondo
Dean, Graduate Studies Department
Samar State Polytechnic College
Catbalogan, Samar

Madam:

I have the honor to request permission to field my questionnaire entitled: "MANAGERIAL SKILLS OF HIGH SCHOOL PRINCIPALS: THEIR INFLUENCE ON THE MORALE OF TEACHERS", during the first two weeks of January, 1999.

Approval of this request is earnestly sought.

Very truly yours,

(SGD.) CECILIA G. ASON
Masteral Student

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate Studies

APPENDIX G

QUESTIONNAIRE

(For the Principal)

Dear Respondents:

We have seen that leadership that establishes a creative organizational environment can boost performance and productivity, as well as the quality of service and profitability. From the context, a study entitled "Managerial Skills of High School Principals: Their Influence on the Morale of Teachers" is being conducted. To help realize its objectives, you have been chosen as one among the chosen few in assessing objectively the leadership skills you possess as school principals, through the following questions under technical skills, human skills, and conceptual skills of a manager. Also, indicate the level of your teachers' morale while performing their job as a teacher in a working environment provided by you and/or under your leadership. Rest assured that the responses you will make in this paper would be treated with strict confidentiality.

Thank you very much.

The Researcher

=====

Part I. Profile of the Secondary School Principal

1. Name (Optional) _____
2. Age _____
3. Sex _____
4. Educational Qualification (highest degree/units earned) _____
5. Length of Service (No. of Years) _____
6. Training's Attended

	Title	Date Attended	Sponsor
6.1	_____	_____	_____
6.2	_____	_____	_____
6.3	_____	_____	_____
6.4	_____	_____	_____
6.5	_____	_____	_____

(Note: Please use separate sheet if necessary, using the same format)

21. Establish systems for monitoring work progress, so as to ensure unit excellence.	:	:	:	:	:
22. Evaluate unit effectiveness in a systematic and objective manner, emphasizing both quantity and quality.	:	:	:	:	:
23. Assess unit climate in terms of cooperative actions that enhance people performance and potential.	:	:	:	:	:
24. Develop strategies toward achieving unit long-term goals by continuing system refinements and improvements.	:	:	:	:	:
25. Manage information resources for wider input and applications by improved skills in negotiation, bargaining and coalition building.	:	:	:	:	:
B. Human Skills	:	:	:	:	:
1. Develop a strong work unit or team culture that enhances high performance and excellence.	:	:	:	:	:
2. Develop cultural empathy/sensitivity to difference in unit members, colleagues customers/clients.	:	:	:	:	:
3. Communicate respect for the recipient/listener by transmitting both verbally and non-verbally positive concern, interest, and encouragement, especially by trying to get into the receiver's life space.	:	:	:	:	:
4. Communicate reciprocal concern and non-judgmental attitude by a dialogue which shares interaction responsibility, promotes circular communications, and avoid moralistic, value-laden, evaluate statements.	:	:	:	:	:
5. Identify work units diverse public or stockholders in its activities and performance.	:	:	:	:	:

6.	Represents/promote work unit before groups and individuals within and without the organizations.	:	:	:	:	:
7.	Respond effectively to inquiries and requests for unit information and service.	:	:	:	:	:
8.	Use formal and informal resources networks effectively to achieve unit objectives and targets, or to obtain information.	:	:	:	:	:
9.	Resolve conflict within unit or with other units by negotiation and compromise, so energies can be constructively channeled.	:	:	:	:	:
10.	Develop positive unit image for performance excellence, resourcefulness and cooperation.	:	:	:	:	:
11.	Create unit reputation for innovation and adaptability to varied circumstances results that is usually on time and within budget, and synergistic relationship.	:	:	:	:	:
12.	Demonstrate unit respect for host community or area locals, culture and work habits.	:	:	:	:	:
13.	Maintain concern for environmental or ecological impact of unit activities.	:	:	:	:	:
14.	Maintain helpful, supportive, productive relationships within the work area.	:	:	:	:	:
15.	Maintain productive work relationships with other units within organization, obtaining cooperation from those not under direct control.	:	:	:	:	:
16.	Maintain influential relationships with higher level management whose attitudes and decisions affect the units.	:	:	:	:	:
17.	Maintain productive working relationship with other agencies.	:	:	:	:	:

-
- | | | | | | |
|--|---|---|---|---|---|
| 18. Maintain effective community relationship with other pertinent organization and government bodies within the area. | : | : | : | : | : |
| 19. Seek and maintain competence as performance criteria, regardless of sex, race, or other factors in workers background. | : | : | : | : | : |
| 20. Consult with unit members and higher management for meaningful reward and recognition program. | : | : | : | : | : |
| 21. Encourage participative and team management approach. | : | : | : | : | : |
| 22. Delegate responsibility with commensurate authority and resources. | : | : | : | : | : |
| 23. Provide reinforcement for high performance through appropriate recognition and rewards. | : | : | : | : | : |
| 24. Coach and council unit members on technical problems, productivity, career development, and appropriate changes in performance or behavior. | : | : | : | : | : |
| 25. Maintain equal concern for task accomplishment and people maintenance within the unit. | : | : | : | : | : |
| 26. Share helpful feedback with members by improved skills as a listener, observer, and constructive critic. | : | : | : | : | : |
| 27. Practice diplomacy, tact and consideration of others by improved human relations skills. | : | : | : | : | : |
| 28. Implement and sustain a wellness program which reduces stress and tension, while improving the quality of life and management of time and leisure. | : | : | : | : | : |
-

C. Conceptual Skills

- | | | | | | |
|---|---|---|---|---|---|
| | : | : | : | : | : |
| 1. Involved in the transition to the new work culture for the unit by planning change. | : | : | : | : | : |
| 2. Keep up-to-date with technological changes and developments affecting area of expertise or the work unit. | : | : | : | : | : |
| 3. Keep-up-to-date on changing organizational objectives, roles, norms, activities, priorities and policies. | : | : | : | : | : |
| 4. Aware of and sensitive to the varied cultures, both macro and micro, in which the unit operates. | : | : | : | : | : |
| 5. Have knowledge and language skills for the host culture in which the unit operates. | : | : | : | : | : |
| 6. Apply understanding of roles, expectation, or regulations relative to unit performance from the perspective of officials in the organization, or the government. | : | : | : | : | : |
| 7. Explain/clarify changing organizational culture, policies, priorities and procedures to unit members. | : | : | : | : | : |
| 8. Extract and apply organization communications pertinent to unit members. | : | : | : | : | : |
| 9. Keep unit members informed of pertinent external issues, and developments that impact their works. | : | : | : | : | : |
| 10. Ensure that work unit activities reflect organizational goals, policies and directives. | : | : | : | : | : |
| 11. Prepare required written and oral communication for unit with conciseness, accuracy, competence, and cultural sensitivity. | : | : | : | : | : |
-

12. Communicate changes in organization policies, procedures, and programs in external clients, suppliers and stakeholders.	:	:	:	:	:
	:	:	:	:	:
13. Establish a balance among competing objectives and targets to accomplish overall work unit goals.	:	:	:	:	:
	:	:	:	:	:
14. Anticipate obstacles to achieving work unit goals, identify means for overcoming them, and apply contingency plans when necessary.	:	:	:	:	:
	:	:	:	:	:
15. Plan specifically for changes, adjusting long-term work unit goals accordingly.	:	:	:	:	:
	:	:	:	:	:
16. Anticipate trends, changes, needs and problems, re-adjusting and reallocating as appropriate.	:	:	:	:	:
	:	:	:	:	:
17. Present ideas clearly and persuasively in both oral and written communication by improved skills as a communicator.	:	:	:	:	:
	:	:	:	:	:
18. Apply imagination and creativity by improving problem-solving and decision-making skills.	:	:	:	:	:
	:	:	:	:	:

Part III. On the Level of the Teacher's Morale

Direction: The items below are arranged in five categories that match one's hierarchy of needs which usually are the source of the motivation of personnel and/or affect the morale of the members of the group. These categories are: 1) physiological or survival; b) safety or security; c) belonging or affiliation; d) esteem or ego; and e) actualization or self-fulfillment. Please indicate the motivational level your teachers have or the level of their morale on the following conditions/indicators under the above named categories, by putting a check (/) mark on the column that suits your assessment. Use the 5-point scale below.

- 5 - Very High (VH)
 4 - High (H)
 3 - Moderate (M)
 2 - Fairly Moderate (FM)
 1 - Low (L)

Conditions/Indicators	5	4	3	2	1
A. Physiological	:	:	:	:	:
1. Assurance or regular employment.	:	:	:	:	:
2. Satisfactory physical working conditions.	:	:	:	:	:
3. Suitable rest period and breaks.	:	:	:	:	:
4. Adequate vacation and holidays.	:	:	:	:	:
5. Teaching load/assignment.	:	:	:	:	:
B. Safety or Security	:	:	:	:	:
1. Good pay.	:	:	:	:	:
2. Having an efficient leader who tell everyone exactly what's expected.	:	:	:	:	:
3. Clear organizational objectives so that everyone knows where he stands.	:	:	:	:	:
4. A good performance rating so one knows where he stands.	:	:	:	:	:
5. Pensions and other fringe or security benefits.	:	:	:	:	:
6. A written job description which tells what's expected of one.	:	:	:	:	:
7. Maintenance of adequate living standards for the family.	:	:	:	:	:
8. Satisfied with the policies under which pay increases were granted.	:	:	:	:	:
C. Belongings or Affiliation	:	:	:	:	:
1. Means for knowing what is going on in the organization.	:	:	:	:	:
2. Being told by the boss that one is doing a good job.	:	:	:	:	:
3. Getting along with others on the job by being cooperative.	:	:	:	:	:
4. Participation in management activities such as attending meetings.	:	:	:	:	:

5.	Receiving appreciation feedback when work is well performed.	:	:	:	:
6.	Being kept informed on what's happening in the organization.	:	:	:	:
7.	The support received from fellow workers in a work unit.	:	:	:	:
D. Esteem or Ego		:	:	:	:
1.	Means for promotion and advancement.	:	:	:	:
2.	Feeling one's job is important.	:	:	:	:
3.	Respect of each other as a person and/or as professional.	:	:	:	:
4.	Chance to turn out quality work.	:	:	:	:
5.	Opportunity to gain status in the organization.	:	:	:	:
6.	Means of achieving and providing oneself.	:	:	:	:
7.	Large amount of freedom on the job.	:	:	:	:
8.	Obtaining more freedom and independence on one's job.	:	:	:	:
E. Actualization or Self-fulfillment		:	:	:	:
1.	Opportunity to do challenging and meaningful work.	:	:	:	:
2.	Opportunity to experience sense of accomplishment.	:	:	:	:
3.	Teaching enables one to make his greatest contribution to society.	:	:	:	:
4.	The love to teach and the love of children.	:	:	:	:
5.	Opportunity for self-development and improvement.	:	:	:	:

Thank you very much. . . .

The Researcher

APPENDIX H

QUESTIONNAIRE

(For the Teachers)

Dear Respondents:

We have seen that leadership that establishes a creative organizational environment can boost performance and productivity, as well as the quality of service and profitability. From the context, a study entitled "Managerial Skills of High School Principals: Their Influence on the Morale of Teachers" is being conducted. To help realize its objectives, you have been chosen as one among the chosen few in assessing objectively the leadership skills you as school principal possesses through the following questions under technical skills, human skills, and conceptual skills of a manager. Also, indicate the level of your morale while performing your job as a teacher in a working environment provided by your principal or under his leadership. Rest assured that the responses you will make in this paper would be treated with strict confidentiality.

Thank you very much.

The Researcher

=====

Part I. Profile of the Secondary School Teacher

1. Name (Optional) _____ 2. Age ____ 3. Sex _____
4. Average performance rating for the last two years (in numeral) _____

Part II. Managerial/Leadership Skills of the Secondary School Principal

Direction: Please assess your principal's managerial skill objectively by using the 5 point scale below. Check the column that best suits your assessment/value.

- | | | | |
|---|---|----------------|------|
| 5 | - | Highly Skilled | (HS) |
| 4 | - | Skilled | (S) |

- 3 - Moderate Skilled (MS)
 2 - Fairly Skilled (FS)
 1 - Not Skilled (NS)

=====															
Managerial/Leadership Skills						:	5	:	4	:	3	:	2	:	1

A. Technical Skills						:	:	:	:	:	:	:	:	:	:
1. Identify specific projects and actions necessary to accomplish work unit goals.						:	:	:	:	:	:	:	:	:	:
2. Establish priorities among competing unit projects and activities.						:	:	:	:	:	:	:	:	:	:
3. Set challenging, but realistic deadlines for completing work unit projects.						:	:	:	:	:	:	:	:	:	:
4. Sequence and schedule work activities to maximize efficient use of available resources.						:	:	:	:	:	:	:	:	:	:
5. Consider long term goals while devising short-term plans and schedules.						:	:	:	:	:	:	:	:	:	:
6. Provide unit guidance on how to assess or measure goal accomplishment.						:	:	:	:	:	:	:	:	:	:
7. Prepare unit budget with members in context organizational constraints and financial resources.						:	:	:	:	:	:	:	:	:	:
8. Project long-term financial needs and resources of work unit.						:	:	:	:	:	:	:	:	:	:
9. Explain and justify persuasively the unit budget requests both orally and in writing.						:	:	:	:	:	:	:	:	:	:
10. Apply financial systems reports and mechanisms in managing work unit costs and/or income.						:	:	:	:	:	:	:	:	:	:
11. Seek entrepreneurial opportunities to supplement unit budget or expand its income production.						:	:	:	:	:	:	:	:	:	:
=====															

12. Plan for the acquisition of needed equipment facilities, supplies, or services to carry out unit mission.	:	:	:	:	:
	:	:	:	:	:
13. Oversee or participate in procurement management of key unit material resources, including purchase decision on equipment and contractors.	:	:	:	:	:
	:	:	:	:	:
14. Ensure that illegal, unethical or unjust financial practices are not practiced with in or by the work unit.	:	:	:	:	:
	:	:	:	:	:
15. Plan for needed changes in size and composition of work unit staff and supplementary personnel.	:	:	:	:	:
	:	:	:	:	:
16. Take an active role in recruiting, selecting and retaining staff for the work unit.	:	:	:	:	:
	:	:	:	:	:
17. Apply personnel policies and regulation: particularly regarding equal employment: opportunity and affirmative action to prevent job discrimination.	:	:	:	:	:
	:	:	:	:	:
18. Develop meaningful performance standards, and conduct helpful performance appraisal.	:	:	:	:	:
	:	:	:	:	:
19. Capitalize on human assets by appropriate training and development programs, especially in new technologies.	:	:	:	:	:
	:	:	:	:	:
20. Clarify roles and relationship so all unit members understand work assignments and expectations.	:	:	:	:	:
	:	:	:	:	:
21. Establish systems for monitoring work progress, so as to ensure unit excellence.	:	:	:	:	:
	:	:	:	:	:
22. Evaluate unit effectiveness in a systematic and objective manner, emphasizing: both quantity and quality.	:	:	:	:	:
	:	:	:	:	:
23. Assess unit climate in terms of cooperative actions that enhance people performance and potential.	:	:	:	:	:
	:	:	:	:	:

24. Develop strategies toward achieving unit long-term goals by continuing system refinements and improvements.	:	:	:	:	:
	:	:	:	:	:
25. Manage information resources for wider input and applications by improved skills in negotiation, bargaining and coalition building.	:	:	:	:	:
	:	:	:	:	:
B. Human Skills	:	:	:	:	:
	:	:	:	:	:
1. Develop a strong work unit or team culture that enhances high performance and excellence.	:	:	:	:	:
	:	:	:	:	:
2. Develop cultural empathy/sensitivity to difference in unit members, colleagues customers/clients.	:	:	:	:	:
	:	:	:	:	:
3. Communicate respect for the recipient/listener by transmitting both verbally and non-verbally positive concern, interest, and encouragement, especially by trying to get into the receiver's life space.	:	:	:	:	:
	:	:	:	:	:
4. Communicate reciprocal concern and non-judgmental attitude by a dialogue which shares interaction responsibility, promotes circular communications, and avoid moralistic, value-laden, evaluate statements.	:	:	:	:	:
	:	:	:	:	:
5. Identify work units diverse public or stockholders in its activities and performance.	:	:	:	:	:
	:	:	:	:	:
6. Represents/promote work unit before groups and individuals within and without the organizations.	:	:	:	:	:
	:	:	:	:	:
7. Respond effectively to inquiries and requests for unit information and service.	:	:	:	:	:
	:	:	:	:	:
8. Use formal and informal resources networks effectively to achieve unit objectives and targets, or to obtain information.	:	:	:	:	:
	:	:	:	:	:

-
- | | | | | | |
|---|---|---|---|---|---|
| 9. Resolve conflict within unit or with other units by negotiation and compromise, so energies can be constructively channeled. | : | : | : | : | : |
| 10. Develop positive unit image for performance excellence, resourcefulness and cooperation. | : | : | : | : | : |
| 11. Create unit reputation for innovation and adaptability to varied circumstances results that is usually on time and within budget, and synergistic relationship. | : | : | : | : | : |
| 12. Demonstrate unit respect for host community or area locals, culture and work habits. | : | : | : | : | : |
| 13. Maintain concern for environmental or ecological impact of unit activities. | : | : | : | : | : |
| 14. Maintain helpful, supportive, productive relationships within the work area. | : | : | : | : | : |
| 15. Maintain productive work relationships with other units within organization, obtaining cooperation from those not under direct control. | : | : | : | : | : |
| 16. Maintain influential relationships with higher level management whose attitudes and decisions affect the units. | : | : | : | : | : |
| 17. Maintain productive working relationship with other agencies. | : | : | : | : | : |
| 18. Maintain effective community relationship with other pertinent organization and government bodies within the area. | : | : | : | : | : |
| 19. Seek and maintain competence as performance criteria, regardless of sex, race, or other factors in workers background. | : | : | : | : | : |
-

Regional Seminar-Workshop on Cultural Revival Through
Researches of Kundiman Regional Songs, Games and Dances of
Region VIII

DECSRO 8, Tacloban City

July 30, 1993

School Based Management Development Program

DECSRO 8, Tacloban City

July 12-23, 1993

Regional Seminar on Process Monitoring Care and Maintenance
of School Physical Facilities

DECSRO 8, Tacloban City

November 10-11, 1994

Division Seminar-Workshop on Action Research for School
Administrators in Secondary Schools

Division Office, Catbalogan, Samar

September 14-16, 1994

Seminar-Workshop on Collecting and Disbursing Functions

Division Office, Catbalogan, Samar

July 11, 1994

Regional Level-Division Based Conference of Secondary School
Administrators

DECSRO 8, Tacloban City

September 30, 1994

Division In-Service Orientation on Mathematics Teaching for
Secondary School Administrators

Division Office, Catbalogan, Samar

October 6-7, 1994

Content-based Regional In-House Conference of Social Studies
Teachers and Secondary School Heads

DECSRO 8, Tacloban City

October 15-16, 1994

School In-Service Program on "T.H.E. in Action"

Division Office, Catbalogan, Samar

July 28, 1995

In-Depth Skills Training on Bio-Intensive Gardening and
Other Food Production Technologies

Division Office, Catbalogan, Samar

June 23 - 24, 1995

Conference Workshop on Reviving and Developing Desirable
Values in Scouting
Boy Scout of the Philippines, Catbalogan Chapter
February 17-19, 1995

Second Quarterly Conference for Public Secondary Schools
DECSRO 8, Tacloban City
June 20-21, 1996

Fourth Quarter Consultative Conference and Pre-National FFP-
FAHP of Public School Administrators
DECSRO 8, Tacloban City
November 26-27, 1996

Orientation Workshop on the Regular Annual Collection and
Processing of Basic Education Data
Division Office, Catbalogan, Samar
December 16, 1996

Administrative Conference and DIVLAC
Division Office, Catbalogan, Samar
December 16, 1996

Administrative Conference and DIVLAC
Division Office, Catbalogan, Samar
March 14, 1997

17th National Congress of Secondary School Administrators
PASSA
April 28 - May 1, 1997

Seminar-Workshop on Service Records Preparation
Division Office, Catbalogan, Samar
January 9-10, 1997

Division Serminar-Workshop on the National Culture of
Excellence
Division Office, Catbalogan, Samar
July 29-30, 1997

Regional Administrative Conference
DECSRO 8, Tacloban City
July 10-11, 1997

Ecological Waste Management
Division Office, Catbalogan, Samar
February 4-5, 1998

First Regional Executive Conference
DECSRO 8, Tacloban City
February 16-17, 1998

Secondary Schools Administrators Seminar-Conference on the
Preparation of School Performance Contract and Action
Agenda
Division Office, Catbalogan, Samar
June 8-9, 1998

Quality Instructional Leadership & Resource Management
Seminar-Workshop for Educational Managers
DECSRO 8, Tacloban City
June 17-19, 1998

Division Seminar-Workshop on Instructional Supervision for
School Principals and Head Teachers
Division Office, Catbalogan, Samar
July 30 - Aug. 1, 1998

Seminar-Workshop of School Trainers on the Implementation of
Revitalized Homeroom Guidance Program
Division Office, Catbalogan, Samar
August 20-21, 1998

Division Seminar-Workshop on Creating a Learning
Organization for Secondary School Administrators
Division Office, Catbalogan, Samar
October 26-30, 1998

Regional Orientation-Workshop on Regular Annual Collection
and Processing of Basic Education Data
DECSRO 8, Tacloban City
January 7-8, 1999

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