

Professional Development and Skills Performance in Two Higher Educational Institutions of Northeastern Mindanao, Philippines

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ABSTRACT

The study examined the professional development and skills performance in two higher educational institutions of Northeastern Mindanao, Philippines. The study used the descriptive method employing the survey technique. It was conducted in two institutions using a survey questionnaire. The study used the mean and t-test. Results showed that the respondent's schools were outstanding in skills performance. Significant differences were --- in bartending and room serving. The study concludes that the knowledge and skills in waitering, bartending and room servicing can compete globally.

KEYWORDS

Hospitality industry, performance development, skills performance, descriptive method, Philippines

INTRODUCTION

Vocational education is an education that prepares the students for jobs at various levels from a craft or a trade to a professional position. This provides the students the opportunity to acquire functional skills, desirable work habits that will enable them to

work and become productive in the community and industrial-based economies.

In the Philippines, schools offering vocational and technical courses and programs undergo accreditation and approval by Technical Education and Skills Development Authority (TESDA). They offer Two-Year courses on technology and skills development like automotive technology, nursing aide training, tourism, hotel and restaurant management, food and beverage services, computer hardware servicing, computer programming, caregiver, electronics technicians, driving, masonry, welding and many others.

The skills training of the Technical Education and Skills Development Authority (TESDA) and vocational education are very much in demand and attuned to the needs of the company and global economy. The courses offered are chosen by the students based on their occupational interests and attitudes.

Upon graduation, the students will take a licensure examination or an assessment from Technical Education and Skills Development Authority (TESDA) to test the credibility of their knowledge and skills and if they are competent or not yet competent in their field of specialization. The students will obtain a diploma or certificate after passing the assessment.

This study seeks to find out the level of competence of the students in Food and Beverage Services NC II by assessing their knowledge and skills based on the competency standards of Technical Education and Skills Development Authority (TESDA). This will also determine if they are competent and not yet competent to their field and readiness for job opportunities in the labor market.

FRAMEWORK

Professional developments is a set of skills and knowledge attained in a formal type of vocational education, post-secondary or poly-technical training leading to qualifications or credentials required to obtain or retain employment. Professional development is more than training or continuing education where learning occurs in the workplace as an integral part of working (“Developing Professional Skills • Guides to Lecturers • UK Centre for Materials Education,” n.d.). It was cited by Paracuelles (2004) that teachers are the number one active agents in the learning process that provide the students the tools and strategies to learn.

The ultimate goal of Professional Development is to improve student learning and achievements. On the other hand, Gamoran (2000) stated that student achievement is affected most directly by the quality of instruction. Furthermore, Corcoran and Goertz (1995) emphasized that instructions boosts student achievement through its technical resources, high quality curriculum, instructional materials, assessment instruments and adequate workplace.

However, teachers give value to student achievement as an outcome of professional development and a leap in student learning.

On the other hand, Overtoom (2000) cited that employability skill is a group of important skills instilled to every individual for employment to produce a productive workplace. However, advancement of new technologies changes the way works are done and brings a shift of workforce requirement from skills to workforce being well-informed and high skilled. Height of workforce production have positive relationships with education and training in which the higher the education and training a person gets, the higher the productivity achievement of an individual. Thus, Flippo (1995) also differentiated that education and training are two ends of a continuum of personal development ranging from a general education to specific training.

Moreover, Gardner (2007) emphasized that training and the acquisition of knowledge, skills and competencies are the result of the teaching of vocational and practical skills and knowledge relating to useful specific competencies. In training it involves not only the presentation and learning of contents but also a means for enhancing skills development and the improvement of workforce behavior. Training is acquiring of specific skills to perform a job better and Dahama (1989) agreed that training helps people to become qualified and proficient in doing jobs. Training may also help the students to perform better where their skills are develop from specific to a particular task.

Training is the process of teaching, informing or educating people to be qualified to do their job with greater responsibility. Work needs flexibility, ability, initiative to handle a variety of duties, a knowledgeable worker with high technical skills. Furthermore, Lange and Topel (2004) stated that a person with great skills will be able to increase employees or workforce productivity.

On the other hand, Peter Drucker (1993) argued that a skill cannot be explained in words, it can only be demonstrated and the only way to learn a skill is through apprenticeship and training. However, Jimmy Wales (2004) also believed that apprenticeship is a system of training the skills. Most of the trainings are done on the job while working for an employer who helps the apprenticeship learn their trade in exchange for their continuing labor to an agreed period after they become skilled.

Skill acquired during training and apprenticeship can have a high grade performance in many fields. It was also cited by the State of Oregon (2009) that apprenticeship is an occupational skill training that combining on-the-job experience that demand a wide range of skills, knowledge and independent judgment. The training of the students of learning their own trade has to undergo an assessment of their knowledge and skills.

According to Grant Wiggins (1998), the nature of assessment influences what is learned and the degree of meaningful engagement of the students into the learning process. To uplift the level by skills for youth employment the following laws has been enacted for economic development. According to RA 7796 of the Technical Education and Skills Development Authority (TESDA) it states the implementation of national system of skills standardization, assessment and certification to students and trainees in vocational education.

Based also to US Public Law 105 – 332 the law states to provide individuals with academic, technical knowledge and skills needed to prepare for a career. Vocational education includes competency applied learning contributes to the individual's academic knowledge, higher-order, general employability skills, technical skills and occupation.

Furthermore, the US Federal Law known as Job Training Partnership Act of 1982 emphasized the preparation of youth and unskilled adults for entry into the labor force that provide job training to economically disadvantage and other individuals facing serious barriers to employment. As cited on Presidential Decree No. 422 known as Labor Code of the Philippines, the Department of Labor and Employment mandates and promotes the gainful employment opportunities of every individual and optimizes the development and utilization of the country's manpower resources.

On the other hand, Article 72 of Department of Labor and Employment (DOLE) states that the Secretary of Labor and Employment may authorize the hiring of apprentice without compensation whose on-the-job training is required by the school or the training program curriculum or as requisite for graduation or board examination. Based on the speech of Secretary Tito Boy Syjuco of Technical Education and Skills Development Authority (TESDA), Manila Bulletin (November 6, 2009) stating that people who are trained or retooled do not just graduate but also will pass the skills assessment for a National Certificate (NC) and a Certificate of Competency (COC) for the mastery of specific skills.

Likewise, the Undersecretary of the Department of Labor and Employment (DOLE) Romeo C. Lagman said and recommends to make on-the-job training relevant to student's field of work and to review the existing Apprenticeship and Leadership Law for the purpose of strengthening industry-academic linkages. He cited the strict implementation and monitoring of the policy for the improvement of skills qualification of students increase their employability and resolve the problem of lack of experience of fresh graduates.

According to Manila Bulletin dated December 15, 2010 vocational education always had been a part of the educational system. They are established to answer the needs, teach and develop job specific skills particularly for those unable to pursue higher education. The Technical Education and Skills Development Authority (TESDA) trained people to become better and prepared workers and give them opportunities for employment in both local and international companies.

Meanwhile, British Council (2011) agrees that vocational education and training includes commercial, technical and Professional Development as well as transferable personal skills. The skills needed by the economy are constantly evolving in line with global trends and advance technology. Ellen Goldstein, World Bank Country Director for Bangladesh (2008) emphasized that skills development through vocational training allows domestic and migrant workers to compete with better jobs and earn higher wages. Furthermore, Rosalinda Dimapilis-Baldoz the Secretary of the Department of

Labor and Employment (DOLE) cited that DOLE's mandate is to promote gainful employment opportunities and human resources development.

Professional developments are ability of the learners to increase their knowledge and skills to learn at high levels in their field of specialization. It was cited also by the Chartered Institute of Personnel and Development (2000) that professional development is the improvement and updating of professional competence for career opportunities.

Based on the observation of the Labor Market (2008), there is a need to continue training beyond initial qualifications to maintain, upgrade and update the skills of the learner throughout his working life. It was also stated by the labor market that on-the-job training is recommended to the learner or trainee that will take place in a normal working situation where they can use the actual tools, equipment, documentations or materials until they are fully trained.

Stiggins, Aster and Chapius (1998) state that in assessment, there is a teacher to student communication which made assessment easy for the teacher to trace the student performance. The acquisition of appropriate information is based on a set of competencies in finding out the entire assessment is valid and reliable.

However, TESDA stated also that programs with Training Regulations like Computer Hardware Servicing, Hotel and Restaurant Management or Food and Beverage Services, Consumer Electronics, Computer Programming, Caregiver, Automotive, Front Office, Tour Guiding, Welding, Masonry and others undergo an assessment among students taking the course in order to determine the individual's vocational strengths, needs and career potentialities.

Moreover, there are institutions approved by Technical Education and Skills Development Authority (TESDA). They are government operated and privately operated. They also offer programs ranging from a couple of weeks to Two-Year diploma courses. Upon graduating from most of the courses offered, students and trainees are required to take a competency assessment in order to obtain the relevant certificate of their trained skills.

Based on TESDA Circular No. 09 S. 2007, a competency assessment is mandatory to all technical-vocational students and trainees of programs registered under promulgated training regulations for national certification on different classification levels as National Certificate I, National Certificate II, National Certificate III and National Certificate IV. National Certificate I – the student performs routine and predictable tasks and work with little judgment under the supervision of the instructor or the trainer. National Certificate II – the student performs prescribed range of functions including known routines and procedures, has limited choice and complexity of functions with little accountability. National Certificate III – the student performs a wide range of skills, works with complexity and choices, shows responsibility that contributes to problem solving and work processes. National Certificate IV – the student performs a wide range of application have responsibilities that are complex and non-routine and performs evaluation and analysis of work practices.

The competency assessment is designed to evaluate the levels of knowledge and manipulative skills of the students and trainees in a specific occupational trade area that consisted of written test and skills performance. An interview is also used to evaluate the candidates' competence regarding the updates of their knowledge and skills. Assessment seeks to determine whether the graduate can perform to the standards expected in the workplace based on the defined competency of Technical Education and Skills Development Authority (TESDA). This ensures the productivity, quality of learning and competitiveness of the graduates.

OBJECTIVES OF THE STUDY

The study aimed to determine the professional development and skills performance in two higher educational institutions of northeastern Mindanao, Philippines.

HYPOTHESES

The study was guided by the following null hypotheses tested at .05 level of significance.

Ho1. There is no significant difference in the extent of the professional development in two higher education Institutions of Northeastern Mindanao.

Ho2. There is no significant difference in the ratings of the skills performance in two higher educational institutions of Northeastern Mindanao.

METHODOLOGY

Research Design

The study used the descriptive method employing the survey technique which was used to determine the Professional Development and Skills Performance in Two Higher Educational Institutions of Northeastern Mindanao.

Research Locale

The research was conducted among two higher educational institutions of Northeastern Mindanao namely: Saint Michael College of Caraga located in the municipality of Nasipit that lies in the Northwestern part of the province of Agusan del Norte bounded in the east and south of the municipality of Buenavista and in the west the municipality of Carmen and north of Butuan Bay. It was also conducted at Father Saturnino Urios University in Butuan City. The City of Butuan is the regional center of the Caraga region. Both schools use the competency-based curriculum of Technical Education and Skills Development Authority (TESDA).

Research Instrument

A researcher-made instrument was designed to facilitate the collection of data based on the training regulation of Food and Beverage Services NC II. It was submitted to an expert for content validation. His comments improved the construction of the item.

Two sets of questionnaire were developed to obtain the data necessary for the study. The first questionnaire was used to survey the Professional Development of the respondents while the other set of questionnaire was for the Skills Performance of the respondents.

Data Gathering Procedure

After the validation of the questionnaire, the researcher asked permission from the Academic Director of Saint Michael College of Caraga (SMCC) in Nasipit, Agusan del Norte and the Dean of Business Administration Program of Father Saturnino Urios University in Butuan City to conduct a study. Having been granted the permission, the researcher personally conducted the distribution of the survey forms to the target respondents.

Statistical Treatment

The researcher used two (2) types of statistical treatment to come up a reliable result, the mean and t-test.

RESULTS AND DISCUSSION

The respondents of the two higher educational institutions of Northeastern Mindanao perceived the overall result of 3.86 as very satisfactory. This implies that the respondents of the Two Higher Educational Institutions of Northeastern Mindanao have knowledge in bartending acquired through learning, exposure to industry and hands-on training in the classroom. According to Paracuelles (2004) that teachers are the number one active agents in the learning process of the students that provide them the tools and strategies to learn.

The respondents perceived the result of 4.53 or outstanding in competency 3. They also had a very satisfactory result in competencies 1, 2, 4, 5 and 6. The overall result was 4.24 or very satisfactory. This implies that the respondents of the Two Higher Educational Institutions of Northeastern Mindanao have knowledge, skills and attitudes towards their tasks.

By good learning outcomes, the knowledge, skills and attitudes gave good value to student's achievements and opportunities. Both the respondents perceived the competence of often in competencies 1, 3, 4, 5, 6, 8, 9, 11, 12 and 13. They also perceived the competence of always in competencies 2, 7 and 10. It has an overall mean of 4.41 with a verbal description of often. This implies that the respondents of the Two

Higher Educational Institutions of Northeastern Mindanao are competent in the skills of waitering. According to Andrade, H., & Valtcheva, A. (2009), good instructions and training boost student achievements through the assessment of their skills and adequate workplace for learning.

The respondents perceived the competence of always in competencies 1, and 5. They also perceived the competencies 2, 3, 4, 6, 7, 8, 9, 10, 11, 12 and 13. It has an overall mean of 4.29 with a verbal description of often. This implies that the respondents are competent in bartending skills. As emphasized by Dahama (2000) that training helps the individual to be qualified and proficient in doing their jobs from a specific to a particular tasks.

The respondents of the viewed the competence as “often” in competencies 1, 2, 3, 4, and 6. They also perceived the competence as “always” in competencies 5, 7 and 8. It has an overall mean of 4.52 with a verbal description of always. This implies that the respondents perceived to be competent in room servicing. As stated by Gardner (2007) that training helps the students in the acquisition of their knowledge and skills relating these into useful competencies and cited also by Over toom (2000) that employability skills are instilled to every individual for employment in order to produce a productive workplace.

Table 1. Results of the t-Test of the Respondent’s Ratings on Skills Performance in Two Higher Educational Institutions of Northeastern Mindanao in Bartending

Group	Mean	Description	t-Value	Prob.	Interpretation	Decision
SMCC	4.43	O	6.93	0.000	Significant	Reject Ho
FSUU	4.15	O				

As shown in Table 1, 6.93 was the t-value obtained in the skills performance of the respondents in terms of bartending. Although, there were mean difference between the two groups of respondents, these differences were significant enough to make the respondents to obtain a description of often which both deserved to be competent in bartending. Therefore, the decision was to reject Ho.

This finding implies that the respondents have the skills in bartending. According to Topel (2005) stated that training will improve skills and a person with great skills can increase the workforce productivity in a global economy.

Table 2. Results of the t-Test of the Respondent’s Ratings on Skills Performance in Two Higher Educational Institutions of Northeastern Mindanao in Room Servicing

Group	Mean	Description	t-Value	Prob.	Interpretation	Decision
SMCC	4.63	A	5.31	0.000	Significant	Reject Ho
FSUU	4.41	O				

As shown in Table 2, 5.31 was the t-value obtained in the skills performance of the Two Higher Educational Institutions of Northeastern Mindanao in terms of room serving. Although, there were mean difference between the two groups of respondents, these differences were significant enough to make the respondents of the Two Higher Educational Institutions of Northeastern Mindanao to obtain a description of always for Saint Michael College of Caraga and often for Father Saturnino Urios University which both deserved to be competent in room servicing. Therefore, the decision was to reject H_0 .

This implies that the respondents of the Two Higher Educational Institutions of Northeastern Mindanao have the skills in room servicing and trained based on industry standards. According to Peter Drucker (1995) that skill cannot be explained in words, it can be demonstrated and learned through training and apprenticeship.

CONCLUSION

From the findings of the study, the following conclusions were reached:

1. In waitering, bartending and room servicing, the professional development of respondents had an overall result of very satisfactory. Based on the findings of this study, that quality of instructions, training and exposure to industry gave a quality of learning outcomes and achievements to the respondents in preparation for job opportunities.
2. The respondents are competent in waitering, bartending and room servicing. Trainings and good instructions boost student's achievements through the assessment of their skills and knowledge from a specific to a particular task.
3. Assessment is important also in determining the professional development and skills performance of the respondents where the acquisition of knowledge and manipulation skills of the respondents are assessed according to the standards of vocational education in a specific occupational trade area.
4. Technical Education and Skills Development Authority of the respondents is offering technical courses towards manpower development and employment in the labor market.
5. The knowledge and skills in waitering, bartending and room servicing learned by the respondents of the Two Higher Educational Institutions of Northeastern Mindanao can also compete globally.

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High School Students Disciplinary Behavior in a Catholic Private School

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ABSTRACT

Discipline is a big challenge to the educational system. The school as a moral laboratory shares with the parents the responsibility of unveiling the underneath causes of the disciplinary problems that impede the smooth character formation of the students. In the school the student's moral upbringing is gradually polished of the rough edges that were left unattended during the growth period. The school serves as a copartner of the parents in the moral, mental, social, emotional and physical development of the students. This study dealt with disciplinary problems and the causes of high school students in St. Nicholas Catholic School of Anda, Bohol, Philippines. There were reported cases from the school authority of truancy, absenteeism, and other related misconduct committed by some high school students. It is with great moral concern of the study in assisting the teachers and parents in handling cases of undisciplined students. It is hope that this study would be an effective instrument that guide the school in the formation of the learners.

KEYWORDS

Evaluation, Disciplinary Behavior, Descriptive Design, Philippines.

INTRODUCTION

One of the most important tasks facing a teenager is establishing a strong sense of self to cope with the many changes that surround his growing years. Young as they are, they have to strive to belong and to become a productive member of the community.

Observation tells that some students failed to recognize the importance of good character as an essential aspect for a righteous judgment and ethical behavior pattern worthy of student. Lack of discipline as claimed by Bremer (1996), “retards the moral growth to a healthy outlook of life. What parents and some failed to do toward the students is manifested in their unruly, troublesome behavior, like absenteeism, tardiness, inattention and many more similar unpleasant behaviors.

Further, it is observed in some students, the total disregard for discipline. Various measures had been applied to aid and to guide the students in the practice of discipline, yet a great number do not respond accordingly to such measures.

Disciplining students is a complex task to be unfolded. Disciplining starts in the home. Fortunate are the students whose homes are assets for character building. It is from the parents at home – the students acquire the basic rudiments of socially acceptable attitudes and behavioral patterns. Parents are the prime movers to form and to create a conducive atmosphere that will encourage proper and well-mannered character in their children. Students of good moral conduct have greater opportunities to right and good citizenship.

Moreover, disciplining connotes a character formation of collaboration and commitment to discipline. This cannot be dispensed with by parents, students and teachers. Even the communities are summoned to unite in the endeavor of providing an appropriate and suitable environment that will eventually enhance the students’ worthiness as good students and upright citizens of the country.

Indeed, discipline is considered by many educators as a big challenge to the educational system. The school as a moral laboratory shares with the parents the responsibility of tackling the demands of unveiling the underneath causes of the disciplinary problems that impede the smooth character formation of the students. In the school, the students’ moral upbringing is gradually polished of the rough edges that were left unattended during the growth period. The school serves as a co-partner of the parents in the moral, mental, social, emotional, and physical development of the students.

This being the case, and with great moral concern of the researcher in assisting the teachers and parents in handling cases of undisciplined students, the researcher embarked on this study. As school administrator and educator, she hopes to contribute in the designing of intervention program that will address unresolved problems of discipline in the Saint Nicholas Catholic School of Anda and other educational institution with the same noble cause.

FRAMEWORK

Social Learning Theory

Bandura (2000) stressed that, behavior is influenced by consequences. A display of good behavior that is rewarded will be repeated, while behavior that is suppressed produced negative consequences. Through observational learning one can learn a behavior and acquire the motivation to reform the behavior or resist performing the behavior depending on what is learned about the consequences of the behavior. In watching others, one learns about the consequences of the actions, over the time, one begins to form a mental representation of the situation, the required behavior, and the expected outcome. The role of behavior in a given situation are abstracted from what has been observed in watching others, of what has happened following one's behavior in the past, and what one understands about the demands of the immediate situation.

Adolescence is a stage of development that all individuals undergo. It is during this period that adolescences experience changes. This development that last for about eight years is a typical to all individual usually high school students irrespective to the gender, age, domicile, educational level, and socio-economic status.

This stage as do each stage of their life has its own problem. These problems usually disciplinary in nature may arise from their no-compliance to school policies, rules and regulations, relationship with teachers, relationship with schoolmates, relationship with teachers and relationship with the community. Since adolescences is the last period before adulthood, opportunity must seriously taken advantaged of to train a responsible and mature adult in them.

OBJECTIVES OF THE STUDY

This study attempted to determine the extent of manifestations of disciplinary problems and their underlying causes of high school students of at Saint Nicholas Catholic School of Anda (SNCSA), Bohol, Philippines.

METHODOLOGY

The researcher used the descriptive method in identifying the socio-demographic profile and the measurements of the extent of the participants' behavioral problems. The data were gathered through interview and questionnaires prepared by the researcher. The data obtained were used to propose the intervention program for high school students with disciplinary behavior.

RESULTS AND DISCUSSION

Majority of the student-participants were male with 31 or 79 percent of the total subjects. Female participants comprised the 21 percent of the total of 8 to be exact. 51 percent of the subjects belong to the 16-18 age bracket while 49 percent were under the 13-15 age group. The 39 students-participants were barangay residents with 59 percent while 41 percent or 16 were from Poblacion. The educational attainment of their parents reflected that 8 percent, 38 percent, and 54 percent were college graduates, elementary graduate, and high school graduate respectively. Relative to their year levels for 10 percent, first year ; 13 or 33 percent, second year; 9 or 23 percent, third year; and 13 or 33 percent fourth year. The occupations of the participants' parents were noted 98 percent low level or non-professional and 1 or 2 percent as professional. Their average family size was found to be between 6 to 9. Most of them were middle born at 69 percent, 7 or 18 percent were first born, and 5 or 13 percent were last born.

Majority of the parents' monthly income were from 3,000 to 3,999 range. This was noted to be at 26 percent while 23 percent was commensurate to 2000 to 2,999, 18 percent 4,000 to 4,999 and 2 percent 5,000. Majority of the students-participants were male whose average was 16 to 18 years old. They belong to the second and fourth level. Most of them were from the barangay. Majority of their parents were high school graduates and non-professionals. Majority of the student participants' size of family were composed of 6 to 9 members. Most of them were middle born. Their families' average monthly income range from 3,000 to 3,999. Male participants frequently manifested disciplinary behaviors in relation to school policies rules and regulations, while those of the female participants occasionally manifested.

Male and female participants frequently manifested disciplinary behaviors in relation with teachers, female participants always manifested disciplinary behaviors in relation with teachers. With regards to the extent of relationship with schoolmate and socio-demographic variables, it was found out that the socio-demographic variables were significantly related to the extent of manifestation of disciplinary behaviors in relationship with their school mates. Meanwhile the extent of relationship with peers were noted to be significantly related. Female participants frequently manifested disciplinary behavior in relation with schoolmates, likewise male participants frequently manifested disciplinary behaviors with school mates. Male participants rarely manifested disciplinary behavior in relation with peers while female participants also rarely manifested disciplinary behaviors in relation with peers. Both genders rarely manifested disciplinary behaviors in relation with neighbors. Poverty, peer group, lack of student's knowledge, broken homes, and parents with vices were identified causes of disciplinary behaviors. Other causes are lack of love and attention, different religious belief, media, and sibling rivalry.

CONCLUSION

Since adolescence is the last period before adulthood, opportunity to train a responsible and mature adult is necessary. An exposure to a certain way of models and a certain pattern of rewards and punishments result in the encouragement to imitate some behaviors and to avoid performance of others. A change of behavior is likely possible because of the reward of by taking something the individual does not like. Reinforcement is an effective way to encourage change in the behavior when it is done at the proper timing.

Discipline needs to be constructive and not punitive. It should deal more on the conformity to the good rules of order to create a self-directed individual.

RECOMMENDATIONS

It is hoped that this study would be an effective instrument that will guide the school in the formation of the teachers. On the basis of the result of the study a proposed intervention program should be used to address the disciplinary behavior of the students since these are designed according to their identified needs and weaknesses. In this way, they will become worthwhile models and mature adolescence aware of themselves as an individual especially created by God for a definite purpose in the world.

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Interpersonal, Leadership and Supervisory Skills of the Administrators of the Cluster a Schools of the Diocese of Butuan, Mindanao, Philippines

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ABSTRACT

The level of interpersonal, leadership and supervisory skills must be determined to design enhancement programs to elevate their skills. The researcher aimed to find out the interpersonal, leadership and supervisory skills of the Cluster A schools administrators of the Diocese of Butuan, Mindanao, Philippines. The study used the descriptive type of research which utilized a questionnaire as the main instrument for data gathering supplemented by focus group discussion. The following statistical tools were used weighted mean and Frequency. Results showed that interpersonal skills are a strong predictor of business and professional success as well as an indicator of a decrease in organizational success, and problem solving. Supervisory skills play a major role in creating atmosphere in the school system stimulating to the growth of more admirable qualities among the personnel and the teaching staff. It is the scope of instructional supervision to stimulate and inspire the teachers to do creative work and to encourage them to grow professionally. The study concludes that administrators of the Cluster A schools of the Diocese of Butuan are at all times practicing the skills of interpersonal and supervisory while at many times practicing the skills of leadership. Among the different skills, the area of leadership has the lowest rating and the interpersonal has the highest.

KEYWORDS

Business administration, interpersonal skills, leadership skills and supervisory skills, descriptive design, Diocese of Butuan, Philippines

INTRODUCTION

The part of administration in an educational system is to provide working conditions favorable to good teaching and effective learning. Sensible administration provides teachers and pupils with adequate facilities and favorable environment for work. To be operative, the principal needs to possess educational leadership. His role is to motivate his teacher to achieve the aims of the school and establish a pleasant working relationship to maintain staff unity. Leadership may also originated from the teacher, the principal, being the administrative leader, sets the climate of his organization.

Respectable administrative practices can be shown among others in providing orientation to the new teacher in delegating responsibilities, recognizing teacher's good work and accomplishments, encouraging teachers to be innovative and resourceful, placing substitute for absent teachers, evaluating teachers performance and holding faculty meetings. The administrative practices of principal are found to be effective but there's always room for improvement Miranda, (2013).

According to Ayeni (2012), effective school principals establish clearly defined goals for academic achievement, there are is concerned with resources and operations and provide adequate time-table for teaching they routinely check lesson notes and subject diaries, observe classroom instruction, continuously monitor students' performance, motivation of teachers to improve performance, reinforce of students for excellent performance, maintain appropriate usage of physical facilities, enforcement discipline to ensure peaceful atmosphere, train teachers for effective service delivery and provide instructional facilities and materials to enhance quality teaching- learning process.

A school principal needs to set reasonable expectations for work and achievement. Expectations of the society are demonstrated in the performance standards established by the school. High standards reflect high expectations, low standards reveal low outlooks. It is therefore understandable that the complex task of the principal is how to organize the school to encounter the various trials facing school administrators so that the educator's aims and objectives can be accomplished as the Chief Executive of the school, the principal must make sure the teachers and students have access to appropriate facilities to discharge totally their responsibilities in achieving the academic objectives. The academics should to become sustain their interests and build them dedicated, committed, willing, enthusiastic and inspiring teachers. The quality of the supervision of the teachers' instructional task by the principal is an index for effective school management. Their leadership plays a vital role in guiding teachers to

produce quality and relevant education. This is only possible if there are competent and cooperative school administrators.

Interpersonal skills are a robust prognosticator of business and professional triumph as well as an indicator of a decrease in organizational success, and problem solving. Scholars have indicated a shortage of interpersonal skills in the work setting and the compulsion for leaders to recognize both technical and interpersonal skills to achieve performance goals Mitchell, Skinner & White, (2010).

Supervision is expected to ensure the cooperation of his subordinates in achieving the maximum output at the maximum cost. Subordinates consider the supervisor to be their spokesperson and expect them to protect them from all uncomplimentary conclusions of the higher level managers. Most of the problems arising on the school are solved instantly by the supervisor himself. A supervisor should be proficient enough to get full cooperation of their subordinates. Their roles involve inspiring, leading, dispensing orders, guiding and leading their subordinates in the day to day performance of school task.

The goal of supervision is to help teachers learn how to increase their own capacity to achieve professional goals for their students. The success of instructional supervision rest on the school heads' skills to assess the conceptual level of the teacher or a group of teachers and then to apply an instructional supervisory approach that matches this level Glickman, (2007).

Along this line, the researcher decided to conduct a study to determine the interpersonal, leadership and supervisory skills of the School Administrators in the Cluster A Schools of the Diocese of Butuan especially that the two Administrators were appointed a year ago and the other one last

June 2015 thus, the level of interpersonal, leadership and supervisory skills must be determined to design enhancement programs to elevate their skills for them to be effective, efficient, and productive administrators.

FRAMEWORK

Educational institutions need full participation of every member regardless of age, gender, position, educational attainment, or years of experience. The effect of the cooperative participation can be noticed in the rate and general output of such institution. The nature of educational organization cannot ignore the fact that humans are the major component that the Administrator needs to manage to achieve the overall goals of the institution. Therefore, educational managers should note that whatever techniques they want to adopt, they must be in compliance with the purpose to work cooperatively with stakeholders such as students, parents, staff, and members of the community to improve the curriculum, instruction, and overall administration of the school. This is a continuous process that cannot be achieved individually Adeyemo, (2013).

Interpersonal, leadership and supervisory skills refer to qualities of administrators in performing their duties and responsibilities. This study is anchored to the Achievement Power-Affiliation Theory of David McClelland which holds that all people have three needs: a need for achievement, a need for power and a need for affiliation which the researcher believes that conceptual, human relations and technical competencies will lead to the realization of their needs. This theory emphasizes that the need for achievement is a need to do something better than it has been done before, so continuous improvement comes in and be sustained.

The need for power is basically the need to influence people and the need for affiliation is a need to be liked and to maintain friendly relations with others. According to this theory, an administrator has responsibility to recognize the different skills needed to become effective and efficient. This explains that an employee with a high need for affiliation has the possibility to respond positively to increase responsibility and through self-analysis, Administrators can gain insights on how they respond to employees. They may alter their response to fit employees' needs after evaluating performance Williams, (2001).

This is also anchored on Campbells (2000) Cognitive Theory of Supervision. In this theory, it is assumed that the supervisees will touch the client through their views about themselves and what lies in their expectations. The supervisor should be familiar with the supervisee and get to know who they are and how they process ideas and thoughts. Once the supervisor has become accustomed with the trainee, they can learn what negative ideas and thoughts that the trainee has and twitch to oust those negative beliefs and feelings as they can have an impact on the supervisee's work. The relationship that the supervisor wishes to construct is one that bear a resemblance to the relationship that a supervisor would have with a supervisee. A supervisor using the cognitive theory will work much in the same manner to help the supervisee pinpoint self-defeating patterns that mark client upkeep as well as the supervisee's growth.

According to Glickman, (2007), the success of instructional supervision rests on the school heads in their skills to assess the conceptual level of the teacher or a group of teachers and then to apply an instructional supervisory approach that matches this level. With the Achievement-Power-Affiliation Theory of David McClelland as the foundation, this study utilizes "**The Oakland County Supervisory Skills Model**" which was developed through research at Oakland County USA. These are critical to success in the supervisory position across Oakland County. Working toward skill development enhances school heads, overall knowledge, and ability repertoire. As this key skill will be developed, school heads will also encounter tools/ techniques which will assist them in their current position.

Having positive interpersonal skills upsurges the yield in the organization since the quantity of conflicts is reduced. In informal situations, it permits communication to be tranquil and contented. People with good interpersonal skill can generally control the

feelings that arise in challenging situations and retort appropriately, instead of being overwhelmed by emotion. Interpersonal Skills as the first domain in the Model has three indicators namely, Building Positive Working Relationships, Building Trust, and Communication Skills.

School administrators cannot be effective as leaders without developing leadership skills. The ability to lead is built on character. It is fraught with pain and exhilaration. Leadership is a lifelong pursuit in which time and experience matter greatly. Before learning about the various techniques to develop leadership skills, they should be aware of the various leadership qualities that should be cultivated. For developing leadership skills, managers need to be a good communicator, connect well with people certain qualities in themselves, such as honesty, integrity, courage and commitment. Leaders have to lead by example, so if they want their followers to become dedicated and honest, they have to be those things first. Honing their leadership skills is equally important as their professional skills in this competitive world.

A leadership skill as the second domain in the supervisory skills model has five indicators, namely: identifying and Mobilizing Resources, Initiating Action, Managing Conflict, Work Standard, and Change Management.

Strong management like strong leadership is also essential to the process of any business. While effective leaders have the ability to get everybody excited and pulling in the right direction, to get the job done, effective managers get them pulling in the same direction, for the least amount of time and at the cheapest cost.

Supervision plays a major role in creating atmosphere in the school system stimulating to the growth of more admirable qualities among the personnel of the teaching staff. It is no longer regarded as a mere inspection of the work of the teachers, but as a method of democratic management – clearing house of the best ideas of the work in the field. It is the scope of instructional supervision to stimulate and inspire the teachers to do creative work and to encourage them to grow professionally. Supervisory skills as the third domain in the Supervisory Skills Model have four (4) indicators namely: Decision Making, Planning and Organizing, Promoting Optimal Performance, and Professional Knowledge/ Expertise.

Charteris-Black(2009) said that interpersonal skills provide the leader to articulate to subordinates the organization's vision and purpose, which is critical for meeting organizational performance goals. Employees can benefit from knowing how interpersonal skills are a key element in the formation of a culture, organizational behavior, and moral conduct for the workforce.

Leadership style is the pattern of behavioral actions that leaders make over a period of time as perceived by followers. It is how leaders behave, over time, when they are trying to the performance of the others.

According to Berman (2006), the school administrator, though not personally responsible for maintaining the school plant, cannot assume that the task will be

carried out efficiently without some supervision on his part. If the school administrator is fortunate enough to have a conscientious property custodian, the supervisory responsibility of the principal is greatly reduced.

OBJECTIVES OF THE STUDY

The researcher aimed to find out the interpersonal, leadership and supervisory skills of the Cluster A school administrators of the Diocese of Butuan, Mindanao, Philippines. Specifically, it sought to answer the following objectives:

1. To determine the extent of the skills manifested by the administrators; and
2. To determine a significant difference in the Administrators, skills as assessed by the teachers, administrators, and school director.

METHODOLOGY

The researcher used the descriptive type of research which utilized a questionnaire as the main instrument for data gathering and also the researcher used focus group discussion as a qualitative research.

Research Environment

The study was conducted in the Cluster A schools of the Diocese of Butuan, Mindanao Philippines. Cluster A schools has three (3) schools, namely: Saint James High School (SJHS), Saint Michael College of Caraga (SMCC), and Our Lady of Carmen Academy of Caraga, Inc. (OLCACI). All three schools are non-stock, nonprofit managed by one School Director and owned by the Diocese of Butuan duly represented by the Bishop.

All three schools are non- stock, non–profit managed by one School Director and owned by the Diocese of Butuan duly represented by the Bishop.

The respondents of the study are the three (3) school administrators, fifty one (51) teachers of the high school department, and one (1) Cluster Director of the Cluster A schools of the Diocese Butuan.

Research Instrument

The questionnaire has two (2) parts:

Part I is formulated by the researcher and it tackles the profile of the respondents as to what sector and school they belong while Part II was taken from the study of Dr. Levie D. Llemit entitled “Interpersonal, Leadership and Supervisory Skills Determinants of Pedagogical Performance of Public Elementary Schools of Gingoog City, Philippines” and was modified by the researcher with the assistance of the adviser to suit the study.

Part II of the questionnaire is divided into three (3) areas namely, Interpersonal Skills, Leadership Skills, and Supervisory Skills. It is answerable in a 1 to 4 scale with the corresponding verbal description:

Scale Verbal Description

- 4 Always = At all times practicing the skills
- 3 Often = Many times practicing the skills
- 2 Seldom = Sometimes practicing the skills
- 1 Never = Not practicing the skills

Data Collection Techniques

Preliminary preparation started with a letter of request to conduct the study to the School Director. After the approval, the questionnaires were distributed to the respondents. In compliance with research ethics protocol, the researcher obtained informed consent duly signed by respondents.

After the distribution, the questionnaires were gathered for computation and tabulation. Analysis and interpretation of data was made after the tabulation.

Statistical Analysis

The following statistical tools were used for appropriate data analysis and interpretation frequency and weighted mean.

RESULTS AND DISCUSSION

The table below present the extent of the interpersonal skills of high school administrators as assessed by the teachers, administrator, and school director.

Table 1. Summary of Interpersonal Skills of the High School Administrators

Indicators	St. James High School	Verbal	Saint	Verbal	Our Lady of Carmen Academy	Verbal	
Building Positive Working Relationship	3.83	Always	3.79	Always	3.73	Always	3.78
Building Trust	3.84	Always	3.81	Always	3.75	Always	3.8
	3.78	Always	3.55	Always	3.58	Always	3.63
Mean	3.81	Always	3.71	Always	3.68	Always	3.73

The Interpersonal Skills has the highest mean of the three (3) skills with 3.73 or always which means that the Administrators at all times were practicing the skills.

According to the Oakland County Supervisory Skills Model which was developed through research at Oakland County:

“Having positive interpersonal skills increases the productivity in the organization since the number of conflicts is reduced. In informal situations, it allows communication to be easy and comfortable. People with good interpersonal skill can generally control the feelings that emerge in difficult situations and respond appropriately, instead of being overwhelmed by emotion”.

According to the study of Charteris-Black (2009), interpersonal skills provide the leader to articulate to subordinates the organization’s vision and purpose, which is critical for meeting organizational performance goals. Employees can benefit from knowing how interpersonal skills are a key element in the formation of a culture, organizational behavior, and moral conduct for the workforce.

The area of Building Positive Relationship under the Interpersonal Skills of

Administrators has an average mean of 3.78 with verbal description of always. The item “shows upon time for meeting and appointment” has the uppermost mean with 3.63 or always. Three (3) items out of seven (7) were considered as the lowest with a mean of 3.51 or always which includes the following items” values others’ knowledge and expertise summonses the input and feedback of others; fully ponders other’s explanations/point of views”, “maintain positive attitude”, and “Initiates open and candid relationship with people at all levels”.

The area of Building Trust has a mean of 3.8 or always. The item “treats teachers fairly and with respect” has the highest mean with 3.74 or always. This is trailed by the item “applies policy and procedures consistently when dealing with teacher issues” with a mean of 3.67 or always. The item with the lowest mean of 3.48 is related to “communicate rationale for decisions/action.

Among the three (3) areas of the interpersonal skills, communication skills has the lowest area mean with 3.46 or always. Out of the eight (8) items, the item “says what is on his or her mind in a direct tactful manner” has the highest mean with 3.59 or always. Four (4) items have a verbal description of often. The item with the lowest mean of 3.34 is the item “uses multiple models to communicate messages”.

Table 2. Summary of Leadership Skills of the High School Administrators

Indicators	St. James High School	Verbal Description	Saint Michael College of Caraga	Verbal Description	Our Lady of Carmen Academy	Verbal Description	TOTAL
Identifying and Mobilizing Resources	3.82	Always	3.70	Always	3.68	Always	3.73
Initiation Action	3.70	Always	3.56	Always	3.51	Always	3.59
Managing Conflict	3.85	Always	3.77	Always	3.70	Always	3.77
Work Standard	3.85	Always	3.77	Always	3.77	Always	3.77
Change Management	3.76	Always	3.74	Always	3.57	Always	3.69
Mean	3.79	Always	3.70	Always	3.64	Always	3.71

The Leadership Skills have the average mean of 3.71 or “always” which means “many times practicing the skills”.

The need for power is basically the need to influence people. The Achievement Power-Affiliation Theory of David McClelland supports the result. It holds that all people have three needs: a need for achievement, a need for power and a need for affiliation. According to this theory, administrators has responsibility to recognize the different skills needed in order to become effective and efficient Williams, (2001).

The area of Identifying and Mobilizing Resources under the Leadership Skills of Administrators has an area mean of 3.43 or verbal description of often. The item “foster cooperation among team members focuses the team on accomplishing shared goals” has the highest mean or always. Two (2) items were considered the lowest with the mean of 3.36 or often. The item “identifies resources needed for work project; Is aware of available resources both internally and externally; Effectively uses all resources allocated to the area; and “resolve conflicting demands for limited resources”.

The area of Initiating Action has the lowest mean among the areas of leadership skills with an area mean of 3.39 or often. The item, “seek new and creative ways of doing things; Foster continuous improvement” has the highest mean with 3.51 or always. The item “foresees problems and pro actively works to disarm teachers” has the lowest mean with 3.31 or often.

The area of Managing Conflict has a mean of 3.49 or always. The item “monitors the situation to ensure the conflict is resolved effectively” has the highest mean with 3.55 or always. Out of the nine (9) items, the item “diffuses the situation; Addresses the issue calmly; Reduces other’s tension; Deals effectively with people including parents, students, and co- workers; Expresses disagreement tactfully without letting it affect working relationship” has the lowest mean with 3.38 or often.

The area of Work Standard has a mean of 3.49 or always. The item “evaluates project success and analyzes what should be done differently going forward” has the highest mean with 3.53 or always. The item “develops system and measures to ensure adherence

to conventional standards, and to guarantee aberrations from standard are caught early in the process” has the lowest mean with 3.40 or often.

The area of Change Management has a mean of 3.43 or often. The item “embraces change; Supports the change; Take a positive attitude toward change” has the highest mean with 3.50 or always. The item “Uses data to explain and support the needed changes” has the lowest mean with 3.34 or often.

Table 3. Summary of Supervisory Skills of the High School Administrators

Indicators	St. James High School	Verbal Description	St. Michael College of Caraga	Verbal Description	Our Lady of Carmen Academy	Verbal Description	TOTAL
Decision Making	3.79	Always	3.59	Always	3.57	Always	3.65
Planning and Organizing	3.84	Always	3.62	Always	3.77	Always	3.74
Promoting Optimal Performance	3.74	Always	3.78	Always	3.70	Always	3.74
Professional Knowledge/ Expertise	3.77	Always	3.71	Always	3.70	Always	3.72
Mean	3.78	Always	3.67	Always	3.68	Always	3.71

The Supervisory Skills have a mean of 3.71 or always which means administrators at all times are practicing the skills. Supervision is expected to ensure the collaboration of his subordinates in accomplishing the utmost output at the maximum cost. At the same time, subordinates consider the supervisor to be the spokesperson and expect them to protect from all unfavorable decisions of the higher level managers. Most of the problems arising on the school are solved instantly by the supervisor himself. A supervisor should be competent enough to get full cooperation of their subordinates. Their roles involve motivating, directing, issuing orders, guiding and leading their subordinates in the day to day performance of school task.

The goal of supervision is to support teachers learn how to upsurge their personal capability to achieve professional goals for their students. The success of instructional supervision rests on the schools heads’ skills to assess the conceptual level of the teacher or a group of teachers and then to apply an instructional supervisory approach that matches this level Glickman, (2007).

The area on Decision Making under the Supervisory Skills of Administrators has an area mean of 3.39 or verbal description of often. Among the eight (8) items, only the item “gathers all the needed facts to make an informed decision so as to avoid hasty, haphazard decisions. Identifies the root causes(s) of problems” has the verbal description

of always while the remaining seven (7) have a verbal description of often. The item A.2 is the highest of all items with a mean of 3.59 or always. The item “empowers teachers to make decisions on their own” has the lowest mean with 3.21 or often.

The area on Planning and Organizing has a mean of 3.48 or verbal description of always. Among the seven (7) items, the item “establishes priorities. Does not place the same importance on every task; Spend time on high values task which drive the school goals” has the highest mean with 3.55 or always. The item “follows up to ensure the plan is being followed and the project is on track” has the nethermost mean with 3.42 or often.

The area of Promoting Optimal Performance has an area mean of 3.49 or always. The item “understands what motivates different people and adapts approach accordingly; Foster staff confidence in their own skills and abilities. Acknowledges and celebrates teacher’s accomplishments” has the highest mean with 3.53 or always. The items “identifies the talents and developmental needs of other leverages teachers’ strengths and fosters the development of their weaknesses; Ensures teachers are properly trained” and “holds teachers accountable for their behavior and performance; Follows up on action steps and commitments from performance discussions” has the lowest mean with 3.44 or often.

The area on Professional Knowledge/Expertise has an area mean of 3.51 or always. The item “understanding applicable school rules and regulations their impact” has the highest mean with 3.59 or always. The item “stays abreast of current developments and trends in all relevant areas of one’s field; is a member of professional associations” has the lowest mean with 3.44 or often.

CONCLUSION

The administrators of the Cluster A Schools of the Diocese of Butuan are at all times practicing interpersonal and supervisory skills while at many times practicing the skills of leadership. Among the different skills, the area of leadership has the lowest rating and the interpersonal has the highest.

The findings of the study supported the Achievement-Power-Affiliation Theory of David McClelland which holds that all people have three needs: a need for achievement, a need for power and a need for affiliation.

The Leadership Skills was rated lowest wherein according to the theory, the need for power is basically the need to influence people. Influencing others is leadership. The two (2) administrators were appointed a year ago and the other one last June 2015. To influence the teachers needs time, charisma, and good leadership styles which cannot be possible in just a short period of time. Even though they were together as teachers before they were appointed as an Administrator, the teacher as a different environment as to that of an Administrator thus, the leadership skills needs to be developed and nurtured.

Interpersonal Skills was rated highest among the three skills of the Administrators. This skill is related to the need for affiliation wherein it is a need to be liked and to maintain friendly relations with others. According to this theory, administrators have responsibility to recognize the different skills needed to become effective and efficient. The result of the findings supported the theory since the administrators were formerly teachers of the school, thus, through period of times they were able to establish good relations with the teachers.

The need for achievement according to the theory is a need to do something better than it has been done before so for this need to be attained, constant improvement on the system of leadership and supervision as well as interpersonal skills of the administrators be made.

RECOMMENDATION

Based on the findings of the study, the researcher recommended the following:

The findings of the study underscore the need to evaluate annually the Interpersonal, Leadership, and Supervisory Skills of the Administrators of the Cluster A Schools of the Diocese of Butuan. Evaluating their skills is vital in the system since as leaders and managers of the school, they must have good interpersonal skills and an effective and efficient leadership and supervisory skills for the attainment of the school's vision, mission, and goals.

Further, majority of the administrators were appointed a year or less thus, more trainings, mentoring, benchmarking, and close supervision with School Director is needed.

Furthermore, that the Diocese of Butuan Educational System (DBES) must establish a policy on the appointment of Administrators as to Educational qualifications, years of service, experience(s) related to administrative functions, and records/evidences of good human relations.

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