



Constituting Administrative Adeptness And Productiveness In Basic Education

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ABSTRACT

The main objective of the study was to look into the level of administrative skills and job performance of the elementary school administrators at Baybay City Division during School Year 2017- 2018 as a basis for the completion of a complementation goal. Results showed that for conceptual, human, and technical administrative skills, administrators had "Acquired the skills". These showed that the Elementary School Administrators in Baybay City Division have acquired the necessary technical administrative skills necessary to become a leader and a manager in a public school. On the other hand, the level of job performance among elementary school administrators had mean scores that showed 'very satisfactory' job performance. Moreover, the administrative skills of these respondents were not significantly related to their job performance. Likewise, thirteen themes were identified as the best practices among them. Finally, it was recommended to make a complementation goal for school administrators in Baybay City Division and must be adapted for implementation.

Keywords: Constituting Administrative Adeptness and Productiveness
Administrative Skills Job Performance Complementation Goal

1. INTRODUCTION

The improvement of the school depends on how the school administrator manages its resources – human, financial, technology, and natural resources. In the Modern World, the school administrator should realize that it will be his responsibility to lead and run the school as an organization. It is also managed by both internal and external stakeholders. It follows that the school must be run by a qualified school administrator if the resources which he commands or controls are to be utilized effectively. The importance of management and school administrator for improving

school and achieving the Department of Education mandates has long been considered. Managing a school is almost the important target of a school administrator.

With the implementation of the Republic Act 9155 known to be the “Governance of Basic Education Act”, the school is given the empowerment to manage its affairs. The school administrator, teachers, and stakeholders are given the power and authority in initiating and creating strategies to improve their school. The provision of the Constitution implies two things: first, the government will mandate Congress to raise the teachers’ pay to a level high enough to attract qualified and brilliant professionals, and second, school facilities and equipment will be upgraded to provide teachers and students to have better working conditions. Inevitably, such a provision would also mean an increase in the salary of private school teachers.

Many wince at the thought that these teachers have had to leave the country in a most undignified manner. Yet, for many of them, it was the easy way out. Experienced teachers who, for the past 10 to 15 years have been made to believe that they “must be guided by the spirit of service rather than material reward,” are now the first ones to leave their posts in search for “greener pastures”. Teachers who gave up teaching complain of “too many impositions,” “no social activities,” etc., (Braid 1987). As Fuller et al. (1996) stated, “What leaders often don’t realize is that downward shift of authority only results in effective delegating when the next level down the hierarchy feels that his expanded responsibilities makes sense in the light of organizational goals and offer greater opportunities. Giving people increased authority may just as likely be perceived as the abdicating of accountability when it doesn’t serve either the needs of the individual or the best interest of the organization.”

It is said that the introduction of universal education by the American regime was an excellent legacy to society.).

Valdehuesa (2005) stressed out that the education class to the ilustrados gain monopoly on political and economic power, precisely because knowledge is power, and knowledge or education backed by demagoguery is a tremendous power.

In a time of drastic change, it is the learners who inherit the future. The learned find themselves equipped to live in a world that no longer exists, failure is not a crime (Bennis, 1989).

A teacher must not be a preacher; he ought to be a leader. To an extent, leadership is like beauty (hard to define, but you know it when you see it). Leaders and potential school administrators know who they are, what their strengths and weaknesses are, and how to fully deploy their strengths and compensate for their weaknesses. In addition: Bennis (1989) pointed out that, It is not enough for a leader to do things right, he must do the right thing, but real life doesn’t work like the movies, and heroes and villains aren’t as easy to spot. That we must learn, the first step toward change is to refuse to be deployed yourself. Everything we do depends on

the successful transfer of meaning from one group to another; the way to be successful is to be straight.

Education helps produce conceptual skills. The majority of people do not learn those skills without the help of education. The people with education matched with practical experience turned out to be the best combination (Bennis, 1989).

On the other hand, School-Based Management (SBM) aims to introduce autonomous school governance to reflect local needs, with direct monitoring of school activities by their stakeholders, parents, and the community. Such a decentralization effort in the context of school education includes some of the following features: decentralized revenue generation, school administration, management, teacher hiring, and curriculum design (Yamauchi, 2014). These functions have devolved to local schools in the Philippines. To lead the schools effectively, there is a need for the administrators of the public schools to acquire the administrative skills needed to run a public institution.

Traditionally, principals and school administrators in the Department of Education (DepEd) in the Philippines have been limited to school building management and maintenance for repairs and placing orders for school supplies and learning resources with the appropriate authorities. The role of the school administrators in the Philippines has traditionally been constrained by directives from the Central Office leaving little authority over school improvement initiatives. School administrators have been obliged to follow orders and mandates passed down from the Central and Regional offices that define and determine the quality of education. Principals or school administrators have also been obliged to implement the national curriculum passed down from the Central Office without revision or modification. School administrators have had little or no authority over the management of school funds or the procurement of school supplies and learning materials. Funds disbursed to the school have been managed by the Division Office. Similarly, the procurement of school supplies and learning materials has been the responsibility of supply officers at the Regional/Division office. Also, principals and/or school administrators have had very little influence over hiring new teachers. Teachers have traditionally applied for jobs directly to the division office (Sindhvad, 2009).

To be a good supervisor requires first understanding self, then understanding relationships with other people to get things done. It requires knowing how to interpret and enforce company policy, how to delegate, communicate, gain confidence; make and reach profitable goals, manage time, set priorities; use effective discipline; handle conflict, and problems, avoid legal infringements, and others (Miranda, 2007).

Moreover, Miranda (2007) states that supervision has an element of control that is the short rein that keeps business activities from wandering from their primary intent and keeps the manager or supervisor aware of the productivity of his operation which some call a span of management. This span of management

recognizes that there is limited personnel that can be directly supervised by a manager or supervisor. The span of control, or span of management, can usually be greater for managers at the lower organizational levels than for at the upper levels.

On the contrary, it is the school administrator also who leads in improving the school. The scope of the school is defined in Section 7 paragraph E of the Republic Act 9155 as follows: "School heads shall have authority, responsibility, and accountability to set mission, goals, and targets of schools, be accountable for higher learning outcomes, and administer and manage personnel, physical and fiscal resources of the school."

The scope is translated into three major functions, namely: promote education quality improvement, exercise administrative management, and exercise instructional leadership.

In Baybay City Division, the challenge to all school administrators is to create an effective school. However, initiating and creating an effective school requires administrative effectiveness. Do school administrators function effectively as managers of their respective schools? What administrative functions are they exercising in managing their schools? These are some of the questions that trigger the researcher to conduct this study. Thus, the success of the study would be beneficial to policy-making decisions in the basic education system of the country. Also, this would benefit school administrators who are serving in public institutions; likewise, who are instrumental in the selection of next school administrators.

Katz's identified three basic types of skills that every manager needs. They are technical, human, and conceptual. Technical skills are the ability to use the tools, procedures, or techniques to have the specialized field; human skills is the ability to work with, understand, and motivate other human relations skills to be able to participate effectively in and lead his group; conceptual skills is the mental ability to coordinate and integrate all the organization's interest and activities. It involves the manager's ability to see the organization as a whole and to understand how each part depends on each other, and how a change in any given part can affect the whole organization.

A manager needs enough conceptual skills to recognize how the various factors in a given situation are interrelated so that the actions he takes will be in the interest of the organization. Katz suggested that although all of these are essential to effective management, the relative importance to a specific manager depends on his rank in the organization.

Republic Act No. 9155 which is known as an act of instituting a framework of governance for basic education, establishing authority and accountability, renaming the Department of Education, Culture and Sports as Department of Education for other purposes mandates that the school head leads in improving his school. The scope of the school is defined in Section 7 paragraph E as follows: "School heads shall have authority, responsibility, and accountability to set mission, goals, and targets of

schools, be accountable for higher learning outcomes, and administer and manage personnel, physical and fiscal resources of the school.”

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Douglas McGregor’s *The Human Side of Enterprises* had its two fundamental choices for managing workers. Theory X and Theory Y are the traditional approaches to workers, and working, and assume that people are lazy, dislike and shun work, have to be driven, need both carrot and stick, both rewards. It assumes that most people are incapable of taking responsibility for themselves and have to be looked after by contrast, such that Theory Y assumes that people have a psychological need to work and want achievement and responsibility, while Theory X assumes immaturity. Theory Y assumes that people want to be adults. The job has to make achievement possible, although the job is not everything, it comes first. If others aspect of working is unsatisfactory, they can spoil even the most achieving job, just as a poor sauce can spoil the best dish, that nothing else will provide achievement.

Miranda (2007) stated that when a supervisor is preparing to set up a standard, he or she should analyze it from the point of the tasks it contains and just what the worker is supposed to be doing. He may discover to his chagrin and some degree of disappointment that the job is not very well set-up, that the tasks are not well fitted together to make a well-designed job.

Moreover, he may also discover that the workplace may be improperly arranged, or there may be delays and inefficiencies that need immediate correction. The supervisor may realize that it is a good idea to set a standard for particular jobs to improve later. This becomes apparent since any standard he gets now can be charged and raised when method improvements can make possible greater output.

Another theory to consider is on performance outcome expectancy when an individual’s mind the expectation of certain consequences from that behavior. For example, a working employee considers about doubling his output will result in praise, more pay, or perhaps, no reward at all. The worker may even expect that the outcome will be hostility from fellow workers. Each expected outcome will affect the individual’s decision on whether or not to proceed with the contemplated behavior (Stoner, 1980).

It is important to remember that people have many needs, all of which are continually compelling for their behavior. No one person has the same mixture or strength of needs. There are some people driven mainly by money; others are concerned primarily with security, and so on. Although administrators must recognize individual differences, this does not mean that as teachers, they cannot make some predictions about which involves currently prominent among the employees than others. According to Maslow, these are proponent motives, those that are still not satisfied. An important question for teachers to ask is: what do workers want from their jobs? When they have the right people who share the same values,

and purpose and give them opportunities and incentives to excel in a supportive environment in which they feel free (empowered) to contribute as a team, then the workspace will be productive (Hersey, et al., 2003).

Miranda (2007) cited Aviator Brooke Knapp who said, “there are two kinds of people: those who are paralyzed by fear, and those who are afraid but go ahead anyway. Life isn’t about limitation, it’s about an option.” A healthy organizational culture encourages the belief in options. To be in yourself there are three basic themes: 1.) take advantage of every opportunity 2.) aggressively search for meaning 3.) know yourself.

Stoner stressed that; top managers require information on strategic planning. Thus, their information sources will be largely external. Middle manager requires information that enables them to exercise management control. Thus their information sources can be both external and internal. In addition, they require a more rapid information flow. Lower level, who are concerned with require frequent highly detailed, and accurate information, predominantly from internal sources.

This means that effective leaders must be able to diagnose, adopt, and communicate all major themes to meet the needs of a rapidly changing and challenging world where inflexibility will not work. Leaders, even more than before, must become aware of each situation and be able to use the leadership style appropriate to that situation (Hersey et al., 2003).

Miranda (2007) reminds that several mistakes of supervisors could easily be avoided if they try to take cognizance of them. Some of them are: a.) Getting the credit of another. Consciously or unconsciously, some supervisors are even trying to grab the credit for a job well done. This is unethical and does not speak well of them. b.) Eavesdropping. No supervisor can succeed and be happy if time and again he spies or eavesdrops on his employees; it means that he does not trust them. In like vein, he is one man who cannot be trusted as well. Frequently the reason behind such a nasty habit is the feeling of insecurity on the part of the supervisor. In many instances, he wants to know whether his employees want to leave the company. If so, what can he do about that when his employees do not trust or respect him? c.) Slandering subordinates. If his subordinate commit mistakes, his attention must have to be called to avoid ruining his reputation in the future and if a reprimand is called for, it is only justified that it should be given to him. But to slander, an employee regardless of the gravity of his offense is not only demeaning. It creates contempt, not for the supervisor who is bereft of good manners and right conduct. And yet, surprisingly enough, some heads who try to insult or slander his employees in public so that his being “Boss” will be taken notice. To weaken management-labor relations is for the supervisor to engage in tongue-lashing every time he has the opportunity to do so.

Miranda (2007) adds that the best manager is the man who knows how to surround himself with people who can do things he can’t do, a successful President of a prestigious company remarked that this is true in many fields of human endeavor. The selection of the organization holds time in running the affairs of the nation where

the President must have the help of top assistants for he cannot do the job by the electorate single-handedly. Where lack of mutual knowledge and understanding of purpose exists, it is possible for misinterpretation of aims to occur, with a growing lack of sympathy. This social and mental distance is one of the factors underlying recorded difficulties in bringing about meetings of management and worker minds on programs that will with which modern supervision must be dealt.

A study made by Biasong (2004) presented the following conclusions: there is a high level, between the job satisfaction level and motivational needs and between work values and motivational needs of the respondents. The majority of the respondents who were already mature had family responsibilities faced at home that could be financial and could also trigger being less satisfied with their present working conditions. They were much educationally qualified and competent having been in the profession for quite some time. Their professional competence was beyond par, but the in-service training program they received was generally adequate. The majority of the respondents were not satisfied with their present condition which was influenced much by the inadequate or poor provision of highly competitive remuneration and benefits, poor working condition and environment of the school system, and the failure of the Department of Education to implement the fullest of what was provided for the teachers in the Magna Carta Law for public school teachers in terms of loading, working hours and benefits. The work values held important by the respondents strongly relate to their less satisfying work situation and they overlooked basic work values which were important in their profession.

2. METHODS

Research Design

The research used the descriptive survey method to determine the level of administrative skills and the level of the job performance of elementary school administrators of Baybay City Division for the school year 2017-2018. The descriptive survey method was used since the research is concerned with the management skills, and work performance of the elementary school heads. The data were analyzed and interpreted as gathered from the research instruments.

Research Respondents

The 54 respondents of the study were the principals, head-teachers, and teacher-in-charge in Baybay City Division, Baybay, Leyte, Philippines.

Data Collection Tools

The experimental framework of the study followed the IPO model (input-process-output). The main source of data was the research questionnaire which was answered by the research respondents who were elementary school administrators. The questionnaire provided the data on the level of administrative skills, while the

job performance was based on the Key Result Areas (KRA) of the Office Performance Commitment and Review (OPCR) which was submitted by school administrators annually.

The inputs of the study were the administrative skills and job performance of the elementary school administrators in the Baybay City Division. The process followed the following: questionnaire, interviews and documents, statistical interpretation, and analysis of data geared towards Plan of Action. The final output of the study was the complementation goal which was derived from the findings of the study.

3. RESULTS

Table 1 Level of Job Performance of Elementary School Administrators of Baybay City Division (N=54)

Job Performance Adjectival Rating	Mean Scores	Mean Percent Rating
Instructional Leadership (30%) Very Satisfactory	4.22	1.30
Learning Environment (30%) Very Satisfactory	4.22	1.20
Human Resource Management and Development (10%) Very Satisfactory	4.22	0.43
Parents Involvement and Community Partnership (10%) Very Satisfactory	4.22	0.43
School Leadership, Management and Operation (20%) Very Satisfactory	4.22	0.86
Final Rating Very Satisfactory	4.22	4.22

Legend:

- 4.500-5.000 Outstanding**
- 3.500-4.499 Very Satisfactory**
- 2.500-3.499 Satisfactory**
- 1.500-2.499 Unsatisfactory**
- Below-1.499 Poor**

The table above shows the Level of Job Performance of Elementary School Administrators of Baybay City Division based on five different categories, namely;

3393 | **Margarito Balag Callao** **Constituting Administrative Adeptness
And Productiveness In Basic Education**

instructional leadership, learning environment, human resource management and development, parents involvement and community partnership, and school leadership, management, and operation. These five indicators for the level of job performance were based on the Office Performance Commitment Review (OPCR) with a corresponding percentage distribution on the identified criteria for the job performance. (Enhance discussion-level of job performance)

Mean scores obtained from the school administrators of the Division of Baybay City showed a 'very satisfactory' job performance and no outstanding rating of 4.50 to 5.00.

It must be noted that school administrators influenced student achievement, which could be a more useful tool in identifying strengths and weaknesses for those the principal and candidates for a principal. The school administrator effectiveness includes principal practice, direct effects on schools and teachers, and indirect effects on instruction and learning as given by Clifford et al. (2012).

Table 2 Relationship between the Administrative Skills and Job Performance of Elementary School Administrators of Baybay City Division

Variables	N	Computed r value	P-value	Decision
Interpretation				
Conceptual Skill	54	0.182	0.260	Accept H _o
No significance				
Human Skill	54	0.058	0.720	Accept H _o
No significance				
Technical Skill	54	0.214	0.184	Accept H _o
No significance				

The table above shows the relationship between administrative skills and job performance at a p-value of (0.260; 0.720; 0.184) greater than 0.05 level of significance which was interpreted as not significant. Thus, this implies that the administrative skills of the Elementary School Administrators of Baybay City Division were not significantly related to their job performance.

This job performance indicator was based on targets, not skills to comply as stipulated in their OPCR. However, this only showed that an association and correlation between two variables had trends that could be used based on the given scores.

4. DISCUSSION AND CONCLUSION

4.1 DISCUSSION

The conceptual administrative skills of the Elementary School Administrators in Baybay City Division possessed most of the conceptual administrative skills needed

**3394 | Margarito Balag Callao Constituting Administrative Adeptness
And Productiveness In Basic Education**

by a school administrator. An overall mean score of 2.61 with a verbal description of “Acquired the skills” reflected that the Elementary School Administrators in the Baybay City Division were efficient in recognizing dilemmas and executing solutions with regards to the concerns and problems in their corresponding schools. To be specific, the school administrators already acquired the necessary conceptual administrative skills. On the other hand, the result for Human Administrative Skills of Elementary School Administrators showed that the highest weighted mean score (2.91) fell under the statement “I accept, see, and praise the good points of others.” with a verbal description of “Acquired the skills”. This revealed that the Elementary School Administrators at Baybay City Division treated their fellow workers well, developed a good interrelationship among their co-workers in the government, and considered the points of their colleagues in decision making. An overall mean score (2.75) with a verbal description of “Acquired Skills” clearly inferred that the respondents had a good and harmonious relationship with their fellow teachers in their schools. While for technical administrative skills, an overall mean score of 2.60 was obtained with a verbal description of “Acquired the Skill” which meant that they acquired the necessary technical administrative skills necessary to become a leader and a manager in a public school.

For the level of job performance among elementary school administrators, the result revealed a ‘very satisfactory’ job performance.

The relationship between administrative skills and job performance produced a p-value (0.260; 0.720; 0.184) greater than 0.05 level of significance which was interpreted as not significant. This implies that the administrative skills of the Elementary School Administrators of Baybay City Division were not significantly related to their job performance.

Finally, among the 54 respondents, only 13 themes were identified as the best practices among school administrators in the Division of Baybay City. These were the top three: 1) attend meetings or gatherings, assist different projects, and utilize funds for school and pupils’ benefits; 2) Initiate Quarterly School Monitoring Evaluation and Assessment (SMEA) with the teachers, parents, PTA, and barangay officials to track pupils’ quarterly achievements, and 3) track and plan activities through monthly checklist and planner.

4.2 CONCLUSION

The elementary school administrators in Baybay City Division possess the needed skills for their administrative function, in short, they have acquired the administrative skills needed to become an administrator. Second, the job performance among elementary school administrators based on their OPCRf is classified as ‘very satisfactory’. Third, no relationship can be established between the administrative skills and the job performance of the elementary school administrators. Finally, best practices among the administrators are consistent and the 13 different themes are very useful to their job.

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