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Secondary Schools Principals' Administrative Skills of Diplahan District

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ABSTRACT

This study was conducted to assess the level of administrative skills of secondary school principals of the seven public national high schools of Diplahan District, Zamboanga Sibugay province, namely: Diplahan, Lindang, Gaulan, Balangao, Natan, Ditay and Guinoman National High Schools. It was conducted during the school year 2018-2019. The study utilized a descriptive-quantitative design where two groups of participants- seven principals; and, 108 regular teachers (through stratified random sampling) were covered. An adopted questionnaire on Principal's Administrative Skills was the major research instrument. Statistical tools included weighted mean and t-test. Findings revealed that both principals themselves and teachers perceived the level of administrative skills of the school principals such as instructional leadership, personnel management, and financial management skills on descriptive aspects as--" Highly Skilled". Moreover, using t-tests, principals' perceptions and teachers' showed no significant difference in terms of instructional and personnel management skills; however, did show a significant difference in financial management skills. The researcher concluded based on the findings in this inquiry that principals' administrative skills in terms of instructional, personnel management and financial management skills (perceived by the principal themselves and teachers on descriptive level), in accord--"Highly Skilled". Statistically, perceptions of the principals and teachers on instructional and personnel management skills showed no significant differences. However, on financial management skills, perceptions of the principals and teachers bore a significant difference. As such, there is a need for the principals to look possibly at any weak points of their financial management skills and consider avenues for improvement.

Keywords : *Instructional Leadership Skills, Personnel Management Skills, Financial Management Skills*

1. INTRODUCTION

Any school system cannot operate without school principals or school administrators who are expected to manage and demonstrate their administrative skills to run an organization, just like a school system. According to Bowles (2013), administrative management in schools is very important as it is concerned with the design and management of an organization. As such, school administrators or school principals need to manifest administrative skills that help them govern teachers and students, advance instructional quality, and manage finances responsibly. Accordingly, school administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment evaluation and examinations, resource allocation, costing and forward planning, staff appraisal relationship with the community, use of the practical skills necessary for surviving the policies of organization such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on (Ojo, 2010). All these tasks can be reduced to the following: planning, organizing, directing, supervising, and evaluating the school system. These activities are those of the school principal who

must ensure they are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality outputs. By implication, the principal of school is a planner, director, controller, coordinator, organizer, adviser and a problem-solver (Maduabum, 2007). The principal is the person on whose shoulders rest the entire administration, success or failure of the school. The principal identifies and sets goals and objectives of the school, which of course, must be in line with the national objectives, analyzes tasks and shares responsibilities of the staff according to specialization and expertise (Uyanga, 2009). Moreover, Lheukwumere (2013) revealed the administrative roles of principals. He stated that within the school system, the principal stands out as the chief executive of the school, he is also the school administrator, the instructional leader, the personnel manager for the pupils, students and staff personnel. The principal is also the finance and physical facility manager. This study, therefore, has been considered worth pursuing as the researcher intended to assess how school principals, particularly, secondary school principals execute their roles in terms of their administrative skills. However, trusting only themselves for feedback may not be enough. According to Treanor (2012), teachers are needed in assessing principals since they are the constant people who are with their

school leaders most likely, everyday. They can truly and honestly feedback who their executives are in relation to their administrative skills.

The big idea on administrative skills served as a 'prod' that motivated the researcher to have this study conducted in the Diplahan District, Diplahan Municipality, Zamboanga Sibugay Province. Views or perceptions of the secondary school principals on their administrative skills (focused on instructional leadership, personnel management and financial management would serve as bases of possibly strengthening their administrative skills, if not, capitalize on their potential for effective management of their respective school system. Besides, soliciting feedback from teachers on administrative skills of secondary school principals could affirm the latter's strengths or weaknesses-- strengths could help school principals explore more responsibilities of pushing school frontiers for excellence in education and effective school administration; weaknesses could invite them to look for avenues that could maximize their administrative skills and better prepare them for more administration challenges ahead.

In the final analysis, this study is meant to contribute to existing knowledge and literature of the grand role of school principals in school governance with interplay of instructional leadership, personnel leadership and financial management skills.

2. METHODOLOGY

2.1. RESEARCH DESIGN

This study utilized the descriptive-quantitative type of research. The descriptive part described the administrative skills level of the school principals. The quantitative part ascertained any significant difference between perceptions of the school principals on their level of administrative skills and perceptions of teachers.

Quantitative research involves collecting data in order to test hypotheses or answer questions concerning the current status of the subjects of the study. It determines and reports the way things are. It collects numerical data in order to explain, predict and control phenomena of interest and data analysis is mainly statistical (Gay, 1996). This type of research includes quantity, which means there is something that can be counted. This research is used for statistical analysis because it produces hard numbers. With this type of research, the researcher does not really know what to expect which is why so many questions are asked and statistics are put together to compile and figure out what the data means (AIU, 2012).

The statistical processes performed in this investigation involved descriptive statistics-weighted mean; and, inferential statistics-t-test. The statistical tools were perfectly used in this study in order to measure the extent/ level of perceptions of both principals and teachers on principals' administrative skills, and to determine if there was a significant difference between the perceptions.

2.2 LOCALE OF THE STUDY

This study was conducted in the secondary schools of Diplahan District, which comprises the following schools: Diplahan National High School, this school has 59 regular junior high school teachers, and is located 1 kilometer and 450 meters away from the integrated Bus Terminal of the municipality along national highway. Lindang National High School is a 5-kilometer distance from the municipality of Diplahan. It is located along with any other barangay in Diplahan, which was consistent with 8 regular teachers. Next is Gaulan National High School that has 10 regular teachers, Gaulan and Barangay Lindang are just 500 meters away from each place. Balangao National

High School, this school has 14 regular teachers excluding their school head. Balangao National High School is located along National Road via Bayog Municipality, and is 29 kilometers and 319 meters away from Diplahan. The 5th national high school is Natan National High School, located in Barangay Natan, Diplahan, Zamboanga Sibugay. This school is 26 kilometers and 212 meters from its municipality and has 24 regular teachers. Ditay is the 2nd to the last Barangay of Diplahan District. It has 15 regular teachers, 28 kilometers and 879 meters away from Diplahan. The last secondary school, but definitely not the least, can be found in Barangay Guinoman. Guinoman is considered to be the end-point of all places found in the district and has the largest population among 22 barangays. Guinoman National High School has 19 regular teachers including school head and is 35-kilometer distant from the Municipality of Diplahan.

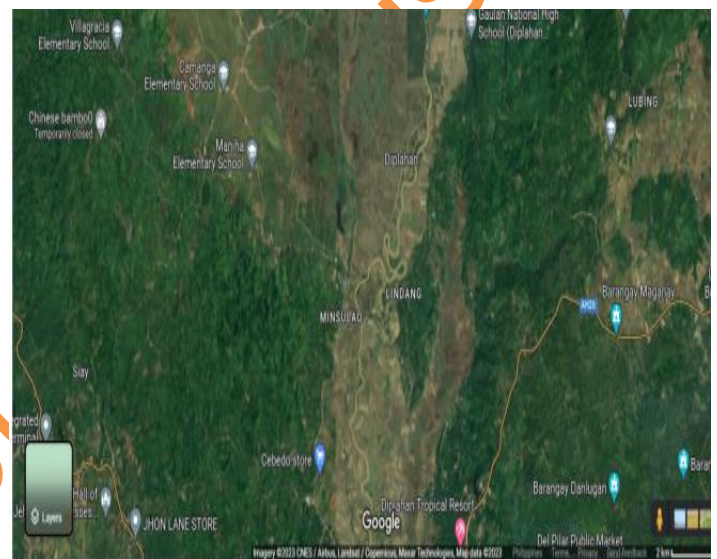


Fig. 1. Map of the entire Diplahan Municipality

2.3. RESEARCH INSTRUMENT

This study utilized the Principals Administrative Skills Survey Questionnaire (PASSQ) as developed by Ogundele, Sambo & Bwoi (2015). This was used to obtain information through a thirty (30)-item questionnaire on instructional skills, personnel management skills and financial management skills manifested by school principals. Likert Scale (Four-point rating) was used. Four-point Likert Scale was used (Strongly Disagree=1, Disagree=2, Agree=3, Strongly Agree=4)/

To interpret the answers of the respondents as viewed from the 30-item questionnaire, the response categories such as; strongly disagree, disagree, agree and strongly agree which had used by the teachers and principals have changed to least skilled, less skilled, skilled, and highly skilled for interpretation to the respondents' answers as viewed/ interpreted by the researcher.

2.4. DATA GATHERING PROCEDURES

The following steps were observed in the gathering of data portion of the study. First, permission to conduct a study in a research environment was sent to the schools' division superintendent. After approval, the researcher set appointments with the school principals to administer the questionnaire in their schools through their teachers.

The retrieval of the instrument was on the spot right after the respondents answered all the given questions.

3. RESULTS AND DISCUSSION

TABLE 1. Distribution of Respondents by School

Secondary Schools	Population/ Teachers	Percentage	Number of Cases	Principal/ S-Head
1. NHS	D 59	40%	43	1
2. NHS	L 8	5%	5	1
3. NHS	G 10	7%	8	1
4. NHS	B 14	10%	11	1
5. HS	N 24	16%	17	1
6. NHS	D 15	10%	11	1
7. NHS	G 18	12%	13	1
Total	148	100%	108	7

Diplahan National High School has 1 regular principal, Lindang National High School has 1 school head, Gaulan National High School has 1 regular principal, Balangao National High School has 1 regular principal, Natan National High School has 1 regular principal, Ditay National High School has 1 regular principal, and Guinoman National High School has 1 school head.

Diplahan National High School has 43 regular classroom teachers, Lindang National High School has 5 regular teachers, Gaulan National High School has 8 regular teachers, Balangao National High School has 11 regular teachers, Natan National High School has 17 regular teachers, Ditay National High School has 11 teachers, and Guinoman National High School has 13 regular teachers.

Problem 1. What is the extent of a school principal's administrative skills (as perceived by principals themselves) in terms of instructional leadership skills, personnel management skills, and financial management skills?

Table 1.1 shows the results of the administrative skills of the principals in terms of instructional leadership skills. Obtaining an overall weighted mean of 3.84, the principals' administrative skills (as perceived by the principals themselves), is interpreted as "Highly Skilled".

The principals manifest excellently their instructional leadership skills in statements 2, 5, 7, and 8 having the highest weighted mean of 4.00. Thus, the principals jointly with teachers select learning experience method and procedures to employ in achieving the objective; ensure that the staff in different units and work positions work cooperatively and not antagonistically for the common goal of the school; supervise teaching and learning activities in the classroom; and, principals evaluate the planning and implementation of curriculum programs. However, with statement 3 having the lowest weighted mean of 3.29, the principals need to improve in assigning subject and class to teachers according to qualification and competence.

TABLE 1.1

Principals' Administrative Skills (Instructional) as Perceived by the

Principals Themselves

PRINCIPALS ADMINISTRATIVE SKILLS	Weighted Mean	Interpretation
Instructional Leadership Skills		
1. Principal in cooperation with his teachers defines objectives for the school and each department.	3.86	Highly Skilled
2. Principal jointly with teachers selects learning experience method and procedures to employ in achieving the objective	4.00	Highly Skilled
3. Principal assigns subject and class to teachers according to qualification and competence.	3.29	Highly Skilled
4. Principal allocates time to subjects.	3.71	Highly Skilled
5. Principal ensures that the staff in different units and work positions work cooperatively and not antagonistically for the common goal of the school.	4.00	Highly Skilled
6. Principal supervises and checks the teachers' lesson plan/log.	3.86	Highly Skilled
7. Principal supervises teaching and learning activities in the classroom.	4.00	Highly Skilled
8. Principal evaluates the planning and implementation of curriculum programmes.	4.00	Highly Skilled
9. Principal assists teachers to try new research findings and conduct action research.	3.86	Highly Skilled
10. Principal delegates duties and authority to capable teachers.	3.86	Highly Skilled
Overall Weighted Mean	3.84	Highly Skilled

Numerical Scale	Response Category	Interpretation
4- (3.26-4.00)	Strongly Agree	Highly Skilled
3-(2.51-3.25)	Agree	Skilled
2-(1.76-2.50)	Disagree	Less Skilled
1-(1.00-1.75)	Strongly Disagree	Least Skilled

TABLE 1.2

Perception of Principals' Administrative Skills (Personnel)

PRINCIPALS' ADMINISTRATIVE SKILLS	Weighted Mean	Interpretation
Personnel Management Skills		
1.Principal models behaviors he/she expects from others.	4.00	Highly Skilled
2.Principal identifies what motivates his teachers.	3.57	Highly Skilled
3.Principal communicates effectively with his teachers.	3.71	Highly Skilled
4.Principal recognizes the effort of his teachers.	4.00	Highly Skilled

5.Principal involves teachers in decision making and matters concerning them.	4.00	Highly Skilled	PRINCIPALS' ADMINISTRATIVE SKILLS Financial Management Skills	Weighted Mean	Interpretation
6.Principal praises in public, criticizes only in private.	3.71	Highly Skilled			
7.Principal motivates, encourages and cajoles his teachers.	3.71	Highly Skilled			
8. Principals encourage and enables appropriate professional development of teachers.	4.00	Highly Skilled			
9.Principal defuses tense situations and negotiates a solution.	4.00	Highly Skilled			
10.Principal does not take side in conflict resolution.	4.00	Highly Skilled			
Overall Weighted Mean	3.87	Highly Skilled			
1. Principal jointly with the teachers and heads of departments and units, prepares the budget for the school.	4.00	Highly Skilled			
2. Principal priorities financial allocation according to needs.	3.86	Highly Skilled			
4. Principal plans and sources for funds for school improvement.	3.71	Highly Skilled			
5. Principal ensures that the budget reflects agreed goals and objectives.	3.71	Highly Skilled			
6. Principal delegates the mechanism of financial matters to capable teachers.	4.00	Highly Skilled			
7. Principal keeps a close check on financial matters delegated to staff.	4.00	Highly Skilled			
8. Principal works within the constraints of the school budget.	4.00	Highly Skilled			
9. Principal keeps accurate financial information about the school.	3.86	Highly Skilled			
10. Principal makes available facilities accessible to all teachers.	4.00	Highly Skilled			
11. Principal gives a true and fair view of the financial position of the school.	4.00	Highly Skilled			
Overall Weighted Mean	3.91	Highly Skilled			

Numerical Scale	Response Category	Interpretation
4-(3.26-4.00)	Strongly Agree	Highly Skilled
3-(2.51-3.25)	Agree	Skilled
2-(1.76-2.50)	Disagree	Less Skilled
1-(1.00-1.75)	Strongly Disagree	Least Skilled

Table 1.2 shows the results of the administrative skills of the principals in terms of personnel management skills. Obtaining an overall weighted mean of 3.87, the principals' administrative skills (as perceived by the principals themselves), is interpreted as "Highly Skilled".

Moreover, in table 1.2, we can see that statements 4,5,8,9, and 10 have the same highest weighted mean of 4.00. As such, the principals model behaviors they expect from others; recognize the effort of their teachers; involve teachers in decision making and matters concerning them; they encourage and enable appropriate professional development of teachers; defuse tense situations and negotiate solutions; and, they do not take sides in conflict resolution. However, the principals need to improve in relation to statement 2 which obtains the lowest mean of 3.57, thus, they need to identify what motivates the teachers.

Table 1.3 on the next page shows the results of the administrative skills of the principals in terms of financial management skills. Obtaining an overall weighted mean of 3.91, the principal's administrative skills (as perceived by the principals themselves), is interpreted as "Highly Skilled".

The table further shows that statements 1, 5, 6, 7, 9 and 10 are of the same weighted mean - highest weighted mean of 4.00. Thus, the principals prove the best application of their financial management skills as they jointly with teachers and heads of departments and units, prepares budget for the school; delegate the mechanism of financial matters to capable teachers; keep close check on financial matters delegated to staff; work within the constraints of the school budget; make available facilities accessible to all teachers; give true and fair view of the financial position of the school. However, the school principals with statement 3 and 4 with the lowest weighted mean of 3.71 need to improve in planning and sourcing out of funds for school improvement, and ensuring that the budget reflects agreed goals and objectives.

TABLE 1.3
Perception and Responses of principals' Administrative Skills (Financial)

Numerical Scale	Response Category	Interpretation
4-(3.26-4.00)	Strongly Agree	Highly Skilled
3-(2.51-3.25)	Agree	Skilled
2-(1.76-2.50)	Disagree	Less Skilled
1-(1.00-1.75)	Strongly Disagree	Least Skilled

Using tables 1.1,1.2, and 1.3 as bases, the three tables with weighted mean of 3.84, 3.87, and 3.91 for instructional, personnel and financial management skills respectively produce an overall weighted mean of 3.87. Hence, the administrative skills of the school principals (perceived by principals themselves) is said to be "Highly Skilled".

It has to rest upon the Administrative Theory by Henri Fayol. The theory generally calls for a formalized administrative structure, a clear division of labor and delegation of power and authority to administrators relevant to their areas of responsibilities. Henri Fayol's theory is a simple model of how management interacts with personnel. With the results indicated in tables above, these showed that principals of Diplahan District executed the basic administrative functions.

Problem 2: What is the extent of teachers' perceptions on principals' administrative skills?

TABLE 2.1
Teachers' Perceptions and Responses on Principals' Administrative Skills (Instructional)

PRINCIPALS' ADMINISTRATIVE SKILLS Instructional Leadership Skills	Weighted Mean	Interpretation
1.Principal in cooperation with his teachers defines objectives for the school	3.83	Highly Skilled

and each department.			4.Principal recognizes the effort of his teachers.	3.76	Highly Skilled
2.Principal jointly with teachers selects learning experience method and procedures to employ in achieving the objective	3.70	Highly Skilled	5.Principal involves teachers in decision making and matters concerning them.	3.83	Highly Skilled
3.Principal assigns subject and class to teachers according to qualification and competence.	3.83	Highly Skilled	6.Principal praises in public, criticizes only in private.	3.74	Highly Skilled
4.Principal allocates time to subjects.	3.80	Highly Skilled	7.Principal motivates, encourages and cajoles his teachers.	3.73	Highly Skilled
5.Principal ensures that the staff in different units and work positions work cooperatively and not antagonistically for the common goal of the school.	3.81	Highly Skilled	9. Principals encourage and enable appropriate professional development of teachers.	3.83	Highly Skilled
6.Principal supervises and checks the teachers' lesson plan/log.	3.84	Highly Skilled	9.Principal defuses tense situations and negotiates a solution.	3.84	Highly Skilled
7.Principal supervises teaching and learning activities in the classroom.	3.75	Highly Skilled	10.Principal does not take sides in conflict resolution.	3.76	Highly Skilled
8.Principal evaluates the planning and implementation of curriculum programmes.	3.77	Highly Skilled	Overall Weighted Mean	3.79	Highly Skilled
9.Principal assists teachers to try new research findings to conduct action research.	3.69	Highly Skilled	Numerical Scale	Response Category	Interpretation
10.Principal delegates duties and authority to capable teachers.	3.78	Highly Skilled	4 (3.26-4.00)	Strongly Agree	Highly Skilled
Overall Weighted Mean	3.78	Highly Skilled	3-(2.51-3.25)	Agree	Skilled
			2-(1.76-2.50)	Disagree	Less Skilled
			1 (1.00-1.75)	Strongly Disagree	Least Skilled

Numerical Scale	Response Category	Interpretation
4-(3.26-4.00)	Strongly Agree	Highly Skilled
3-(2.51-3.25)	Agree	Skilled
2-(1.76-2.50)	Disagree	Less Skilled
1-(1.00-1.75)	Strongly Disagree	Least Skilled

Table 2.1 reveals the results of teachers' perceptions on administrative skills of school principals. With an overall weighted mean of 3.78, the principals in terms of instructional leadership skills are viewed by teachers to be "Highly Skilled".

Statement 6 is revealed (among 10 statements) to have the highest weighted mean of 3.84, thus, principals show the best of their instructional leadership skills in "supervising and checking teachers' daily lesson plan/log." Statement 9 has the lowest weighted mean of 3.69, hence, principals need to improve their instructional leadership skill in "assessing teachers to try new research findings or conduct action research."

TABLE 2.2
Teachers' Perception and Responses on Principals' Administrative Skills (Personnel)

PRINCIPALS' ADMINISTRATIVE SKILLS	Weighted Mean	Interpretation
Personnel Management Skills		
1.Principal models behaviors he/she expects from others.	3.86	Highly Skilled
2.Principal identifies what motivates his teachers.	3.76	Highly Skilled
3.Principal communicates effectively with his teachers.	3.79	Highly Skilled

Statement 1 has the highest weighted mean of 3.86, thus, principals show the best of their personnel management skill in "modelling behaviours they expect from others." Statement 7 has the lowest weighted mean of 3.73 which, therefore, encourages principals to exert more in "motivating, encouraging and cajoling their teachers."

Table 2.3 discloses the teachers' perceptions on principals' administrative skills in terms of financial management skills. With an overall weighted mean of 3.83, principals are viewed by teachers to be "Highly Skilled".

Statement 10 has the highest weighted mean, thus teachers demonstrate the best of their financial management skill in "giving true and fair view of the financial position of the school." However, with statement 6 having the lowest weighted mean of 3.79, principals need to improve in "keeping close check on financial matters delegated to staff."

TABLE 2.3
Teachers Perception and Responses on Principals' Administrative Skills (Financial)

PRINCIPALS' ADMINISTRATIVE SKILLS	Weighted Mean	Interpretation
Financial Management Skills		
1.Principal jointly with the teachers and heads of departments and units, prepares the budget for the school.	4.00	Highly Skilled
2.Principal priorities financial allocation according to needs.	3.78	Highly Skilled
3.Principal plans and sources for funds for	3.71	Highly Skilled

school improvement.		
4.Principal ensures that the budget reflects agreed goals and objectives.	3.71	Highly Skilled
5.Principal delegates mechanism of financial matters to capable teachers.	4.00	Highly Skilled
6.Principal keeps close check on financial matters delegated to staff.	4.00	Highly Skilled
7.Principal works within the constraints of the school budget.	4.00	Highly Skilled
8.Principal keeps accurate financial information about the school.	3.86	Highly Skilled
9.Principal makes available facilities accessible to all teachers.	4.00	Highly Skilled
10.Principal gives a true and fair view of the financial position of the school.	4.00	Highly Skilled
Overall Weighted Mean	3.91	Highly Skilled

Numerical Scale	Response Category	Interpretation
4-(3.26-4.00)	Strongly Agree	Highly Skilled
3-(2.51-3.25)	Agree	Skilled
2-(1.76-2.50)	Disagree	Less Skilled
1-(1.00-1.75)	Strongly Disagree	Least Skilled

Using tables 2.1,2.2, and 2.3 as bases, the three tables with weighted mean of 3.78,3.79,and 3.83 for instructional, personnel, and financial management skills respectively, produce an overall weighted mean of 3.80. Hence, the administrative skills of the school principals (perceived by teachers) is said to be “Highly Skilled”.

Problem 3: Is there a significant difference between principals’ and teachers’ perceptions on the former’s administrative skills?

TABLE 3

Test of Significant Differences via t-test (Principals and Teachers’ Perceptions)

PRINCIPALS’ ADMINISTRATIVE SKILLS	FINDINGS		INTERPRETATION
	T-value	P-value	
INSTRUCTIONAL LEADERSHIP SKILLS	0.906	.188	NOT SIGNIFICANT
PERSONNEL MANAGEMENT SKILLS	1.415	.087	NOT SIGNIFICANT
FINANCIAL MANAGEMENT SKILLS	2.082	.026	SIGNIFICANT

Table 3 shows the level of differences between principals’ and teachers’ perceptions on the former’s administrative skills such as instructional leadership skills, personnel management skills, and financial management skills.

Based on the statistical results, there is no significant difference between perceptions of principals and teachers on the administrative skills (of the school principals themselves). With the value of 0.906 producing a p-value of .188 which is higher at 0.05 level, thus, no significant difference is noted.

Moreover, the statistical results from both teachers’ and principals’

perceptions on personnel management skills of the same show significant difference, since the t-value of 1.415 with corresponding p-value .087 which is greater than 0.05 level.

Lastly, based on the statistically calculated from teachers’ and principals’ perceptions on financial management skills, it shows that with the t-value of 2.082 and producing a p-value of .026 which is lesser than 0.05 level proves a significant difference. This means that principals’ perceptions of their financial management skills differ from those of the teachers. This is supported by the study of Randy Penales (2017) that assessed the level of secondary school principals’ administrative skills--instructional, personnel and financial management skills. Results of the study bared a significant difference of the administrative skills of secondary school principals in terms of financial management skills (as perceived by principals themselves and teachers).The result of the present study on the noted significant difference further leads us to an insight that principals need to solicit feedback on how they govern the school system not only on their financial management skills but also in their instructional leadership and personnel management skills.

4. CONCLUSION

The following are the conclusions reached by the researcher based on the findings in this inquiry. Principals’ administrative skills in terms of instructional, personnel management and financial management skills as perceived by the principal themselves and teachers on the descriptive level, proved to be in accord--” Highly Skilled”. With statistical evidence, perceptions of the school principals on their instructional and personnel management skills showed no significant differences. However, in financial management skills, the perceptions of the principals and teachers spelled out a significant difference. As such, there is a need for the principals to look possibly at any weak points of their financial management skills.

5. RECOMMENDATIONS

Based on the conclusion drawn from the study, the researcher recommends the following:

1. Principals could be administratively competent or highly skilled to be able to manage their schools effectively.
2. Principals could model the best of their administrative skills to their teachers for the latter to mirror upon and could be effective disciples of school principals, thus, proving effective administrative skills (as their legacy) during their future school governance.
3. School principals need to gain feedback from teachers as to their administrative skills-- their strengths or weaknesses.
4. For any school governance to become effective, teachers and principals including all human resources in school and even stakeholders from the community need to collaborate, cooperate and work as a team.
5. Future researchers could replicate this study--having new research environment and new set of participants.

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