

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

IAN S. TAMPAN

<http://orcid.0000-0003-3882-3750>

iantampansmcc@gmail.com

Saint Michael College of Caraga
Atupan St., Nasipit, Agusan del Norte,
Philippines



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.

LITERATURE CITED

- Adeyemo, K.S, (2013). Management techniques for School Administrators decision-making paradigm: Rex Bookstore, Inc. Sampaloc Manila.
- Ayeni, A., J. (2012). Assessment of Principals' Supervisory Roles in Ondo State, Nigeria
- Berman, B.H., (2006). Values clarification as a learning process. New York Publisher press.

- Campbells, R., L. and Bickhard, M., H. (2000). Knowing Levels and Development Stages.
- Charteris-Black, J. (2009). Metaphor and Political Communication (pp. 97-115). Palgrave Macmillan UK.
- Glickman, C., D. (2007). Supervision and Instructional Leadership: A Developmental Approach: Upper Saddle River, N.L: Prentice Hall.
- Mitchell, G. W., Skinner, L. B., & White, B. J. (2010). Essential soft skills for success in the Twenty-first Century Workforce as perceived by Business Educators. *The Journal of Research in Business Education*, 52(1), 43.
- Williams, R., S. (2001). Performance Management. London International Publishing Co.
- Miranda, J., (2013). The Principal Administration Practices.