

The Administrative Skills of Public Elementary and Secondary School Heads in a Philippine Division

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Abstract: School administration requires instructional leadership, personnel, and financial management. These require school leaders to have the knowledge and skills to run school organisations. This descriptive survey assessed the administrative skills of the public elementary and secondary school heads of Antique, Philippines. This study collected data using a researcher-made questionnaire on school heads' administrative competence. The surveys were personally given to private school leaders and teachers for experimental testing. The frequency, percentage, mean, and standard deviation were used for descriptive statistics and Mann-Whitney U-Test, Kruskal-Wallis H Test, Bonferroni's Pairwise Multiple Comparison, and Pearson's r for inferential statistics. The two-tailed alpha 0.05 significance threshold was used for all inferential data. SPSS 22.0 was used for all statistical computations. As a group and when categorised by sex, personality type, job, school level, and number of faculty-supervised, responders had very strong instructional leadership, personnel, and financial management skills. Grouping responders by school level revealed significant disparities in instructional leadership. Personnel management showed considerable disparities in administrative skills by position, school level, and faculty-supervised. School-level and faculty-supervised numbers significantly affected respondents' administrative skills in financial management.

Keywords: Administrative Skills; Instructional Leadership; Vehicle for Economic; Social-Cultural and Political Development; Personnel Management; Financial Management Skills; School Heads; Public Schools.

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1. Introduction

The cornerstone of each nation's development is education. By honing its capabilities, it raises the standard of living in a community. People with more education can better use their accomplishments to make the world a better place. Progress in education was the driving force behind and a necessary condition for the growth of every great nation that history has recorded. Particularly in underdeveloped nations, the idea that education directly correlates to economic growth is gaining traction in modern times. Historically, people have looked to education as a means by which a country or person might advance politically, socially, and economically. Personal development and increased social skills are outcomes of this social process. Learning about oneself and one's surroundings for personal improvement is also an art form [9]. A strong, self-sufficient, prosperous, and egalitarian society that can hold on to its traditions and ideals can be built through education. For the past months, the Philippine educational system has been challenged with many problems and issues relative to its effectiveness due to the pandemic. To address the gap, the Department of Education (DepEd) Secretary Leonor Briones issued DepEd Order No. 012, series of 2020, for each school to craft its own Learning Continuum Plan (LCP) that would fit the school, the learner and the

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community. As the chief executives, the school heads are expected to lead in developing aspirations and expectations for the students and teachers.

All teaching and learning, whether conducted entirely online, in a traditional classroom setting, or through a hybrid of the two, revolve around the school as a formal institution. According to Muraina [18], school instructional leadership, student-teacher relationships, academic success, and effective use of school resources depend on the presence of principals and teachers both inside and outside the school. With the demands of society and technology nowadays, the educational system must also work its way up to meet the standards globally so that the learners are at par with the rest of the countries in the world. With the advent of the K to 12 Curriculum in the Philippines in yearly progression, the government did its best to address the needs of all schools from kindergarten to senior high school to address the gap and make the DepEd vision feasible. However, it was so abrupt that the government couldn't provide it simultaneously. Plus, the budget is meagre, and whatever the school still lacks, whether physical or human resources for infrastructure and learning materials, the burden is placed on the shoulders of every school administrator.

School leaders play a vital and complex role, especially in this new normal setting where blended learning is being called for for learning to happen. Inter-Agency Task Force (IATF) issuances and guidelines hinder face-to-face instructions. New learning modalities were introduced, like modular, online, and distance platforms, which got many reactions from stakeholders. The mental and physical well-being of both teachers and students were given priority and consideration. One of the basic requirements of a school head is administrative skills. Administrative skills refer to the skills used to manage a certain organization or company and help carry out the mission and goals of an organization. Administrative skills are divided into three subcategories: managing people, managing resources, and showing technical competence. In addition to managing resources, a leader must have technical competence Costa [15], which involves knowing how the organization operates.

The preceding statements demand and challenge every school administrator to a blend of very high commitment, participatory leadership, technological, personal, and professional technical expertise supported with a positive learning environment to ensure that all school-related, teachers and school head's concerns are properly addressed. To address said concerns, expertise in administrative skills is needed. With the demands of time, a school leader needs to be skilful in administrative functions and should possess personal attributes that would lead him to be creative and innovative and go outside the box to deliver quality education, which the learners should acquire. With the reality school leaders are facing nowadays, this study was conceived. The primary goal of the research is to assess the level of competence among public school principals in three areas: instructional leadership, personnel management, and fiscal management. It goes on to ask if school principals' administrative abilities vary significantly.

2. Review of Literature

2.1. Administrative Skills of School Heads

The practical skills needed to survive organisational policies, such as decision-making, bargaining, communication, conflict handling, meeting management, and so on, are an integral part of school administration, as are the management and administration of the curriculum and teaching, pastoral care, discipline, assessment, evaluation, and examinations, as well as the allocation, costing, and forward planning of resources. The principal of a school is inferentially responsible for planning, directing, controlling, coordinating, organising, advising, and solving problems [6]. The school's whole administration, achievement or failure, rests on the shoulders of the principal. The principal is responsible for determining the school's aims and establishing them, ensuring they align with national objectives, assessing the difficulty of various tasks, and allocating duties to teachers based on their areas of speciality [14].

According to Iheukwumere [3], the principal is not only the head of the school but also the administrator, the leader of instruction, and the manager of both student and staff personnel. This role is particularly prominent in secondary schools. According to Ogundele et al. [8], a principal's responsibilities include setting standards, helping teachers with challenges related to assessment, methods, and materials, providing a solid measure of quality control, assisting teachers in improving their testing techniques, and developing their data analysis and interpretation skills. In order to carry out his responsibilities as an administrator, the principal needs specific administrative abilities. Everyone agrees that education is crucial to individual and national progress. Many global declarations have been made on education due to its crucial role in human and societal development today [10]. For example, Ukeje [1] and Ibukun [17] identified multiple causes of educational programme failure in Nigeria. One of these is the role of the educator (shortage of teachers, inadequate training and poor motivation of teachers). Among these, you can find an absence of fundamental infrastructure, insufficient and inaccurate statistics, and an absence of leadership and administrative will. A lack of resources, theft, a sluggish government bureaucracy, and an overall negative attitude toward work are included.

According to Ngoka [19] and Adegbemile [10], workers will be more productive if their demands for an organisation are met, such as better working conditions, timely salary payments, and access to in-service training. Further, Ibukun [17] argued that effectively communicating, leading, and making decisions is crucial for staff management. One of the principals' primary responsibilities is financial management. According to Ogbonnaya [20], the main goal of financial management is to raise cash and ensure that those funds are used properly and effectively. School fees, community efforts, grants, endowment money, individual donations, charitable organisations, and school activities are some of the ways he lists for schools to generate revenue.

2.2. Instructional Leadership Skills

Collaboration between the principal and teachers in defining school objectives, selecting learning experiences, methods, and procedures to achieve those objectives, assigning subjects and classes according to competence and qualification, allocating time to subjects, and making facilities accessible to all teachers according to need are all examples of instructional leadership skills necessary for effective school administration. These results should come as no surprise, given that the competence and skill of the people carrying out the activities essential to accomplishing any human endeavour is the single most important factor determining the success or failure of that endeavour. Consistent with [8], this investigation found.

According to Ogundele et al. [8], principals must possess instructional leadership skills to effectively administer their schools. These include working with teachers to define school goals, choose learning experiences, methods, and procedures to reach those goals, assigning subjects and classes based on teachers' qualifications and competence, allocating time to subjects, and supporting teachers' needs regarding facility access. School administrators need to be able to plan and make decisions, have leadership competencies, and supervise and manage the school climate effectively, according to Mgbodile [16]. This study's results corroborate these claims.

2.3. Challenges to Instructional Leadership

Numerous principals see obstacles to developing into good instructional leaders despite evidence that such practices positively impact student progress. Among the many complaints levelled by principals is a lack of time for instructional work, an aversion to visiting classrooms, and an inability to effectively guide teachers' practice [5]; [13]. To overcome these obstacles, principals should take up learning as a profession and collaborate with teachers to study new curricula, experiment with different teaching methods in the classroom, and identify and study under master educators [4]. Despite the difficulties, principals should strive to be instructional leaders since it is a rewarding profession that helps students succeed. The principal has the most time demands placed on all school personnel. Budget management and student discipline have long been the purview of school administrators. One of the challenges that administrators encounter on the path to instructional leadership is fitting professional development into their already packed schedules so that they may meet with teachers to discuss their teaching and stay informed about new curricula and best practices [4]. Teachers' sense of belonging and support at work improves when principals make the time for them, which in turn has a favourable effect on student achievement [2].

The instructional leader reframes the principal's responsibilities to focus on teaching rather than management and administration through shared decision-making [21]. Instructional leadership is a skill that principals should make time for in their hectic schedules. Principles also report feeling awkward when discussing teaching with teachers, another obstacle to good instructional leadership. The topic of teacher autonomy is nuanced, and some educators are firm believers in the superiority of their methods [7]; [13]. Principals have less of an impact on student accomplishment when they avoid having tough talks with teachers about how they may improve their practice [2]. For instructional leadership to be effective, it is essential to foster an environment where people feel safe enough to speak their minds [13]. Difficult conversations can be made simpler by fostering a positive learning community among staff members and providing a safe space for teachers to take chances [12].

Even though it can be difficult, instructional leaders must discuss teachers' practises if they want their pupils to succeed. Expertise spans several fields among any educational faculty. Effective instructional leaders possess the necessary expertise to mentor educators in enhancing their teaching practises, ultimately leading to higher student accomplishment. When principals do not possess the necessary competencies to assist teachers in enhancing their practice, they have difficulty within the instructional leadership model [13]. To overcome this obstacle, principals should join their staff in becoming lifelong learners by participating in professional development sessions centred on enhancing teaching practice, expanding knowledge of the curriculum, and identifying and collaborating with master instructors [4]. The instructional leader faces numerous obstacles. Principals often feel unprepared to provide comprehensive assistance to teachers due to a lack of knowledge foundation, discomfort with having tough conversations, and insufficient time to accomplish instructional activities. The difficulties of being an instructional leader can be solved by setting aside a specific time each day, fostering trust and openness, and actively seeking information on staff-relevant subjects.

2.4. Personnel Management Skills

According to Adegbemile's [10] research, principals need to possess personnel management skills to be effective in their roles as school administrators. These include recognising and appreciating staff efforts, motivating staff, keeping staff informed and involved in decision-making, communicating effectively, delegating responsibilities to capable staff, and encouraging appropriate professional development. Ibukun [17] asserted that no funding can improve school performance unless there is a shift in perspective, an improvement in teachers' knowledge and abilities, and an open demonstration of their dedication to their work. These results corroborated this claim. The results corroborated those of Adegbemile [10], who found that instructors' areas of weakness may be addressed by promoting staff professional development.

The study found that effective school administrators have strong personnel management skills, including the ability to model the behaviours they expect from their staff, defuse difficult situations, negotiate solutions, and remain neutral when resolving conflicts [10]. This research corroborated the findings of Ngoka [19], who listed the following behaviours as examples of competent leadership and conflict management: establishing clear expectations, acting in a way others should follow, remaining neutral, and negotiating to reach a mutually agreeable resolution. On the other hand, when disagreements are addressed promptly, it leads to unity, cooperation, job satisfaction, and good performance.

Principals need personnel management skills for effective school administration, according to Ogundele et al. [8]. These skills include knowing what drives their staff, showing appreciation for their efforts, inspiring them, including them in decisions that affect them, communicating well with them, giving them responsibility and authority, and supporting their professional development. These results corroborated those of Ibunkun [17], who asserted that improving school performance requires a shift in perspective, a reorientation of educational priorities, and a concerted effort by educators. The results corroborated Adegbemile's [11] findings that promoting professional development opportunities may address instructors' deficiencies.

2.5. Financial Management Skills

Principals need financial management skills to effectively administer their schools, according to Adegbemile [11]. These include allocating funds according to needs, making sure budgets reflect agreed-upon goals and objectives, assigning competent staff to handle financial matters, closely monitoring their work, staying within the school budget, planning and sourcing funds for school development, maintaining accurate financial records, and providing a true and fair picture of the school's financial situation.

Principals who are truly masters of financial management can prioritise the allocation of funds based on needs, ensure that budgets reflect agreed goals and objectives, delegate responsibility for financial matters to capable staff, closely monitor the performance of staff, work within the constraints of the school budget; plan and source funds for school development; maintain accurate financial records; and provide a true and fair perspective of the school's financial position. The results indicate that principals should know about financial management to properly plan, acquire, and use school finances [8].

3. Methodology

This descriptive study primarily aimed to examine the administrative skills of public elementary and secondary school heads in the Division of Antique, Western Visayas, Philippines. The study was conducted on all 76 school heads of secondary and central schools (principals and head teachers) and the 346 central elementary and secondary school teachers. To gather data in this study, some researcher-made questionnaires on the administrative skills of school heads were used. The instrument is a four-point Likert-type scale consisting of three areas: instructional leadership (22 items), personnel management (26 items), and financial management (16 items) skills that measured the administrative skills of school heads. The questionnaire was personally administered for pilot testing to private school heads and teachers to determine the reliability of the items using Cronbach's alpha. The dependability test yielded the following Cronbach's alpha values for school principals' administrative abilities: 0.918 for instructional leadership, 0.936 for people management, and 0.927 for finance management.

Statistical tests used to interpret the data were the frequency, percentage, mean, and standard deviation for descriptive statistics and Mann-Whitney U-Test, Kruskal-Wallis H Test, Bonferroni's Pairwise Multiple Comparison, and Pearson's r for inferential statistics. The significance level for all inferential data was set at alpha 0.05 at a two-tailed test. All statistical computations were processed using the Statistical Packages for Social Sciences (SPSS) software, Version 22.0.

4. Results and Discussion

Level of Administrative Skills of School Heads: School administration involves skills in instructional leadership, personnel management, and financial management. These necessitate that school leaders possess the essential knowledge and skills for

effective leadership and management of school organizations. In this study, the school heads' level of administrative skills was determined using the gathered information. Data in Table 1 revealed that as an entire group, the respondents' level of administrative skills was Very high in Instructional leadership skills (M=3.68; SD=0.40), Personnel management skills (M=3.65; SD=0.45) and Financial management skills (M=3.73; SD=0.38).

The general picture of the administrative skills of the respondents is that they are performing beyond what is expected and required of them as school administrators. Their very high mean scores are reflective of this. They can use relevant knowledge to manage the school's financial resources. They are also equipped with the skills to deal with various situations involving finances, even those unpredictable, and turn this over as an advantageous opportunity for change and growth. Moreover, they are also dependable education leaders who could provide support and resources to teachers and, at the same time, inspire them through action and optimism. When it comes to how they deal with and interact with their people, data shows that they can communicate effectively and positively with all employees. They could influence them to be goal-driven individuals bound to succeed as they understand the organisation's goals. They also engage in cordial relationships with their personnel.

Table 1: Level of Administrative Skills of School Heads as an Entire Group

Administrative skills	Mean	SD	Description
Instructional leadership skills	3.68	0.40	Very high
Personnel management skills	3.65	0.45	Very high
Financial management skills	3.73	0.38	Very high

Table 2 shows that when sex was considered, both male and female respondents had very high administrative skills in instructional leadership, personnel management, and financial management.

Regardless of sex, the data implied that the respondents could serve their roles as instructional leaders in providing resources and support for the effective delivery of instruction as personnel managers in seeing to it that the welfare of both the teaching and non-teaching human resources is being attended to properly, and as a financial manager who keeps an eye in managing financial matters of the school and in resolving issues and concerns that involve finances and in looking for resources and opportunities that are vital in fulfilling the mandates of their respective schools. When personality type was considered, all respondents across the different groups of personality types showed a Very high level of administrative skills in instructional leadership, personnel management, and financial management.

Interestingly, the data yielded a similar result to the respondents' level of administrative skills when personality type was considered. Those with Type C personalities had the highest mean scores in instructional leadership, personnel management, and financial management compared to their counterparts with Type A and Type B personalities. Combining the highly organized and driven attitude of Type A and being stress-free workers of the Type B personality may have given the respondents with the Type C personality the flexibility and forbearance in working under pressure and in facing various situations that they may face as instructional leaders and as personnel and financial managers.

As to position, respondents who are either Head Teachers or Principals had a Very high level of administrative skills in instructional leadership, personnel management, and financial management.

The respondents, either Head Teachers or Principals, can effectively work out their roles in ensuring that instruction is of quality, personnel welfare is safeguarded, and financial matters are handled intelligently. The academic position holds no bearing in performing their roles and responsibilities as school administrators in charge of the diverse tasks in managing the school's operations.

When the school level was considered, respondents from elementary or secondary schools had very high administrative skills in instructional leadership, personnel management, and financial management.

School heads of elementary and secondary schools generally perform very well as instructional leaders, personnel, and financial managers. Further, data revealed that school heads of both levels are good at managing the ins and outs of their financial resources as they got the highest score in financial management skills. However, it is also evident that among the three areas of administrative skills, they got the lowest score in personnel management.

When the number of faculty-supervised was considered, all respondents from small, medium, and big schools had Very high levels of administrative skills in instructional leadership, personnel management, and financial management.

It could be gleaned from the data that school heads can perform their roles and responsibilities as managers of the day-to-day undertakings of the schools. However, the data further revealed that school heads from big schools scored generally higher than their counterparts in small and medium-sized schools. Hence, it could be said that the number of school heads who manage or supervise may be considered an enabling factor in performing their roles in instructional leadership, personnel management, and financial management.

Table 2: Level of Administrative Skills of School Heads According to Variables

Variables	Instructional Leadership Skills			Personnel Management Skills			Financial Management Skills		
	Mean	SD	Desc	Mean	SD	Desc	Mean	SD	Desc
Sex									
Male	3.69	0.35	VH	3.67	0.44	VH	3.73	0.40	VH
Female	3.67	0.42	VH	3.65	0.45	VH	3.74	0.37	VH
Personality type									
Type A	3.66	0.42	VH	3.62	0.47	VH	3.72	0.38	VH
Type B	3.67	0.38	VH	3.64	0.44	VH	3.73	0.39	VH
Type C	3.72	0.38	VH	3.72	0.43	VH	3.76	0.38	VH
Position									
Principal	3.68	0.39	VH	3.65	0.39	VH	3.74	0.40	VH
Headteacher	3.67	0.43	VH	3.68	0.48	VH	3.71	0.45	VH
School level									
Elementary	3.75	0.32	VH	3.72	0.40	VH	3.78	0.36	VH
Secondary	3.59	0.46	VH	3.57	0.49	VH	3.68	0.40	VH
No. of faculty-supervised									
Small	3.55	0.47	VH	3.43	0.62	VH	3.63	0.46	VH
Medium	3.70	0.40	VH	3.67	0.42	VH	3.75	0.36	VH
Big	3.70	0.35	VH	3.72	0.36	VH	3.76	0.36	VH

Differences in the Level of Administrative Skills of School Heads in Terms of Instructional Leadership Skills: The differences in the level of administrative skills of school heads in terms of instructional leadership skills were ascertained in this study. Data in Table 3 shows that, when sex was considered, no significant difference in the respondents’ level of administrative skills in terms of instructional leadership was noted (U=20465.500; p>0.05).

When the position was considered, no significant difference in the respondents’ administrative skills regarding instructional leadership was noted (U=11126.500; p<0.05).

As to school level, a significant difference in the respondents’ level of administrative skills in terms of instructional leadership was noted (U=18343.500; p>0.05).

Table 3: Mann-Whitney U-Test Result on the Differences in the Administrative Skills of School Heads in Terms of Instructional Leadership Skills According to Variables

Variables	Mean rank	U	p-value
Sex			
Male	210.03		
Female	212.35	20465.500	0.848
Position			
Headteacher	209.34		
Principal	222.93	11126.500	0.394
School level			
Elementary	225.95		
Secondary	192.12	18343.500*	0.004

p<0.05

The effectiveness of school principals as administrators has been the subject of a great deal of research. Ogundele et al. [8] went on to say that the principal is the one who sets the bar high, inspiring the faculty and students to strive for excellence in their jobs. As a result of his help, instructors can improve their methods, materials, and evaluation, and he offers a solid check for quality. Teachers can benefit from the principal's guidance in refining their assessment practises and enhancing their data analysis and interpretation skills. Curiously, the responders could do most, if not all, of these tasks, independent of their gender or position. As shown in their mean scores, both men and women, as well as head teachers and principals, are doing well in this aspect of administrative skills. The only thing affecting their instructional leadership is when the school level is considered.

Data in Table 4 shows that, when personality type and the number of faculty-supervised were considered, no significant difference was noted in the respondents' level of administrative skills in instructional leadership skills.

Table 4: Kruskal Wallis H-Test Result on the Differences in the Administrative Skills of School Heads in Terms of Instructional Leadership Skills According to Variables

Variables	Number of Faculty supervised	Mean	df	p-value
Personality type	Type A	209.17		
	Type B	204.85	2	0.328
	Type C	227.36		
Number of faculty-supervised	Small	181.14		
	Medium	220.91	2	0.058
	Big	215.09		

Differences in the Administrative Skills of School Heads in Terms of Personnel Management Skills: The differences in the administrative skills of school heads in terms of personnel management skills were ascertained in this study.

As to sex, data in Table 5 shows no significant difference was noted in the respondents' level of administrative skills in personnel management ($U=20251.000$; $p>0.05$).

Significant difference was revealed in the respondents' level of administrative skills in terms of personnel management as to position ($U=10683.500$; $p>0.05$) and school level ($U=18015.500$; $p>0.05$).

Table 5: Mann-Whitney U-Test Result on the Differences in Administrative Skills of School Heads in Terms of Personnel Management Skills According to Variables

Variables	Mean rank	U	p-value
Sex			
Male	214.35		
		20251.000	0.706
Female	209.85		
Position			
Headteacher	229.54		
		10683.500*	0.047
Principal	208.09		
School level			
Elementary	227.34		
		18015.500*	0.001
Secondary	190.36		

$p<0.05$

It could be inferred from the data that the respondents' personnel management skills are influenced by their position and the school level where they work. Despite this, however, it could also be gleaned from the data that the influence of these factors contributed to the high-level personnel management skills of the respondents, which boosted their performance as school leaders. Principles need personnel management skills for effective school administration, according to Adegbelemile's [11] study. These skills include knowing what motivates one's staff, acknowledging and rewarding staff for their efforts, inspiring one's staff, communicating effectively with one's staff, delegating responsibilities and authority to capable staff, and encouraging appropriate professional development.

As enumerated by Adegbemile [11], most of these skills are practised by the respondents, as evidenced by the gathered data. Data in Table 6 shows that, when several faculty-supervised were considered, a significant difference was observed in the respondents' administrative skills regarding personnel management skills. In contrast, no significant difference was noted in the personality type of the respondents.

Table 6: Kruskal Wallis H-Test Result on the Differences in the Administrative Skills of School Heads in Terms of Personnel Management Skills According to Variables

Variables	Number of Faculty supervised	Mean rank	df	p-value
Personality type	Type A	204.50	2	0.107
	Type B	205.44		
	Type C	234.24		
Number of faculty-supervised	Small	176.70	2	0.025
	Medium	217.28		
	Big	219.52		

In the aspect of personnel and management skills, it could be seen in the data that the respondents' ability to perform organizational and basic technical services that enable effective performance management within the organization to suit their needs and achieve their goals is affected by the number of faculty-supervised.

It has been argued that the number of people to manage in the workplace must be looked into because this might make or break a leader's performance if not handled properly and cautiously. The same is true with financial resources. Leaders must see that these resources are intelligently appropriated, especially if such is limited. With the number of people to support and the priority projects and programs to consider, the mettle of a school leader as a financial manager will surely be tested.

Further data analysis using Bonferroni's Pairwise Multiple Comparison revealed a significant difference between school heads with small and big numbers of faculty-supervised. It could be seen in the data that the respondents' ability to perform sets of organizational and basic technical services that enable effective performance management within the organization to suit their needs and achieve their goals is affected by the number of faculty-supervised (table 7).

Table 7: Bonferroni's Pairwise Multiple Comparison Results in the Difference of Administrative Skills of School Heads in Terms of Personnel Management Skills According to Number of Faculty Supervised

Variables	Group 1	Group 2	Mean Difference	p-value	Remarks
Personnel management skills	Small	Medium	0.455	0.224	Not Significant
	Small	Big	0.222	0.032	Significant
	Medium	Big	0.474	0.230	Not Significant

Differences in the Administrative Skills of School Heads in Terms of Financial Management Skills: The differences in the administrative skills of school heads in financial management skills were ascertained in this study.

Table 8 shows that no significant difference was exhibited in the respondents' level of administrative skills in terms of financial management as to sex ($U=20353.000$; $p>0.05$) and position ($U=11738.000$; $p>0.05$).

Regarding school level, a significant difference was noted in the respondents' level of administrative skills in financial management ($U=18584.000$; $p>0.05$).

Table 8: Mann-Whitney U-Test Result on the Differences in the Level of Administrative Skills of School Heads in Terms of Financial Management Skills According to Variables

Variables	Mean rank	U	p-value
Sex			
Male	209.31	20353.000	0.763
Female	212.77		
Position			
Headteacher	213.81		

		11738.000	0.857
Principal	211.06		
School level			
Elementary	224.92		
		18584.000*	0.005
Secondary	193.41		

$p < 0.05$

According to Costa [15], to be an effective leader, one must be able to manage his/her resources. Resources include everything a leader needs to run an organization successfully. As a leader, one must be able to acquire and allot these resources properly and efficiently.

Additionally, Ogbonnaya [20] stated that the central purpose of financial management is raising funds and ensuring that the funds so mobilized are utilized most effectively and efficiently. He further outlines how schools could raise funds for school fees, government grants, proceeds from school activities, community efforts, donations from individuals, charity organizations, and endowment funds.

With the given data, it is clear that regardless of sex and position, the school heads can manage their resources, and they are also able to look for opportunities to look for additional funding or resources to supplement the programs and initiatives of the school. The amount given to elementary or secondary schools may have been a factor in why a significant difference existed in the financial management skills of the respondents.

If a meagre amount is provided, for example, to a school, but the needs and the expenses are hefty, school heads would experience challenges, if not difficulties, on how to allocate the funds to so many concerns of the school. Data in Table 9 shows that, when personality type was considered, no significant difference was noted in the respondents' level of administrative skills in the area of financial management skills. However, regarding the number of faculty-supervised, a significant difference existed in the level of administrative skills of the school heads in terms of financial management skills.

Table 9: Kruskal Wallis H-Test Result on the Differences in the Administrative Skills of School Heads in Terms of Financial Management Skills According to Variables

Variables	Number of Faculty supervised	Mean	df	p-value
Personality type	Type A	203.52		
	Type B	212.03	2	0.377
	Type C	224.14		
Number of faculty-supervised	Small	179.73		
	Medium	215.83	2	0.034
	Big	219.57		

A posteriori test using Bonferroni's Pairwise Multiple comparisons was used to find the significant difference. Findings show a significant difference between school heads with small and big numbers. It has been argued that the number of people to manage in the workplace must be looked into because this might make or break a leader's performance if not handled properly and cautiously.

The same is true with financial resources. Leaders must see that these resources are intelligently appropriated, especially if such is limited. With the number of people to support and the priority projects and programs to consider, the mettle of a school leader as a financial manager will surely be tested (Table 10).

Table 10: Bonferroni's Pairwise Multiple Comparison Results in the Difference of Administrative Skills of School Heads in Terms of Financial Management Skills According to Number of Faculty Supervised

Variables	Group 1	Group 2	Mean Difference	p-value	Remarks
Financial management skills	Small	Medium	0.302	0.224	Not Significant
	Small	Big	0.732	0.002	Significant
	Medium	Big	0.412	0.180	Not Significant

5. Conclusions

The researcher reached the following conclusions as a result of the findings that came before them: In order to fulfil their roles and responsibilities as instructional leaders, personnel managers, and financial managers, the heads of schools are equipped with the necessary knowledge and abilities. A consideration that was taken into account when evaluating the administrative abilities of the respondents in terms of instructional leadership, personnel management, and financial management was the amount of education that they had received. There are different responsibilities, different people to contact, and different resources to manage depending on the amount of education that one maintains. There is a component that determines the personnel and financial management skills of the respondents, and that aspect is the number of faculty people that are overseen. Every leader has a difficulty when they are faced with the size of the organisation and the amount of people they are responsible for leading. How a leader handles the management of his or her people and financial resources is a significant indicator of the administrative skills that he or she possesses.

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