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Staffing Skills of Public Elementary School Administrators

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Abstract

This research aimed to determine the extent of staffing skills of school administrators in Batangas Province and those from the Division of Batangas City, Division of Lipa City and Division of Tanauan to come up with a proposed management plan to enhance their staffing skills. The descriptive type of research was used with a questionnaire as the main instrument in gathering data supplemented with information from the respondents. This research primarily dealt with the assessment of the staffing skills of public elementary school administrators. The following specific research questions gave the study direction and purpose: What is the profile of respondents in terms of the following characteristics personal and professional; what extent do school administrators manifest their staffing skills as assessed by teachers and principals themselves relative to selection, inventory, appraisal and training development; the significant relationship between the profile variables and the extent of manifestation of administrators' staffing skills; the issues and concerns related to staffing functions; commonly observed weaknesses in staffing assignments and what management plan may be prepared toward staffing skills development? Respondents were 262 public elementary school administrators and randomly selected 386 teachers. Statistical tools used were ranking, weighted mean and Pearson product moment correlation. Results revealed that test hypothesis showed age, sex, civil status, number of years as school head, trainings and seminars, and membership were found not to have significant relationship with the school administrators' staffing skills. However, the school administrators' professional characteristics had significant relationship to the administrators staffing skills in terms of appraisal which was contrary as regard with personal characteristics.

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Highlighted issues and concerns on staffing skills were lack of encouragement among staff, lack of opportunities for professional growth and mismatch in teacher's assignment and qualification. The commonly observed weaknesses in staffing as assessed by the school administrators were failure to prepare reports and documents and designate teachers who will mentor their co-teachers and lack of qualified teachers to facilitate or conduct group meetings. From the findings and conclusions, it was recommended that the proposed management plan be considered for effective implementation of staff development toward excellent service.

Keywords: management plan; professional growth; staff development; staffing skills.

1. Introduction

Quality assurance in all aspects of management defines favorable, useful and beneficial outcomes. This is observable in reputable and stable companies and institutions which produce quality products and services. Such can be attributed to quality workforce. A workforce, if constituted by competent and skillful workers, certainly can bring a great difference in terms of political, social and cultural changes. Hence, the need for systematic staffing process is a must.

The staffing process involves estimating manpower requirements, recruitment, selection, placement and orientation, training and development, performance appraisal, promotion, compensation and separation. It is one of the most important managerial functions which help in obtaining and fulfilling various positions in the organization with most suitable and capable persons[2].

Given such relevance to smooth performance of personnel, these staffing process and skills are likewise implemented in schools to ensure attainment of school goals. The task is laid on the shoulders of school administrators who must possess effective staffing skills to carry out their functions and roles as well as to attain the vision, mission and objectives of the Department of Education (DepEd). Their decision-making must also be well-thought so that they perform their job according to standard. School administrators must exercise positive power which is best characterized by a concern for group goals to help formulate and achieve such goals. Definitely, school administrators who exercise their power positively encourage teachers and other school personnel to develop the strength and competence they need to succeed as members of the organization.

Thus, the school administrators who carry the responsibility as leader have to improve the school workplace and apply different processes to bring out the best from the rank of teachers or subordinates. They should develop a community of professional leaders who teaches trust and can be depended on and learn from. Good school administrators exercise power with restraint on behalf of others, encourage team spirit, support subordinates, and reward their achievements, thereby, raising morale.

Therefore, school administrators must be sensitive and be extra careful in using their power to ensure that the best qualified people are placed in their respective specialization where their skills will be of most use to effect the desired goals of their school. They must be aware of the costs, risks and benefits of using such power.

Republic Act 9155 otherwise known as the Governance of Basic Education Act of 2001 renamed the

Department of Education, Culture and Sports to the Department of Education (DepEd) and redefined the role of field offices, which include regional offices, division offices, district offices, and schools. According to the said Act, there shall be as many regional offices as may be provided by law. Each regional office shall have a director, an assistant director and an office staff for program promotion and support, planning, administrative and fiscal services. A division office shall consist of a province or a city which shall have a schools division superintendent, at least one assistant schools division superintendent and an office staff for programs promotion, planning, administrative, fiscal, legal, ancillary and other support services. Upon the recommendation of the schools division superintendents, the regional director may establish additional school district within a school division, with a schools district supervisor and an office staff for program promotion[9].

Finally, for the school level, there shall be a school administrator for all public elementary schools and public high schools or a cluster thereof. The school administrator shall be both an instructional leader and administrative manager. The school administrator shall form a team with the school teachers/learning facilitators for delivery of quality educational programs, projects and services. A core of non-teaching staff shall handle the school's administrative, fiscal and auxiliary services.

The Enhanced Basic Education Act of 2013, Section 16, describes the different responsibilities and functions of school administrators. [10] Consistent with the law, national education policies, plans and standards, the school administrators are given authority, accountability and responsibility to set mission, vision, goals and objectives of their school. They should create a learning community environment within the school that is conducive to teaching and learning and they are expected to implement the school curriculum and be accountable for higher learning outcomes.

School administrators are obliged to introduce new and effective modes of instruction to achieve higher learning outcomes, administer and manage all personnel, physical and fiscal resources of the school, recommend the staffing complement of the school based on its needs and encourage and institutionalized staff development.

This Act also includes the obligation of the school administrator, the offering of educational programs, projects and activities and services that provide equitable opportunities for learners. These educational programs are used to introduce new and effective instruction to achieve higher learning outcomes.

Moreover, this Act also stressed that school administrators must establish school and community networks, encourage the active participation of teachers' organizations, non-academic personnel of public

schools and parent-teacher-community associations. School administrators are directed to perform different functions such as planning, organizing, staffing, leading, budgeting and controlling and having direct contact with teachers. These managerial functions are challenging because of the variety of problems concerning educational institutions on administrative leadership, supervision and management concerns. These responsibilities make the school administrators complex and multi-dimensional leaders.

This prompted the researcher to focus on managerial functions limited to staffing as applied by a manager or administrator of a public elementary school, being the most significant unit in the education bureaucracy.

Among the five managerial functions, the researcher valued staffing the most because of the very challenging activities it involves such as identifying work-force requirements; inventorying the people available; recruiting, selecting, placing, promoting, appraising, planning the careers of, compensating, and training or otherwise developing both candidates and current job holders so that tasks are accomplished effectively and efficiently. It is the staffing function which determines the success or failure of the organization.

The school organization, to run effectively, should have school administrators who have skills in selecting the right people and putting them to right position or grade level. As administrators, they recommend and motivate their teachers to grow professionally and are able to produce other school leaders. Having such skills, they can work confidently with the teachers in attaining the vision, mission and goals set by the DepEd to ensure the culture of excellence.

However, not all school administrators are given a chance to practice their staffing skills, while others have not developed the skills while still others are not risk takers to do the tasks efficiently and effectively. *Utang na loob, pakikisama* and weak exposure of some school administrators in recruitment, selection, inventory, training and development and different professional development are some factors which determine use of staffing skills.

With this scenario the researcher, being a school administrator for 12 years, deemed it important to help other school administrators to improve their staffing skills. It is hoped that through this study, she can contribute significantly to judicious staffing for personnel job satisfaction, productivity and institutional effectiveness.

2. Material and methods

The study used the descriptive method of research to analyze the personal and professional characteristics of respondents, the extent of staffing skills they manifested as to selection, inventory, appraisal and training and development. It also covered the issues and concerns related to staffing function of public elementary school heads and the commonly observed weaknesses in staffing assignments as perceived by selected teachers and school heads.

Descriptive research [16] is a method used to gather quantifiable information for statistical inference by describing, recording, and analyzing the gathered data to measure and interpret the significance of some aspects about a group of respondents and the population they represent and to reveal the strengths of target group's opinions, attitudes and behaviors with regards to a given subject. This research design was used to describe a number of variables employed. Considering such features, the researcher deemed the descriptive research design was the most appropriate to use in this study. This research included profiling of the two sets of respondents: the school administrators and teachers whose personal and professional profiles were examined. Also covered in the study were respondents' assessments as to the extent to which staffing skills were manifested to staffing responsibilities: selection, inventory, appraisal, and training development. A test for significant relationship between profile variables and extent of manifestation of school administrators' staffing skills was also a part of the study. Another concern of this study was to determine the issues and concerns of staffing functions in managing public elementary schools as well as the commonly observed weaknesses in staffing assignments. The weaknesses in staffing skills served as the basis of the output of this study which was

a proposed management plan for school administrators to develop and apply effective staffing skills. The study was limited to the responses of selected public elementary school administrators and teachers of Batangas Province and the three component cities of Batangas on the staffing skills of public elementary school administrators. However, the study delimited other elementary and secondary administrators and teachers from private schools. Furthermore, it delimited other variables of staffing skills as well as other issues and concerns, and weaknesses expressed by school administrators not covered in questionnaire. There were two groups of respondents in the study: the public elementary school teachers and school heads in four Divisions in Batangas namely Batangas Province, Division of Batangas City, Division of Lipa City and Division of Tanauan City. Respondents of this study were 386 teacher respondents and 758 school heads. The number of teacher samples was determined using Slovin’s formula at .05 margin of error . This research included profiling of the two sets of respondents: the school administrators and teachers whose personal and professional profiles were examined. Also covered in the study were respondents’ assessments as to the extent to which staffing skills were manifested to staffing responsibilities: selection, inventory, appraisal, and training development. A test for significant relationship between profile variables and extent of manifestation of school administrators’ staffing skills was also a part of the study. Another concern of this study was to determine the issues and concerns of staffing functions in managing public elementary schools as well as the commonly observed weaknesses in staffing assignments. The weaknesses in staffing skills served as the basis of the output of this study which was a proposed management plan for school administrators to develop and apply effective staffing skills. The study was limited to the responses of selected public elementary school administrators and teachers of Batangas Province and the three component cities of Batangas on the staffing skills of public elementary school administrators. However, the study delimited other elementary and secondary administrators and teachers from private schools. Furthermore, it delimited other variables of staffing skills as well as other issues and concerns, and weaknesses expressed by school administrators not covered in questionnaire.

Table 1 shows the population and sample size of the two groups of respondents.

Table 1: Distribution of School Heads and Teacher Respondents

Division	Population		Sample	
	School Heads	Teachers	School Heads	Teachers
Batangas Province	586	7879	203	268
Batangas City	82	1700	28	58
Lipa City	46	932	16	32
Tanauan City	44	828	15	28
Total	758	11,339	262	386

The main data gathering instrument used in this study was a questionnaire substantiated by interview and focus group discussion.

The researcher developed a four - part questionnaire for school administrators which focused on the personal and professional characteristics of school administrators; extent of their staffing skills manifested covering

selection, inventory, appraisal, training and development; issues and concerns related to staffing functions and commonly observed weaknesses in staffing skills. Construction of questionnaire. To determine the staffing skills of public school administrators, the researcher used a questionnaire as the main instrument in data gathering prepared for the two groups of respondents, public administrators and for teachers. The developed instrument had the same items except for the personal and professional characteristics of school heads. Through extensive readings and scrutinizing of the variables of the problem, the researcher was able to come up with a questionnaire which had four (4) parts for the school heads and three (3) parts for the teachers. Part I covered the profile of respondents, personal characteristics and professional characteristics. Part II determined the extent of staffing skills manifested by the school administrators in terms of selection, inventory, appraisal and training and development. Part III dealt about issues and concerns related to staffing functions while Part IV focused on commonly observed weaknesses in staffing assignments. Validation of questionnaire. To ensure the validity of the instrument, the questionnaire was first presented to the adviser. The items were carefully analyzed based on the specific questions in the statement of the problem. The assistance of some school heads was sought in analyzing the questionnaire items. The first draft was made and presented to the adviser before finalization. The final draft was presented to the members of the panel, one assistant schools division superintendent and one district supervisor for comments and suggestions. The validated questionnaire was completed and approved. Administration of questionnaire. Before the administration of the questionnaire to the target respondents, the researcher submitted a letter of request to the superintendents of Batangas Province, Division of Batangas City, Division of Lipa City and Division of Tanauan City. Upon their approval, the researcher distributed the questionnaire to the respective division and selected respondents. The researcher gave enough time for respondents of each school to answer the instrument and personally retrieved the copies. For the respondents in the three Division cities, the researcher asked the help of fellow school heads to help her in the distribution and retrieval of the questionnaire. In determining the extent of staffing skills manifested by the principals, the scale of 1 to 4 was utilized with 1 as lowest up to 4 as highest. Corresponding verbal interpretations were provided.

Table 20

Options	Scale Range	Verbal Interpretation
4	3.50 – 4.00	Very Great Extent
3	2.50 – 3.49	Great Extent
2	1.50 – 2.49	Moderately Extent
1	1.00 – 1.49	Least Extent

Unstructured interview questions for the respondents was conceptualized. The interview guide covered questions which were follow ups based on the content of the items in the questionnaire. The first draft of interview guide was prepared and submitted to the adviser for comments and suggestions. After incorporating the suggestions, the second draft was prepared and used. The researcher had the chance to interview the school heads and teachers of Bauan East & Bauan West District, Mabini District and San Pascual District through face to face or informal interview using the prepared sets of questions on staff development or staffing skills of school administrators. The gathered insights added more inputs to this study. Focus group discussion with 11 public elementary school administrators of Division of Batangas Province was requested. Agenda for this purpose were prepared prior to the scheduled discussion which was held at Bauan East District Conference room on May 27, 2016. Another focus group discussion with nine public elementary school administrators from Division of Batangas City, Division of Lipa City and Division of Tanauan City was held at Batangas Country Club on September 15, 2016. The reactions and answers to the guide questions raised during the group discussion were used to support the findings of the study and the proposed management plan. The responses gathered were tallied and were given corresponding statistical treatment. Likewise, interview and focus group discussion were also conducted to supplement the data gathered from the questionnaire. After the retrieval of all the questionnaires, the responses were tabulated, analyzed and interpreted based on the statement of the problem and hypotheses of the study. The following statistical tools were used to treat data; frequency, percentage and ranking. These were used to determine the distribution of responses and to describe the profile of respondents. Weighted mean was also used to measure the responses of the school heads and teachers on the extent of staffing skills manifested by the principals, issues and concerns related to staffing functions and the commonly observed weaknesses in staffing assignments of the four Division in Batangas. And Pearson product moment coefficient of correlation or Pearson to establish significant relationships between the profile variables and the extent of staffing skills of public elementary school administrators.

3. Results

Table 2: Characteristics of School Administrators as to Age

Age	Frequency	Percentage
30 years old and below	11	4
31-40 years old	95	36
41-50 years old	111	43
51 years old and above	45	17
Total	262	100

It can be gleaned from the table that out of 262 public elementary school administrators, 111 or 43 percent were at the age range of 41-50 followed by 95 or 36 percent on age bracket of 31-40 and 45 or 17 percent clustered in age bracket of 51 and above. Generally, majority were at most 50 years old as school leadership takes years to be a principal. It could be also inferred from their age that the respondents were not too young and those school

administrators who are in 30 years below attained their position through passing the NQESH and educational achievement.

The present study is similar to the study of [14] wherein school administrators who are 30 years below attained their position through passing the NQESH and they differ in terms of experience and educational attainment wherein majority of them were master’s degree holder.

As to sex. As part of the personal characteristics of school administrators their sex was also considered in determining their staffing skills. Table 3 presents the sex of the public elementary school administrator respondents.

Table 3: Personal Characteristics of School Administrators as to Sex

Sex	Frequency	Percentage
Male	52	20
Female	210	80
Total	262	100

It can be seen from table that out of 262 respondents involved in the study, 210 of them or 80 percent were female while 52 or 20 percent were male teachers. The findings reveal that most of the school administrators were female inferring that teaching field, particularly in the elementary level is still a female-dominated field; as such, it is expected in this study, there will be more female school heads than males.

As to civil status. The school administrators’ civil status was also used in this study. Table 4 presents the civil status of the public elementary school administrator respondents.

Table 4: Personal Characteristics of School Administrators as to Civil Status

Civil Status	Frequency	Percentage
Single	67	26
Married	195	74
Total	262	100

From the table, it can be seen that 195 of them or 74 percent were married, 67 respondents or 26 percent were single. Evidently, most of the public elementary school heads are married considering the information on age which ranged from 30 to 51 years and more. The finding is related to the survey regarding the characteristics of school administrators which showed that manning the school was not affected by marital status but rather age was the variable that influenced the civil status of school administrators and pushed them to be more matured in supervising the school.

3.1 Professional characteristics of public elementary school administrators

The study posits professional characteristics of public elementary school administrators such as educational attainment, number of years in service, training and seminar attended, membership in the professional organization, or coordinatorship and achievement or recognition contribute much in the development of their staffing skills.

As to educational attainment. Public school administrators should be educationally qualified before managing a school in order to perform their task effectively and efficiently. Table 5 presents the professional characteristics of school heads as to educational attainment. As contained in the table, majority or 110 public elementary school administrators or 42 percent had master’s degree units, 86 or 33 percent were master’s degree holder, 44 or 17 percent had doctorate units and 22 respondents or eight (8) percent were doctorate degree holders. The data reveal that majority of public elementary school heads had master’s degree units, while others were master’s degree holders. Others had doctorate degree units and some were doctorate degree holders. It appeared that the majority of the respondents are qualified in school heads position as required in qualification standard that a school head must have at least 18 masteral units as basic educational attainment[9].

Table 5: Professional Characteristics as to Educational Attainment

Educational attainment	Frequency	Percentage
With master’s degree units	110	42
Master’s degree holder	86	33
With doctorate degree units	44	17
Doctorate degree holder	22	8
Total	262	100

This is a clear manifestation that the DepEds’ policy is strictly implemented especially in promoting a teacher to school head position.

As to years of experience. As part of professional characteristics of school heads, their years of experience in managing the school were considered in this study. Table 6 presents the professional characteristics of school heads as to number of years. It could be seen that 86 school heads or 33 percent had served the school for at most 15 years, 56 of them or 21 percent had six to ten years’ experience as school administrators, 51 or 19 percent had 16 to 20 years’ experience while 36 or 14 percent had less than five years’ experience. There were 33 or 13 percent with service of 21 years and more. It could be deduced from the results that school administrators took a number of years before becoming one. This is primarily because tenure ship is greatly considered in the promotion in being a school administrator. As could be noted, most of the principals have been in service for ten (10) years or more before being promoted to the supervisory level.

Table 6: Professional Characteristics as to Number of Years as School Heads

No. of Years	Frequency	Percentage
5 years and below	36	14
6-10	56	21
11-15	86	33
16-20	51	19
21 years and above	33	13
Total	262	100%

As to number of trainings and seminars attended. School administrators need different trainings and seminars to keep abreast with new trends in the curriculum and be updated for the betterment of the school, its clientele and lead and manage teachers under their care. Table 7 shows the frequency on number of trainings and seminars attended by public elementary school administrators.

Table 7: Professional Characteristics as to Number of Trainings and Seminars Attended

No. of Trainings/Seminars Attended	Frequency	Percentage
4 and below	27	10
5-9	88	34
10 and above	147	56

The findings reveal that most of the public elementary school heads had satisfactory complied with their professional development of updating knowledge through attending seminars and trainings. As shown in the table, majority or 147 school heads or 56 percent attended more than ten (10) seminars trainings, 88 of them or 34 percent attended five to nine seminars and trainings and 27 school heads or 10 percent school heads attended four seminars and trainings. Seminar and trainings equip the school administrators with the needed knowledge as school managers. Through those seminars and trainings, school administrators can improve and apply necessary interventions and strategies in coping with the different challenges that the schools' encounter. As mentioned [4], school administrators are expected to provide new innovation modes of instruction to achieve higher learning outcomes, provide opportunities for school administrators to inform them on how they are doing, in what areas they are doing well and in what areas they need to improve. Through attending to different seminars and trainings, the more the school heads are able to share new ideas and reforms to their respective station.

As to membership in professional organization. As school administrators, school heads should join in

different professional organizations to widen their horizon. Table 8 shows the number of memberships in the professional organization of the respondents.

Table 8: Professional Characteristics as to Membership in Professional Organizations

Membership in Professional Organizations	Frequency	Percentage
0	36	14
1-5	208	79
6 and above	18	7

Results show that 208 or 79 percent of the school administrator-respondents were members in one to five organizations. However, 36 of them or 14 percent were not involved in any organization. Eighteen or seven percent had memberships to six (6) and more. It can be noted that majority of the school administrators were members of different professional organization. They believe that such affiliations are important since as school heads, network building is an essential tool for their own personal and professional development, the benefits of which will bring the best results to the school they are supervising[13]. **As to chairmanship/ coordinatorship / facilitator/ organizer of organization.** School administrators have different roles and responsibilities as a member of the district. Most of them are assigned in different tasks as chairman, coordinators, facilitators and organizer of a certain task. Table 9 shows data on this.

Table 9: Professional Characteristics as to Chairmanship/ Coordinatorship / Facilitator/Organizer Organization

Chairmanship/ Coordinatorship/ Facilitator/Organizer	Frequency	Percentage
5 and below	120	45
6-10	44	17
11-15	83	32
16 and more	15	6

As reflected in the table, majority or 120 or 45 percent of the school heads served as chairman, coordinator, facilitator or organizer for at least five times, while 83 respondents or 32 percent handled such assignments for at most 11 to 15, respectively. Forty-four or 17 percent had 16 and more assignments. Results show majority of the respondents experienced being head of the committee for at most ten events and a minority of six percent and more activities. As school administrators, it is vital that they should have skills in organizing and managing events, since schools have a number of important activities throughout the entire academic year with the school administrators and teachers usually the ones initiating and leading them.

Evidently, the school heads have handled leadership responsibilities[15]. This could be attributed to their position and recognition of their capability in managing activities.

As to achievement / recognition. School administrators' passion to improve and hard work contribute much to the development of the school. Their efforts are recognized by giving certificate of recognition or plaque of appreciation. Table 10 shows the frequency of public elementary school administrator - respondents as to achievement or recognition.

Table 10: Professional Characteristics as to Achievement /Recognition

Achievement / Recognition	Frequency	Percentage
0	47	18
1-5	159	61
6 and more	56	21
Total	262	100

The tabulated results show that majority of the respondents had received recognition and achievement as shown in 159 or 61 percent having received at most five recognitions. Fifty-six or 21 percent received recognition on effective implementation of programs and projects awarded by the division. There were 47 or 18 percent who did not receive recognition possibly because implementation of those programs and projects was not good enough to qualify for recognition. These findings are parallel to that of the study [11] which showed school administrators' competency level needs to be recognized to have organizational effectiveness. As school administrators, to gain recognition, they should possess outstanding skills like flexibility, team work, communication, strategic planning, network building, client service, orientation, organizational awareness, self-confidence, sharing of expertise, global and cultural understanding among others. It means they should have the professional attributes which are contributory to personnel, faculty and community development. This concern is connected with a local study [12] that school administrators in the elementary and secondary schools should possess the necessary qualifications required by their positions. However, as based on their study, the school administrators lacked the organizational skills required of producing effective schools to achieve quality education; the administrators attended staff development trainings and conferences yet needed to enroll in graduate programs and/or to attend trainings to enhance their leadership, administrative and supervisory capabilities; and, also the administrators experienced school- related problems they need to resolve to make their schools effective. Such problems ranged from manpower, funding, politics, physical, instructional materials, discipline, and personnel. Considering these leadership and management gaps, it can be said that school administrators need to improve to gain recognition.

Extent of Manifestation of School Administrators' Staffing Skills

Selection

School administrators must be knowledgeable in applying the process of selecting right people to right position. Table 11 presents the extent of manifestations of principals' staffing skills. This domain of the staffing skills shows the skills of school heads in terms of recruitment and decision making from whom among the applicants are deemed fit to be part of the organization. According to the school heads, they identified highly qualified teacher- applicants based on submitted documents, referrals and interviews, followed strictly the guidelines for hiring new teacher specified in DepEd Order No. 7, s. 2015 and selected teacher applicants who meet the standard professional qualification. These items obtained weighted means of 3.61, 3.56 and 3.54, respectively, which implies that the selection process was followed to a very great extent. These selection criteria and their

implementation are very vital in the staffing procedure, since selecting the needed faculty should not be based on personal biases, but on quality procedures provided by the Department of Education based on DepEd Order No. 7, 2015. In the middle of the distribution, with a weighted mean of 3.49, it was revealed that the school administrators posted requirements to qualify in the rank list of teacher-applicants assessed as done to a great extent. In the staffing procedures, knowledge of requirements is essential for fast and efficient hiring process. For the part of the teacher applicants, they need to be made aware of what requirements they need to have to qualify for the applied position. Meanwhile, school administrators also prepared score sheets, interview guides and test for new teacher-applicants cited as achieved to a great extent with a weighted mean of 3.37, but which had the lowest weighted mean. Over all, selection skills were applied by the school administrators to a great extent reflected in composite mean of 3.49. The results of the study were affirmed [6] who emphasized that the success of organizations largely depends on management competencies of managers. They revealed that managers in the SUCs had high competencies in P-O-L-C, showing that competencies of managers in P-O-L-C were highly relevant and contributing to the excellent performance of SUCs. As such, they recommended that P-O-L-C be performed competently to ensure the success of performance of SUCs' functions.

Table 11: Extent of Manifestation of Staffing Skills relative to Selection

Selection	School Heads		Teachers		Average	
	WM	VI	WM	VI	WM	Rank
1. identifies highly qualified teacher-applicants based on submitted documents, referrals and interviews	3.61	VGE	3.61	VGE	3.61	2
2. prepares score sheets, interview guides and test for new teacher-applicants	3.37	E GE	3.60	VGE	3.48	11
3. organizes a committee assigned to eliminate prejudice in selecting applicants	3.43	GE	3.64	VGE	3.53	8.5
4. accepts feedbacks that will help applicants to continuously develop their skills and competencies	3.49	GE	3.53	VGE	3.51	10
5. selects teacher applicants who meet the standard professional qualification	3.54	VGE	3.65	VGE	3.59	3
6. considers the suggestions of the ranking committee on selection before making a final decision	3.47	GE	3.63	VGE	3.55	5.5
7. learns the processes and procedures of hiring teachers before utilizing them	3.48	GE	3.62	VGE	3.55	5.5
8. posts the requirements to qualify in the rank lists of teacher-applicants	3.49	GE	3.58	VGE	3.53	8.5
9. evaluates the teaching skills of teacher-applicants through demonstration	3.47	GE	3.62	VGE	3.54	7
10. follows strictly the guidelines for hiring new teacher specified in DepEd Order No. 7, s. 2015	3.56	VGE	3.69	VGE	3.62	1
11. designs and implements activities to disseminate DepEd Order No. 7, s. 2015 on hiring and selection of teacher applicants	3.52	VGE	3.61	VGE	3.56	4
Composite Mean	3.49	GE	3.62	VGE	3.555	

Legend: VGE-Very Great Extent

GE-Great Extent

VI- Verbal Interpretation

This finding may be deemed similar in the case of staffing, since staffing skills are essential expertise in management. As leaders, school administrators should be able to be objective and decide if the applicant as based on selection criteria can contribute in the productivity of the academic organization.

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To validate the data gathered from school administrator, teachers were also asked to answer the questionnaire to determine their perceptions on the school heads' staffing skills.

Based on the data presented, the teachers assessed the school administrators followed strictly the guidelines for hiring new teachers specified in [7,8], selected teacher applicants who meet the standard professional qualification and organized a committee assigned to eliminate prejudice in selecting applicants to a very great extent as justified in weighted means of 3.69, 3.65 and 3.64, respectively.

The teachers' responses were similar to the school administrators on strict implementation of [8] and selection of teacher applicants noting school administrators' compliance to DepEd's selection requirements; while the school heads' answers were more highly geared to selection of teacher applicants based on their standard professional qualification. The teachers perceived that a committee assigned to eliminate prejudice in selecting applicants was more evident among school administrators. This difference could be due to school administrators' function where they have to screen qualifications; on the other hand, teachers were more aware, a committee handled selection processes[7].

It can be noted that many school administrators, aside from abiding with DepEd's policies, also give importance to a committee or panel assigned to aid in the selection of staff. The committee is usually a group of master teachers, department heads or tenured faculty that the school heads deem to be experts in their field. They sit in the hiring process, are part of the panel interviewers and become the audience in the demo teaching. This helps to eliminate judgments and personal biases in hiring teaching staff, thus, ensuring that the hired staff has the qualities as required not only by DepEd but also the profession.

It may also be observed that, like the school administrators, teachers assessed that the requirements to qualifying in the rank list of teacher-applicants was posted, cited as done to a very great extent by the school administrators shown in weighted mean of 3.58.

Based from the obtained weighted mean of 3.53, the school administrators accepted feedbacks that will help applicants to continuously develop their skills and competencies to a very great extent. It could be noted that the teachers' affirmed school administrators accepted constructive feedbacks that would help in the hiring process. It may be connected to the study by Mukherjee (2013) which focused on the extent of the impact of school administrators' managerial skills on schools' performance, and identified the importance of different skills needed for principals to perform their job effectively. The study clearly revealed a strong relationship between performance of a school and the managerial effectiveness of its principal, where the latter is the driver of the former.

As shown in the results, school administrators' managerial effectiveness was primarily driven by supervisory skills, one aspect of which was delegation of work and responsibilities. To some extent, the school

administrators in the present study show managerial competency by using delegation of responsibility as shown in creating a committee to serve as experts in the selection of potential teachers.

Quantitatively, the composite mean of teachers’ responses was higher than that from the school administrators reflected in 3.62 weighted mean. This speaks well of the school administrators as their subordinates noted that they have cited as achieved to a very great extent.

3.2 Inventory

School administrators need to be versatile in recording all needed details in hiring of people. Table 12 presents the extent of manifestations of staffing inventory skills as assessed by teachers and principals themselves.

Table 12: Extent of Manifestation of Staffing Skills relative to Inventory

Inventory	School Heads		Teachers		Average	
	WM	VI	WM	VI	WM	Rank
1. assesses pertinent documents of teachers	3.26	GE	3.39	GE	3.32	10
2. plans to engage teachers on non-teaching related activities	3.33	GE	3.48	GE	3.40	8
3. organizes staff in such a way to assure accomplishment of school VMG (Vision, Mission & Goal)	3.47	GE	3.62	VGE	3.54	1
4. seeks teachers’ opinion on certain aspect of a program which appears vague to them	3.37	GE	3.51	VGE	3.44	7
5. classifies teachers according to position as to Teacher I, II, and III and Master Teacher 1 to II	3.46	GE	3.60	VGE	3.53	2
6. determines teachers who need additional benefits/assistance	3.44	GE	3.48	GE	3.46	6
7. verifies and validates documents of teachers	3.47	GE	3.55	VGE	3.51	4
8. keeps up to date records of teachers	3.48	GE	3.57	VGE	3.52	3
9. aligns teachers according to their capacity and ability	3.48	GE	3.47	GE	3.47	5
10. projects alternative plan for teachers’ improvement	3.31	GE	3.35	GE	3.33	9
Composite Mean	3.41	GE	3.50	VGE	3.455	

Legend: VGE-Very Great Extent GE-Great Extent

This domain tackles the skills of school administrators in keeping and updating records of staff. These may be necessary for future uses like appraisal and evaluation of staff members.

Based on the tabulated data, school administrators kept up to date records of teachers and assigned teachers according to their capacity and ability cited as achieved to a great extent in the schools, both with a weighted mean of 3.48.

It may be inferred based on the data that the school administrators manifested good human resource management as to keeping up-dated records of teachers. Aside from this, they also possessed the knowledge and skills in assigning teachers according to their capacity and specialization. This way, the organization will benefit more and will increase its productivity. This is the main reason why school administrators should not only excel in their craft as teachers and leaders but also perform competently on the technicalities of human

resource management.

The weighted mean of 3.37 likewise shows school administrators sought teachers' opinion on certain aspects of the program to a great extent. This is a sign that schools are more into standardized appraisal programs. These assessments determine if the teachers are still effective in their current posts, and in cases of ineffectiveness, these will be used as a strong support for inclusion of such concerns in the conduct of the faculty development programs.

Meanwhile, school administrators also assessed pertinent documents of teachers, which is a positive trait since new staff needs to feel that they belong to a community as most of the times, appropriate assignment of teachers adds to the teachers' productivity and effectivity and that of the school.

These actions of the school administrators said to be done to a great extent, were supported by the study of [12] which revealed significant relationship between principals' managerial skills and administrative effectiveness. This affirms that managerial skills positively influence the administrative effectiveness of the secondary schools' principal. The school administrators' effective utilization of managerial skills will enable them to positively influence the school and administration to excel in their service. Similarly, there was a significant relationship between school administrators' organization skill and administrative effectiveness, meaning that good organization skill enables the school administrators to put the right person in the right place to do the right thing at the right time, it is evident that internal organization and control of the schools depend largely and solemnly on the school administrators.

The present study verified and validated the school heads' responses through the teachers. It may be observed from the table that according to the teachers, school administrators familiarized themselves of DepEd policies, rules and regulations especially on Code of Ethics for Teachers and Employees to a great extent reflected in weighted mean of 3.62. They also classified teachers according to position as to Teacher I, II, and III or Master Teacher 1 to II and kept up to date records of teachers to a very great extent, expressed in obtained weighted mean of 3.57. Looking closely at the two groups' responses, it was evident they were both concerned on record keeping and assignment of teachers based on abilities. For the teachers, they noted on school administrators' familiarity on Code of Ethics for Teachers and Employees to a great extent and classification of teachers according to position performed to a very great extent. Classification of teachers in their respective positions based on professional development and tenureship is a must that school administrators should follow to be able to compensate for the educational attainment and the years in service of staff members. That is the most objective and fair procedure both for hiring and promotion. On the other hand, the obtained weighted of 3.48 indicates school administrators planned on who would engage on non-teaching related activities to a great extent. In this regard, school administrators are the front liners in the human resource management team of the schools. Teachers need to be engaged not only in their specific jobs, but also in the sub-culture of the organization that they belong to, since not all duties of a teacher can be put in the job description. In this regard, the school administrator is expected to have staffing skills to position the best personnel. The lowest weighted mean of 3.35 indicates that to a great extent, the school administrators projected alternative plan for teachers' improvement to a great extent. This infers school administrators' task seemingly looking for teachers'

opportunities for self-improvement was least addressed. However, there are ways for this, the Commission on Higher Education (CHED) finds institutions which offer scholarships and study grants here and across the borders. This paves the way for accessible graduate studies, since compensation for teachers is not always very rewarding. Apparently, this concern on professional upgrading among teachers is left to the teachers' initiatives; however, school administrators encourage and motivate teachers to study. The composite mean of 3.50 obtained from the teachers' responses, means that the inventory skills were achieved to a very great extent by the school administrators.

3.3 Appraisal

School administrators should recognize the efforts of his subordinates by giving appraisal. Table 13 presents the extent of manifestation of principals' staffing skills relative to appraisal.

Table 13: Extent of Manifestation of Staffing Skills relative to Appraisal

Appraisal	School Heads		Teachers		Average	
	WM	VI	WM	VI	WM	Rank
1. reviews and consolidates results of individual ratings of applicants and teachers seeking promotion	3.51	VGE	3.49	GE	3.500	1.5
2. submits the complete evaluation results for teachers to proper authorities	3.45	GE	3.55	VGE	3.500	1.5
3. assesses the trainings or seminars participated in by teachers for improvement of performance	3.46	GE	3.52	VGE	3.490	3
4. interviews applicants and teachers for promotion	3.43	GE	3.46	GE	3.445	8
5. evaluates teaching strategies, instructional skills and classroom management styles of teachers	3.43	GE	3.47	GE	3.450	7
6. disseminates and discusses new guidelines and policies to teachers specifically pertaining to performance rating	3.43	GE	3.49	GE	3.460	5.5
7. assigns to check and validate the Individual Performance Commitment and Review Form (IPCRF) of teachers	3.42	GE	3.50	VGE	3.460	5.5
8. conducts performance appraisal review for teachers	3.47	GE	3.48	GE	3.475	4
9. rewards teachers and employees outstanding performance in the school	3.40	GE	3.41	GE	3.405	9
Composite Mean	3.45	GE	3.49	GE	3.465	

Legend: VGE-Very Great Extent GE-Great Extent

The highest weighted mean of 3.51 shows the school administrators reviewed and consolidated results of individual ratings of applicants and teachers seeking promotion to a very great extent; likewise, they also assessed the trainings or seminars participated in by teachers for improvement of performance and conducted performance appraisal review for teachers to a great extent, manifested in the obtained weighted means of 3.46 and 3.47, respectively.

As can be deduced, the appraisal system in schools as mandated by DepEd was followed by the school administrators in their respective school. Also, training and seminar attended by teachers which corresponded to certain points were appraise to determine their relevance and usefulness to the subject taught. These appraisal factors were achieved to a great extent by the school administrators[13].

School administrators also checked and validated the Individual Performance Commitment and Review Form (IPCRF) of teachers and rewarded teachers' and employees' outstanding performance to a great extent expressed in weighted mean of 3.42. This is a great help in boosting the morale of the teachers and employees in schools, because more often than not, being a teacher is a fulfilling yet a very exhausting profession, and one good

way to motivate the teachers and employees is to recognize their efforts and exemplary performances in terms of recognition and verbal appraisal.

The composite of 3.45 suggested appraisal skills were achieved to a great extent by the school administrators. The results are parallel to the study conducted by Mukherjee (2013) which focused on the extent of the impact of school administrators' managerial skills on school's performance, and identified the importance of different skills needed for principals to perform their job effectively.

Validation of the data was done by taking the responses of the school teachers. Teachers' responses showed that the school administrators submitted the complete evaluation results for teachers to proper authorities and assessed the trainings or seminars participated in by teachers for improvement of performance to a very great extent reflected in weighted means of 3.55 and 3.52, respectively.

It can be noted both respondents cited school administrators conducted assessment of teachers' training and submission of complete documents to higher authorities. These mean that these were observed appraisal protocol to achieve quality assurance among the schools.

In the middle of the distribution, it could be seen that the respondents interviewed applicants and teachers for promotion, achieved to a great extent reflected in weighted mean of 3.46. This is essential because this is a standard operating procedure for most organizations. In the two sets of distribution, it is common perception that the school administrators rewarded teachers' and employees' outstanding performance in the school to a great extent, though this statement got the lowest weighted mean of 3.41 maybe because majority of the teachers are not recognized by their school administrator or most of them did not meet the required standard for recognition. Yielded results obtained shown in composite mean of 3.49 indicated appraisal skills were applied to a great extent by the school administrators. This result is supported by [11] regarding implementation of human resources management practices like recruitment and placement, training and development, performance appraisal, compensation and benefits and employee relations in private HEIs which are parallel to the present study since the extent in which principals manifest their staffing skills as assessed by teachers and principals themselves relative to selection, inventory, appraisal and training development were also a concern of the present study. This infers that school leaders in organization need appraisal skills to get the best performance and motivate more the school subordinates and other employees.

2.4 Training and Development. School administrators need to attend different trainings and development in order to keep abreast with the new trends in the educational system. Table 14 presents the extent of manifestations of school administrators' training and development skills as assessed by teachers and principals

themselves. Training is an essential tool for the development of the organization. Every profession needs updating and some old knowledge should be refreshed from time to time. It is the school administrators' role on how to enhance the training development of the teachers. Based on the school administrators' answers, they recommended teachers to attend to training / seminars in national or international level to a great extent. Moreover, they assigned teachers to handle varied grade levels based on their professional skills and conducted in-service training / school learning action cell for teachers to a great extent. Training is an essential tool for the development of the organization. Every profession needs updating and some old knowledge should be refreshed from time to time. It is the school administrators' role on how to enhance the

Table 14: Extent of Manifestation of Staffing Skills relative to Training and Development

Training and development	School Heads		Teachers		Average	
	WM	VI	WM	VI	WM	Rank
1. recommends teachers to attend to training / seminars in National or International level	3.44	GE	3.45	GE	3.445	3
2. sets career path for teachers.	3.29	GE	3.32	GE	3.305	7
3. recommends qualified teachers to scholarship and study grants.	3.27	GE	3.25	GE	3.260	8
4. identifies training or seminars needed by teachers through Training Needs Development (TND)	3.40	GE	3.48	GE	3.440	4
5. provides opportunities to develop talents and potentials of teachers.	3.40	GE	3.42	GE	3.410	5
6. assigns teachers to handle varied grade levels based on their professional skills.	3.47	GE	3.46	GE	3.465	2
7. conducts In-Service Training / school learning action cell for teachers	3.44	GE	3.53	VGE	3.485	1
8. provides enough time and incentives for all teachers to work together	3.38	GE	3.42	GE	3.400	6
Composite Mean	3.38	GE	3.42	GE	3.400	

Legend: GE-Great Extent WM-Weighted Mean VGE - Very Great Extent VI - Verbal Interpretation .

training development of the teachers.

The average weighted mean of 3.400 infers that school administrators also provided enough time and incentives for all teachers to work together to a great extent. Collaboration is encouraged in certain organizations to promote teamwork and concern for others. It is done in research works, event organizing and outreach programs among others. It is also done in school setting, wherein the school administrators lead teamwork among personnel.

Recommending qualified teachers to scholarship and study grants got the lowest weighted mean of 3.44 but assessed as still achieved to a great extent. The results are parallel to [14] which stated about the purpose of staffing. As cited, implemented appropriately, the organizational structure becomes alive as qualified people are hired, assigned and maintained through proper and effective ways of recruitment, selection, placement and training development. With good staffing, the organization does not only have the needed number of qualified and efficient teachers and employees but provides also the staff avenues for personal and professional growth.

Responses of the teachers were also considered to validate the data obtained from the school heads. According to the teachers, the school administrators conducted in-service training / school learning action cell for teachers, identified training or seminars needed by teachers through training needs development (TND) and assigned teachers to handle varied grade levels based on their professional skills to a great extent justified in obtained weighted means of 3.53, 3.48 and 3.46, respectively.

It was also noted from the weighted mean of 3.42 that the school administrators provided opportunities to develop talents and potentials of teachers and enough time and incentives for all teachers to work together to a great extent.

The teachers also perceived that the principals encouraged collaboration among them. it may be noted that the school administrators also supported the development of talents and potentials of teachers, by sending them to different trainings, recommending to be one of the speakers or facilitators in different training and helping them to conceptualize training needs of fellow teachers since the profession is all about developing one’s capabilities.

The survey conducted among teachers, summed up that the school administrators identified training or seminars needed by teachers through training needs development (TND) to a great extent as expressed in composite mean of 3.40.

4. Relationship between the Profile Variables and the Extent of Manifestation of Staffing Skills of School Administrators

Table 15 presents the relationship between the profile of the respondents and extent of manifestation of school administrators’ staffing skills of selection.

Table 15: Relationship between the Profile of the Respondents and Extent of Manifestation of Selection Skills of School Administrators

Profile variables	p-values	Computed r-values	Decision on Ho	Verbal Interpretation
Personal characteristics				
Age	.77	-0.02	Accepted	Not Significant
Sex	.50	0.04	Accepted	Not Significant
Civil Status	.68	-0.03	Accepted	Not Significant
Professional characteristics				
Educational attainment				
No. of years as principal	.007	0.17	Rejected	Significant
Training	.97	-0.002	Accepted	Not Significant
Membership	.09	-0.089	Accepted	Not Significant
Chairmanship	.15	-0.089	Accepted	Not Significant
Achievement	.000	-0.265	Rejected	Significant
	.001	0.20	Rejected	Significant

As to personal characteristics, the variables of age, sex, civil status, number of years as principal, training and membership to organizations obtained p-values ranging from 0.15 – 0.97 which were higher than the computed value of -0.02-0.04 at 0.05. By this it may be inferred that the said variables have no significant relationship to the selection of school administrators.

On the other hand, educational attainment, chairmanship and achievement were variables with p-values of 0.007, 0.09, 0.00 and 0.001, respectively.

These values were lower than 0.05, indicating significant relationship to school administrators' selection skills. These data imply that school heads who have higher educational attainment,

more experience in chairmanship of activities and more achievement are likely to have better preferences in the selection of staff members.

As aforementioned, higher courses in educational management post- graduate programs have subjects in human resource.

School administrators who have higher educational attainment have more knowledge in the technicalities and procedures of the selection and recruitment of staff.

Reference [3] added that fundamentally, managers have essential functions.

One of these functions is staffing, the process of recruitment, selection, assignment and development of the various kinds of human resources required by the organization.

Such skill, as inferred in the result is more developed when teachers have professional upgrading.

Table 16 shows the relationship between the profile of the respondents and the extent of manifestation of school administrators' inventory skills according to inventory.

Table 16: Relationship between the Profile of the Respondents and Extent of Manifestation of Inventory Skills of School Administrators

Profile variables	p-values	Computed r-values	Decision on Ho	Verbal Interpretation
Personal characteristics				
Age	.37	-0.056	Accepted	Not Significant
Sex	.65	0.028	Accepted	Not Significant
Civil Status	.87	0.01	Accepted	Not Significant
Professional characteristics				
Educational attainment	.002	0.19	Reject	Significant
No. of years as principal	.26	0.069	Accepted	Not Significant
Training	.87	-0.01	Accepted	Not Significant
Membership	.000	-0.259	Reject	Significant
Chairmanship	.000	0.338	Reject	Significant
Achievement	.000	0.337	Reject	Significant

Results on personal characteristics show that age, sex, civil status, number of years as principal and trainings attended had p-values of .37, .65 and .87 which were identified no to have significant relationship to the manifestation of inventory skills. On the other hand, considering professional characteristics educational

attainment, membership to professional organizations, chairmanship and achievements had p-values ranging from 0.000 – 0.002 that fell on the region of rejection, thus, showing significant relationship between the said variables and the school administrators’ manifestation of inventory skills. Generally, professional characteristics have significant relationship to educational attainment and membership to professional organization rather than personal characteristics. This may mean that the school administrators are more influenced by their professional development characteristics rather than personal biases in decision making and use of inventory skills.

Table 17 shows the relationship between the profile of the respondents and the extent of manifestation of principals’ appraisal skills according to appraisal.

Table 17: Significant Relationship between the Profile of the Respondents and Extent of Manifestation of Appraisal Skills of School Administrators

Profile variables	p-values	Computed r-values	Decision on Ho	Verbal Interpretation
Personal characteristics				
Age	.48	-0.044	Accepted	Not Significant
Sex	.30	.064	Accepted	Not Significant
Civil Status	.93	-0.005	Accepted	Not Significant
Professional characteristics				
Educational attainment	.001	0.21	Reject	Significant
No. of years as principal	.46	.045	Accept	Not Significant
Training	.89	-0.008	Accept	Not Significant
Membership	.000	-0.22	Reject	Significant
Chairmanship	.000	0.261	Reject	Significant
Achievement	.000	0.346	Reject	Significant

All the personal characteristics of the respondents had p-values greater than 0.05 with age having a p-value of 0.48, sex with 0.30 and civil status with 0.93. Hence, these indicate no significant relationship to the manifestation of school administrators’ appraisal skills. Results indicate the cited personal characteristics of school administrators do not influence the appraisal skills. These variables have no bearing on the different appraisal activities they perform when evaluating teachers’ performance, use of strategies, observance of policies among others because the school administrators have their own scheme of improving and motivating teachers to grow professionally.

On the other hand, professional characteristics like educational attainment, membership in organizations, chairmanship and achievement these were found significantly related to the school administrators’ appraisal skills justified in p-values of .001 to 0.89. These characteristics could equip school administrators with knowledge related to appraisal in doing their assigned task effectively.

Managerial function of staffing [5] involves manning the organization structure through proper and effective selection; appraisal and development of personnel to fill the roles designed in the structure. As it is, the appraisal skills of school heads were found significant in the appraisal task.

However, number of years as principal and trainings attended were found not to have significant relationship to the school administrators’ appraisal skills because the set criterion for the appraisal was intended only for promotions.

Table 18 shows the relationship between the profile of the respondents and the extent of manifestation of training and development skills.

Data show that the variables, age had a p-value of 0.45, sex obtained a value of 0.42 and civil status 0.33 p-value indicating these did not show significant relation to training and development skills of the school administrators because in DepEd structure school administrators are mandated to improve their professional craft in order to offer best service to their respective schools.

As to professional characteristics, number of years as principal and trainings attended had p-values of .022 to .54 which were higher than 0.05 which imply that these variables were not significantly related to the staffing skills of the school administrators in terms of training and development. On the other hand, variables like educational

Table 18: Significant Relationship between the Profile of the Respondents and Extent of Manifestation of Training and Development Skills of school administrators

Profile variables	p-values	Computed r-values	Decision on Ho	Verbal Interpretation
Personal characteristics				
Age	.45	-0.047	Accepted	Not Significant
Sex	.42	0.05	Accepted	Not Significant
Civil Status	.33	-0.06	Accepted	Not Significant
Professional characteristics				
Educational attainment	.000	0.237	Reject	Significant
No. of years as principal	.22	0.076	Accepted	Not Significant
Training	.54	0.038	Accepted	Not Significant
Membership	.009	-0.162	Reject	Significant
Chairmanship	.000	0.27	Reject	Significant
Achievement	.000	0.274	Reject	Significant

attainment, membership in professional organizations, chairmanship and achievements were all significantly related to the training and development skills reflected in p-values .000 to .54 which showed significant related because it the developed the school administrators' capabilities to the fullest and manage their respective station based on the standard sets by the department.

5. Issues and Concerns related to Staffing Functions

Different issues and concerns related to staffing skills were encountered by public administrators most specifically neophytes in the leadership position. Table 19 presents results of the issues and concerns related to staffing functions as assessed by the school heads and teachers.

According to the school administrators, the most common issues were encouragement style, opportunities for professional growth and mismatch in teachers' assignment and qualification. These issues had weighted means of 2.38, 2.37 and 2.07, respectively. The composite mean of 2.01 was obtained indicating these were to a moderate issue.

During the FGD it was shared that there were instances when a teacher who majored in English would be asked to teach Filipino. The main reason is the scarcity of teachers who major certain subjects. While some subjects have available or adequate teachers for instruction, other subjects like Filipino, TLE and MAPEH do not have enough teachers to satisfy the demand. Also cited as a concern was the unclear job description given to teachers but cited as moderately happening in the schools. Some schools are understaffed and teachers usually do jobs that are not part of their job description. It could be because teachers are expected to be all-around staff. After teaching, they do more jobs that are not entirely theirs: cleaning the classroom, tidying up of other areas in school, coordinating events and doing write ups among others. Practice of favoritism got the lowest weighted mean of 1.71 and said to be a moderate issue in schools. It means that most of school administrators did not practice favoritism.

Table 19: Issues and Concerns Related to Staffing Functions

Issues and concerns	School Heads		Teachers		Average	
	WM	VI	WM	VI	WM	Rank
1. Mismatch in teachers' assignment and qualification	2.07	ME	1.95	ME	2.010	3
2. Practice of favoritism	1.82	ME	1.61	ME	1.715	11
3. Poor communication skills	1.94	ME	1.65	ME	1.795	7.5
4. Self-centeredness /attitudes of teachers	2.06	ME	1.84	ME	1.950	4
5. Lack of encouragement / motivation style	2.38	ME	2.72	GE	2.550	1
6. Opportunities for professional growth	2.37	ME	1.93	ME	2.150	2
7. Unclear job description given to teachers	1.88	ME	1.95	ME	1.915	6
8. Resistance to accept changes in station assignments	1.94	ME	1.65	ME	1.795	7.5
9. Violation on the promotion policy	1.85	ME	1.66	ME	1.755	10
10. Inaccurate assessment of performance as to skills, potentialities and capabilities	1.90	ME	1.65	ME	1.775	9
11. Prioritization of school head in selection of teachers for seminar and training participation.	1.93	ME	1.94	ME	1.935	5
Composite Mean	2.01	ME	1.94	ME	1.975	

Legend:

ME-Moderate Extent

GE- Great Extent

On the validation done with the teachers, they said that the problem with lack of encouragement/motivation among staff was a concern to a great extent among them having obtained a weighted mean of 2.72. Mismatch in teachers' assignment and qualification and unclear job description given to teachers, both had weighted mean of 1.95 also a concern to a moderate extent in the schools.

Among the statements, mismatch in teacher's assignment and qualification was common, since many teachers deal. However, the exigencies of the service require allied preparation may be allowed to teach a subject

although not the teachers' specialization.

The weighted mean of 1.84 shows the teachers themselves perceived that one issue confronting the staffing was the self-centeredness /attitudes of teachers but which were to a moderate extent. They know each other very well, probably more than the school administrator, because more often than not, teachers share the same faculty room and in most of the times, they witness each other's attitudes in different situations. As with principals' responses, practice of favoritism also was a moderate concern with a lowest weighted mean of 1.61.

Part of the duties of the school heads as supervisor of the school is to control and minimize the confronting issues and challenges of the school. The part of managerial function which actuates the organizational methods to work efficiently for the achievement of organizational purposes refers to directing. School administrators' directing skills are the life-spark of the teaching which sets in motion the action of staff in school. Direction is an inert-personnel aspect of management where school administrators with influencing, guiding, supervising and motivating subordinates for the achievement of organizational goals should work well. Direction goals for the school administrators include supervision where they oversee the work of subordinates and motivation which means inspire, stimulate or encourage their subordinates with zeal to work. Along this purpose, positive, negative monetary, non-monetary incentives may be used by school administrators to motivate subordinates.

The human resource management done by the principals is but similar to the HRM done in hospitals [11]. In their study, they revealed a weak, positive and statistically significant relationship between decision-making and problem-solving skills of hospital administrators and their motivation, loyalty and team performance skills. It was also determined that there was a moderate, positive and statistically significant relationship between skills of delegation and empowerment, effective and strategic communication, conflict management, coaching, consulting and negotiating, the fit of organizational resources with human resources and time and stress management.

6. Commonly Observed Weaknesses in Staffing Assignments

School administrators' commonly observed weaknesses was another concern of this study that needs to be addressed in order for school administrators to acquire staffing skills. Table 20 presents the commonly observed weaknesses in staffing assignments as assessed by the school heads and teachers.

Generally, weaknesses were seldom observed. It was shown that failure to prepare reports and documents that meet standard requirements and to designate teachers who will mentor her co-teachers and lack of qualified teacher to facilitate or conduct group meetings occur were seldom observed and practiced in schools as reflected in weighted means of 1.73, 1.68 and 1.67, respectively. Due to excessive workload, preparation of reports sometimes neglected in schools since teachers need to focus on teaching. However, these seemingly were seldom observed.

Obtaining weighted mean of 1.61, it may also be inferred that unequal delegation of task occurs seldom in schools. In such case, more tasks are assigned to a certain teacher or group of teachers. But as shown, this seldom occurred in the school administrators' school.

In the distribution, it could be seen that school administrators seldom assigned undeserving teacher to act as officer-in-charge. In schools, there are usually master teachers and subject coordinators. The school heads usually utilize these people to act as officer-in-charge in their absence.

Validation of the data was done by tabulating the responses of teachers. According to them, failure to prepare reports and documents that meet standard requirements, unequal delegation of tasks and inability to appoint teacher to man/chair different committees were the weaknesses seldom occurred in their school setting from the obtained weighted means of 1.60, 1.65 and 1.55, respectively. These show that generally, teachers were given well-thought of loads, school administrators conscientiously prepared reports and documents which was common between two groups. The reason behind might be because teachers have heavy workload, and because teaching is their main duty, it is also their priority rather than completing needed documents.

Based on the data it can be noted that it was also seldom that there was lack of qualified teacher to facilitate or conduct group meetings obtaining a weighted mean of 1.56. Seldom was there assigning of non-qualified teacher to act as officer-in-charge done, as mentioned by teachers.

Like the school administrators' responses all the concerns were cited assessed to seldom occur in the schools. The school managers as educational leaders have great responsibility to render best educational services to the learner in pursuit of quality education for development. [1] posited that school administrators are held accountable for educational outcome. Therefore, if the schools were to move forward the school administrators' should provide quality managerialship that is an instrument for advancement. They should be skilled in executing

Table 20: Commonly Observed Weaknesses in Staffing Assignments

Observed Weaknesses	School Heads		Teachers		Average	
	WM	VI	WM	VI	WM	Rank
1. Failure to prepare reports and documents that meet standard requirements	1.73	S	1.60	S	1.665	1
2. Assign not qualified teacher to act as officer- in -charge	1.52	S	1.50	S	1.510	8
3. Unequal delegation of tasks	1.61	S	1.65	S	1.630	2.5
4. Failure to assign teacher-leader/master teacher to support peer observation and evaluation	1.61	S	1.58	S	1.595	7
5. Failure to designate teachers who will mentor her co-teachers	1.68	S	1.58	S	1.630	2.5
6. Inability to appoints teacher to man/chair different committees	1.61	S	1.59	S	1.600	6
7. Lack of qualified teacher to facilitate or conduct group meetings	1.67	S	1.56	S	1.615	4
8. Inability to act as leader in professional learning seminars	1.66	S	1.55	S	1.605	5
Composite Mean	1.64	S	1.58	S	1.610	

Legend: S-Seldom

managerial functions namely planning, organizing, directing and controlling and evaluating learning

experiences. Whatever the weaknesses of staffing are, it is still the school administrators' responsibility to control these factors and minimize the weaknesses occurring in their schools.

7. Management Plan toward Effective Staff Development

The prepared management plan on effective staff development of school administrators focused on the identified weaknesses based from the findings, results of interview and focus group discussion. The set is comprised by objectives, strategies and activities on the areas of concern in staffing function such as recruitment and selection, inventory, appraisal and training and development for school administrators to attain excellent staffing skills.

Rationale. School administrators require significant knowledge and skills in order to perform the tough job or task expected to them. The school becomes effective when school administrator practices leadership skill which reflects actions that promote growth of the whole learning community. School administrators' ability to help people deal with their problems, to lead others in getting to the right direction, to put right people to right place and produce productive learning community who are satisfied and goal oriented.

Apparently, this study suggests that school administrators' staffing skills be facilitated and enhanced through the use of management plan intended for the purpose of improving staffing skills by addressing the weak areas on recruitment and selection, inventory, appraisal and training and development.

Specifically, areas on recruitment and selection where weaknesses were found were on preparing score sheets, interview guides and test for new teacher-applicants; organizing a committee assigned to eliminate prejudice in selecting applicants; considering the suggestions of the ranking committee on selection before making a final decision and evaluating the teaching skills of teacher-applicants through demonstration.

As regards the inventory skills, keeps teachers' records updated and accurate; assigning teachers according to their capacity and ability and devise system bank according to designation. With regards to appraisal, the following concerns were considered: rewarding teachers' and employees' outstanding performance in the school; assigning to check and validate the Individual Performance Commitment and Review Form (IPCRF) of teachers; and interviewing applicants and teachers for promotion.

In training and development, the weaknesses found were on recommending qualified teachers to scholarship and study grants; setting career path for teachers; and providing enough time and incentives for all teachers to work together. Based on the findings there is a need to improve the system in conducting and recognizing the efforts of every teachers. Honing and boosting their morale will bring prestige and honor to the school where they assigned because they will perform more and do more to attain the aims and objectives of the school.

The management plan proposed to address these weak areas to ensure staffing of personnel is appropriate functional and productive. New ideas and activities are included in this management plan which may contribute meaningfully in the attainment of quality instruction in public elementary schools.

I. Objectives

- To improve the recruitment and selection process.
- To provide an effective management plan for school administrators which can be applied in the implementation of their duties and responsibilities.
- To revitalize the role of school administrators in positioning subordinates in appropriate assignment.
- To implement fully the scouts' role for school administrators in shaping and creating a positive work place.

II. Areas of Concern in Staffing Functions

A. Recruitment and Selection

Strategies/Activities

- Present proposed score sheet, interview guide and set of questions based on (Specific, Measurable, Attainable, Reliable and Time Bounded) SMART method
- Strengthen the recruitment and selection by having open ranking system and follow religiously the guidelines.
- Bring out the attention of the ranking committees on the result of their final decision as regards choice of teacher – applicants toward quality assurance.
- Subject the applicant in an on the spot and unannounced short demonstration lesson on a certain topic in line with her area of specialization to determine readiness, mastery of the subject, communication skills and attitude specially in ENSCIMA
- Consider the three stages: probationary period for six months to assess temporary stage for one to two years and third year, awarding of item

B. Inventory

Strategies/Activities

- Organize a committee responsible for searching philanthropic organizations and individuals who can sponsor scholarship and study grants
- Revive induction program for new teachers to give them the spirit of belongingness to the teaching profession.
- Include some activities that will hone their active participation during the orientation program activities as well as those that will enhance personal and professional qualities of both new and old members
- Create data bank or on line system for teachers for easy retrieval of records in relation to individual capacities and abilities.

C. Appraisal

Strategies/ Activities

- Devise merit and reward system for outstanding performance as incentive for continuous quest for excellence. (quality initiative not included in Performance Based Bonus (PBB) like acting as resource speaker, membership and officership in different professional organizations
- Allot time and seriously consider the schedule for validation of Individual Performance Commitment and Review Form (IPCRF) of teachers by the planning management team to make teachers more dedicated and committed to their duties and responsibilities. In as much as possible face to face encounter should be done for a more reliable evaluation
- Conduct Performance Calibration Program by semester
- Prepare interview guide with corresponding points to questions for fair and just evaluation of teacher applicants by the panel of interviewees

D. Training and Development

Strategies/Activities

- Create a networking group for scholarship and study grants for different disciplines
- Hold Career Pathing Program for teachers by District Level for manageability and reachability
- Conduct on - line trainings that will develop teachers, capabilities in all aspects
- Create reflecting box for teachers to track ones' own teaching and trying to identify what aspects are helpful to their learners and which are not
- Devise a learning your own system wherein the teachers and school leaders will be the ones responsible for their own professional development by checking their status in website
- Tracking teachers' professional training development and conduct different seminars such as pedagogy on teaching, action research writing per identified weaknesses, learning process, techniques and methods of teaching and assessment.

8. Conclusion

The following conclusions are drawn:

- [1]. Majority of the respondents are female and married, have mastered units and have considerable as school administrators. They have attended seminars and are members in professional organizations.
- [2]. School administrators' manifest selection, inventory, appraisal and training and development staffing skills to a moderate extent.
- [3]. There is no significant relationship between the personal characteristics and staffing skills of respondents, however, significant relationships are noted between the profile variables and the extent of manifestation of school administrators' staffing skills.
- [4]. Issues and concerns in staffing skills are evident to a moderate extent.
- [5]. There are seldom observed weaknesses in staffing skills among school administrators in schools.

- [6]. The proposed management plan offers fresh, practical strategies and activities toward effective staffing.

9. Recommendation

Based on the findings and conclusions, the following recommendations are offered:

1. School administrators may consider the output of this study as a resource to be implemented to determine its contribution to staff development, as such review, refinement may be done for future implementation
2. The weak areas in staffing skills may be considered in training and development for school administrators.
3. Further research on the same topic may be conducted toward excellent staffing of personnel.

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