

Original Research Article

**TOWARDS EFFECTIVE EDUCATIONAL GOVERNANCE: AN EVALUATION OF
MANAGERIAL SKILLS OF PALAWAN STATE UNIVERSITY ADMINISTRATORS**

ABSTRACT

Aims: To assess the managerial skills of the school administrators in terms of communication, human resource management, conflict management, and financial management. Further, the study aims to determine weak areas of their managerial skills that need rooms for improvement to meet the goals and objectives of the school.

Study design: Using a quantitative research design as data collection method.

Place and Duration of Study: The Palawan State University North and South Campuses from June 2023 to December 2023.

Methodology: This study employed a researcher-made questionnaire to collect information about the managerial skills of the school administrators from the 41 regular faculty members from selected external campuses of Palawan State University.

Results: Data showed that a majority of participants agreed on the managerial skills of the campus directors in terms of communication, human resource management, conflict management. However, the study also identified areas for improvement, particularly in financial management.

Conclusions: Findings study showed that school administrators received positive evaluations in four important competency areas: communication, human resource management, financial management, and conflict management. The respondents generally agreed on administrators' proficiency, particularly in understanding, communicating, and collaborating with colleagues. However, there's room for improvement in temper management during work pressure situations. Also, the school administrators were perceived positively in maintaining a supportive work environment, showing empathy, and recognizing faculty accomplishments. While they demonstrated competence in ethical budgeting and transparency measures, there is a need to enhance financial reporting frequency and provide more training for faculty on budget matters. In terms of their conflict management skills, school administrators were commended for fostering positive relationships and proactive problem-solving. Hitherto, there is a notable opportunity to improve remedial actions for daily work problems and refine analytical skills.

Keywords: Good Governance, Managerial Skills, School Administrators.

1. INTRODUCTION

A school serves as a place where individuals acquire the knowledge and skills essential for growth across various spheres and life stages. Utilizing management concepts and practices, school administrators must efficiently utilize diverse resources to achieve educational objectives. It is essential for school leaders to possess strong managerial skills, including communication, human resource management, financial management, and conflict management, to

address issues effectively. Egwu (2016) suggests that school administrators act as leaders responsible for planning, coordinating, and supervising school activities to ensure smooth operations. In any organization, managerial skills are vital for establishing a conducive learning environment beneficial for both teachers and students. Distributed leadership within a collaborative school atmosphere requires active support from school leaders. Effective management entails allocating and utilizing

resources efficiently to meet organizational goals.

Several studies have been undertaken about the different characteristics of school administrator in managing school. According to Victor (2017), school administrators must possess a diverse skill set to guide their institutions effectively. Akpan (2011) argues that developing communication skills enables school managers to establish effective relationships with subordinates, resolve disputes, and provide clear information. Effective communication fosters collaboration and enhances organizational competitiveness. To be successful in human resource management, school administrators should plan training sessions and seminars for teachers' ongoing professional development, exhibit positive behavior, set an example for teachers to follow, possess leadership qualities for guiding educators and learners, and continuously conduct research to fill any knowledge gaps in management. Keitany (2014) suggests that to maintain efficient employees, organizations should ensure their mental and physical well-being through employee welfare programs, promoting a healthy work environment. This aligns with Pinder and Mathew's (2011) assertion that employee welfare measures act as a motivational catalyst, enhancing workforce effectiveness. Ensuring efficient financial management and creating a school budget are crucial responsibilities of school managers and administrators to accomplish institutional goals (Alia & Iwuoha, 2014). Poor budgeting can compromise good school administration due to overspending or underspending, leading to embezzlement and mismanagement of school funds (Mito & Simatwa, 2012). The school leader holds the position of chief accounting officer within the institution, responsible for overseeing the efficient and responsible handling of funds. According to Lipham (2016), effective organization of school funds requires school administrators to possess financial management skills. Common financial

management challenges include insufficient income generation, resource waste, inappropriate budget handling, and poor accounting. Therefore, to effectively source, organize, and employ finances, school administrators need to be proficient in financial management. Alave and Ancho (2019) observe that many educational institutions now utilize fund outsourcing as a crucial management tactic to address insufficient school funds.

Each school administrator has their own goals and objectives to enhance the school system and management. Nevertheless, despite their dedication and commitment to their job, numerous challenges persist. These includes a lack of resources due to insufficient funds and disagreements among faculty and staff, often stemming from differences in culture, ideas, beliefs, and professional competition. This was supported through the studies of Abubakar (2005) and Abdullahi (2018).

This study evaluates the managerial skills of school administrators at selected Palawan State University external campuses. The results will benefit various stakeholders. For the University Administration, the study offers insights into leadership capabilities, operational challenges, and resource management, aiding in informed decision-making to enhance governance, academic quality, and resource allocation. The Office of the Vice President Academic Affairs (VPAA) will gain a better understanding of administrators' competencies and challenges, helping to oversee effective academic policies and programs, identify training needs, and ensure efficient campus management. The Human Resource Management Office (HRMO) will use the findings to develop targeted training programs, recruitment strategies, and professional development initiatives, ultimately cultivating a skilled administrative workforce. Campus Directors will benefit from enhanced leadership effectiveness and resource management strategies, while faculty members will gain insights into leadership practices, fostering

collaboration and active participation in institutional decision-making. Finally, future researchers will find a foundational understanding of managerial competencies and challenges, along with a methodological framework for further research to improve educational governance and leadership effectiveness.

The study evaluates the managerial skills of school administrators at Palawan State University's external campuses in Palawan, Philippines, involving forty-one faculty members from Roxas, San Vicente, Taytay, Narra, Quezon, and Brooke's Point. Conducted from June to December 2023.

Specifically, the present study aimed to answer the following questions:

1. How do the respondents evaluate the managerial skills of school administrators at Palawan State University in terms of communication skills, human resource management skills, financial management skills, and conflict management skills?

2. METHODOLOGY

This study used a researcher-made questionnaire to collect information about the managerial skills of the school administrators to the 41 regular faculty members from selected external campuses of Palawan State University as respondents. The researcher conducted content validation to selected school administrators to ensure the overall validity of the survey instrument (M. Yusoff, 2019). Their comments and recommendations were incorporated to enhance the survey instrument. Also, the researcher employed statistical tools to analyze the collected data, through frequency, percentage, and ranking. The Weighted Mean formula was used to determine the mean score for each question on the 5-point Likert Scale evaluating the managerial skills of the selected school campus directors.

3. RESULTS AND DISCUSSIONS

The managerial skills of school administrators at Palawan State University in terms of communication skills, human resource management skills, financial management skills, and conflict management skills.

Table 1.a. showed that, on the average, the respondents agree on the given statements regarding the communication skills of school administrators at Palawan State University as shown by the overall weighted mean of 4.04 which falls under the interval of agree.

Table 1.a Managerial Skills of School Administrator in Terms of Communication Skills

Statement	Mean Weight	Description	Rank
1. Has the ability to understand, communicate, and work with the workers.	4.37	SA	1
2. Establishes an appropriate channel of communication that helps relate effectively with people.	4.15	A	6.5
3. Communicates information clearly and without doubt.	4.15	A	6.5
4. Chooses an appropriate word to use in communicating with people.	4.29	SA	2
5. Organizes timetable and daily routine to ensure the school or college activities.	3.88	A	14
6. Maintains smooth and cooperative working relationships.	4.20	A	3.5
7. Keeps everyone informed in a positive way by ensuring effective leadership, coordination, support and commitment.	4.15	A	6.5
8. Provides everyone with an opportunity to express his/her feelings as a medium for resolving conflicts to reduce tension and refine direction for individuals.	3.95	A	13
9. Lacks temper management in times of work pressure.	2.98	MA	15
10. Shows a venue for open communication to address the issues and concerns of the faculty and personnel.	4.02	A	11

Statement	Mean Weight	Description	Rank
11. Encourages individuals to keep lines of	4.07	A	9.5

communication open and recognize their unique contribution to the school's or college's accomplishments.			
12. Develops shared Understanding and Commitment to overcome obstacles and barriers that may arise.	4.00	A	12
13. Shows sincerity and gives honor to his/her words to build trust and confidence.	4.15	A	6.5
14. Allows others to express criticism constructively.	4.07	A	9.5
15. Always available for communication and responding to queries on time without hesitation.	4.20	A	3.5
OVERALL MEAN	4.04	A	

Interpretation: Strongly Agree (SA): 4.21 – 5.0, Agree (A): 3.41 – 4.20, Moderately Agree (MA): 2.61 – 3.40, Disagree (D): 1.80 – 2.60, Strongly Disagree (SD): 1.0 – 1.79

This is evident in the responses in most of the statements which gained a weighted mean of the same verbal description of moderately agree. However, two statements had a weighted mean which an interval of strongly agree. Specifically, it reveals that the average of the respondents strongly believes that their school administrators have the ability to understand, communicate, and work with their workers, and, chooses an appropriate word to use in communicating with people. Furthermore, it is also evident that the average of the respondents moderately agrees that their school administrators lack temper management in times of work pressure. So, this indicates that the communication skills of the campus directors are truly applied to achieve the goals and objectives of the learning environment. They have the ability to understand, communicate, work with the workers, and chose appropriate words to use in communicating with people, as top rank indicators of their communication skills. When it comes to handling temper during times of work pressure, campus directors received a weighted mean of 2.98, indicating moderate agreement. It implies that a firm or other institution, effective

communication fosters harmonious interactions between workers and employees and promotes positive working relationships (Darbavasu & Sonsaard, 2018). The campus director should always be aware, mindful, and ready to the possible problems to be encountered in the day-to-day operations to avoid lack of temper in times of work pressure. This support the view of Victor and Rufai (2017) that for educational goals to be achieved, instructors, students, and school officials both inside and outside the school must have an effective communication system. The presence of an efficient information and communication system by the school administrator in school management will increase teachers' commitment and dedication in carrying out their individual duties and responsibilities to achieve the goals and objectives of the school

Table 1.b. exhibits that the average of the respondents also agrees on the statements pertaining to the human resource management skills of the school administrators at Palawan State University as shown by the overall weighted mean of 3.84 which falls at the interval of the said verbal description. This is also evident in the weighted mean of all of the statements which also falls at the interval of agree. Thus, the respondents agree. The highest-rated skills emphasize empathy, recognition, and maintaining a positive work environment. Lower-ranked skills highlight areas for growth, particularly in classroom support, innovative teaching methods, and personalized performance improvement. To enhance overall effectiveness, administrators should focus on increasing classroom observations and constructive feedback, encouraging and guiding innovative teaching practices, involving faculty more in decision-making processes, and conducting more impactful performance improvement meetings.

Table 1.b. Managerial Skills of School Administrators in Terms of Human Resource Management Skills

Statement	Mean Weight	Description	Rank
1. Involves faculty in decision making for school improvement.	3.71	A	12.5
2. Encourages faculty members to attend trainings and seminars for professional advancement and development.	3.90	A	5
3. Promotes faculty welfare to increase their commitment to instructional tasks.	3.90	A	5
4. Supervises faculty and staff in order to render professional guidance while doing their respective duties and responsibilities.	3.90	A	5
5. Creates an organizational climate in which people work willingly and cooperatively toward the achievement of the set goals of the school.	3.85	A	8.5
6. Guides and assists teachers in using innovative approaches to teaching in order to enhance instructional improvement.	3.68	A	14
7. Conducts regular visits to the classroom to observe lessons and assists teachers in improving their competence	3.54	A	15
8. Establishes a close relationship between faculty, students, and parents.	3.88	A	7
9. Sustains a good working environment for faculty and staff.	3.95	A	3

Statement	Mean Weight	Description	Rank
10. Shows consideration for others' feelings while they experience challenges in life/difficult times.	4.10	A	1
11. Gives recognition and gratitude for the work accomplishments of each faculty member	3.95	A	2
12. Inspires faculty and personnel to accomplish work with passion, commitment, and dedication.	3.85	A	8.5
13. Conducts closed-door meetings with faculty members and/or staff to improve work performance and encourages them to become productive.	3.71	A	12.5
14. Inspires everyone in the organization to explore new ways of doing things and new opportunities to learn and grow professionally.	3.78	A	11
15. Acts as a role model by showing a good example of being an effective, productive, and efficient leader.	3.83	A	10
OVERALL MEAN	3.84	A	

Interpretation: Strongly Agree (SA): 4.21 – 5.0, Agree (A): 3.41 – 4.20, Moderately Agree (MA): 2.61 – 3.40, Disagree (D): 1.80 – 2.60, Strongly Disagree (SD): 1.0 – 1.79

The findings are similarly connected to Victor (2017) highlighted that human resource is the people who operate within the organization for goals achievement. They are the force behind the organization's ascent to greater success. The whole management effort focused on bringing out the best in people for productivity

and giving them the right guidance. A school administrator must provide proper direction for the people who work in the organization and have an ability to understand, communicate, work and integrate with the workers according to Akpan (2011). Having an open space where employees can express their thoughts, views and feelings in order to contribute to the process can help to come up with new ideas needed in school development (Elbanna, 2022).

According to Keitany, B. (2014) in order to maintain most efficient employees, they should be mentally and physically satisfied through provision of employee welfare programs to promote a healthy working environment. Organizations should therefore provide welfare programs to motivate employees hence attain its objectives this agrees with Pinder, C. (2008) who advocated that employee welfare measures serve as oxygen for motivation of the workers and increasing the effectiveness of the workforce. There is evidence that wages and working conditions contributes to a great deal to service delivery. In conclusion Organizations should provide welfare programs in order to motivate and retain employees, to improve employees' performance, health, social status and economic condition. The logic behind welfare programs is to prepare efficient, loyal, healthy and satisfied workers for the organizations. Services such as medical facilities, education for employees' families and help in improving their life living standard and makes employees to concentrate on their job.

The overall mean of 3.71, with all statements receiving a description of agree, reflects a generally high level of agreement that administrators possess competent financial management skills. The key strengths include ethical budget practices, prioritization according to needs, and ensuring transparency. Areas for improvement involve more frequent financial reporting, enhanced training for faculty on budget matters, and increased efforts in transparency measures

such as posting financial reports. The data indicates that while PSU administrators perform well in financial management, focusing on less emphasized areas could further enhance their effectiveness and contribute to better governance and resource management.

Table 1.c. Managerial Skills of the Respondents in Terms of Financial Management Skills

Statement	Mean Weight	Description	Rank
1. Conducts budget plan preparation with faculty members and department heads before the year ends.	3.66	A	10
2. Prioritizes financial allocation according to school and department needs.	3.95	A	2
3. Prepares joint-school budget with heads of departments and units	3.76	A	8
4. Keeps accurate financial information about the school/department.	3.80	A	7
5. Ensures transparency and accountability of school/department expenditures.	3.88	A	3
6. Generates funds for school/department improvement.	3.85	A	4.5
7. Practices honesty, integrity and fairness of allocating budget per department.	3.98	A	1
8. Carries out a periodic audit of the school/department budget.	3.83	A	6
9. Adopts cost-saving strategies.	3.68	A	9
10. Provides annual training and seminar about budget allocations for each faculty member.	3.49	A	12.5
11. Conducts proper monitoring and evaluation of school and college funds.	3.85	A	4.5
12. Presents quarterly financial report to the faculty meeting to promote transparency and fairness.	3.49	A	12.5

Statement	Mean Weight	Description	Rank
13. Have the monthly financial report of school expenditures and others posted in the bulletin board for transparency.	3.32	A	15
14. Presents the annual allocated budget of the school or college for transparency to the faculty members.	3.46	A	14
15. Formulates strategies to monitor, and supervises operational and financial performance of the school or college.	3.61	MA	11
OVERALL MEAN	3.71	A	

Interpretation: Strongly Agree (SA): 4.21 – 5.0, Agree (A): 3.41 – 4.20, Moderately Agree (MA): 2.61 – 3.40, Disagree (D): 1.81 – 2.60, Strongly Disagree (SD): 1.0 – 1.80

According to Alia & Iwuoha, (2014), in secondary schools, school principals and administrators are responsible for preparation of school budget and ensure effective financial management in order to achieve the objectives of the school. The study of Mito & Simatwa (2012) mentioned that poor budgeting is one of the key causes that damage good school administration due to overspending or under spending, which can lead to embezzlement and mismanagement of school funds. In order for school administrators to effectively organize, source, and use school money, they must possess financial management abilities and it involves proper planning and implementation of a financial plan, accounting, reporting and the safeguarding of assets from loss, damage and fraud (Vicente, et al 2023).

Table 1.d. Managerial Skills of the Respondents in Terms of Conflict Management skills

Statement	Mean Weight	Description	Rank
1. Offers solutions to teaching problems of the teachers.	3.85	A	6
2. Has the ability to identify first the problem in order to come up with possible solutions	3.73	A	13.5
3. Has the ability to identify the pros and cons of the possible solutions	3.76	A	13.5
4. Has the ability to resolve conflict and reach agreement in a group.	3.78	A	11
5. Identifies the resources needed to develop a solution.	3.83	A	8
6. Provides remedial action in case of deficiencies in achieving the day-to-day work objectives.	3.71	A	15
7. Encourages everyone to address issues and problems ahead of time to avoid misunderstandings within the department.	3.90	A	2.5
8. Avoids misunderstandings and disagreements in the workplace	3.88	A	4.5
9. Encourages good relationships and harmony in the workplace by resolving conflict.	3.93	A	1
10. Provides alternative solutions for every problem and discuss the objectives.	3.83	A	8
11. Has the ability to conduct investigations to solve issues and problems	3.88	A	4.5
12. Creates a grievance committee to address critical issues and problems before taking actions	3.78	A	11
13. Has the ability to forecast possible problems for every decision made	3.90	A	2.5
14. Acts as mediator to solve issues and problems	3.83	A	8
15. Provides fair and transparent decisions and actions for every problem	3.78	A	11
OVERALL MEAN	3.82	A	

Interpretation: Strongly Agree (SA): 4.21 – 5.0, Agree (A): 3.41 – 4.20, Moderately Agree (MA): 2.61 – 3.40, Disagree (D): 1.80 – 2.60, Strongly Disagree (SD): 1.0 – 1.79

The overall mean of 3.82, with all statements receiving a description of agree that indicates a high level of agreement that administrators possess effective problem-solving and conflict resolution skills. Their vital strengths include fostering good relationships, proactive problem-solving, and thorough investigation of issues. The areas for improvement involve enhancing the ability to provide remedial actions for daily work deficiencies and refining analytical skills to identify and weigh pros and cons of solutions. The data suggests that while PSU administrators are competent in problem-solving and conflict resolution, focusing on the less emphasized areas could further enhance their effectiveness and contribute to a more cohesive and productive work environment.

To be effective in their roles, administrators and other leaders in schools must have a solid understanding of conflict management and possess high levels of conflict competence. This supports the findings of Msila, (2012) that managers must look for solutions after identifying and characterizing the nature of the conflict in a given circumstance. Furthermore, according to Dana (2001), effective conflict analysis requires leaders to understand structure. Administrators could focus on six components of the conflict structure: communication channel, crucial urgency, negotiator authority, constituents, number of interested parties, and interdependency. Maxima Marquez (2023) underlined how important it is to communicate, work together, and have a same goal when trying to resolve issues. Therefore, the school campus heads and faculty members should work together to eliminate conflicts in the workplace. Every teacher shall maintain harmonious and pleasant personal and official relations with other professionals, with government officials, and with the people, individually or collectively according Code of Ethics for Professional Teachers, Article III: The Teacher.

The areas of strength and areas needing improvement identified by the respondents in evaluating the managerial skills of school administrators at Palawan State University.

Table 1.e. Summary Table of Overall Mean of the Managerial Skills

Managerial Skill	Overall Mean	Verbal Description
Communication	4.04	Agree
Human Resource Management	3.84	Agree
Conflict Management	3.82	Agree
Financial Management	3.71	Agree

Overall, as shown in Table 1.e, the respondents generally agreed with the statements regarding the four managerial skills of their administrators. Communication skills received the highest overall mean of 4.04, followed by human resource management skills with a mean of 3.84, conflict management skills at 3.82, and financial management skills at 3.71. The data suggests that while the respondents perceive their administrators to have strong managerial skills, there is room for improvement in the area of financial management.

4. CONCLUSION AND RECOMMENDATIONS

Based on the foregoing findings, the present study concludes that:

1. Respondents generally agreed on administrators' skill, particularly in understanding, communicating, and collaborating with colleagues. However, there's room for improvement in temper management during work pressure situations.

2. School Administrators were perceived positively in maintaining a supportive work environment, showing empathy, and recognizing faculty accomplishments.
3. School administrators demonstrated competence in ethical budgeting and transparency measures. There's a need to enhance their financial reporting frequency and provide more training for faculty on budget matters.
4. In terms of their conflict management skills, the school administrators were commended for nurturing positive relationships and proactive problem-solving. So far, there's a notable opportunity to improve remedial actions for daily work problems and refine analytical skills.

After examining the findings and conclusions of the study, the following are strongly recommended to maximize the utilization of the research results:

Firstly, to fulfill the university's vision, mission, goals, and objectives, the Office of the Vice President Academic Affairs may conduct periodic review and evaluation of the implementation school programs, activities, and closed monitoring of work performance of the campus directors. This proactive approach will help address issues in a timely manner.

Secondly, the University's Human Resource Management Office may conduct quarterly performance evaluations for faculty members and campus directors. Gathering feedback from stakeholders is also essential. The results of these evaluations and feedback may serve as the basis for developing intervention programs related to good governance to enhance the managerial skills of the campus directors. To improve their knowledge, abilities, and capacity for managing school finances and resources, reskilling and upskilling activities are crucial. These initiatives should instill in them the

necessary values and guidelines to carry out their responsibilities in a morally sound, prudent, skillful, and efficient manner.

Thirdly, the Palawan State University Campus Directors and Administrators may continue to fulfill their duties and responsibilities. To enhance financial management skills, it is essential to encourage stakeholder engagement, ensuring that all stakeholders participate in the budgeting process, and to make connections with external partners. Also conduct regular financial analyses, careful record-keeping, budgeting, risk management, and ongoing reviews of financial performance to ensure efficient and responsible resource management, it is essential to uphold ethical standards, invest in financial literacy programs, and provide training for faculty and staff members involved in financial management. Also, should plan and initiate resource-generating activities to increase the school's finances, thus enabling the implementation of more programs and projects. Additionally, they should aim to continuously attend leadership seminars and training to further improve their management skills and competences. Lastly, directors may encourage healthy working environment and good relationships with the faculty members, students, parents and stakeholders to attain the university goals and objectives.

Fourthly, faculty members of selected external campuses continue provide support and cooperation with school plans and programs, regardless of individual differences to attain the goals and objectives of the University. Then, respect the decisions of the campus director to maintain good working relationships and peaceful school culture

Finally, to address the gaps, the school administrator and faculty members should uphold the implementation of RA 6713 an act establishing a code of conduct and ethical standards for public officials and employees stipulates under Section 4. Norms of Conduct of Public Officials and Employees that every public official and employee shall observe a)

Commitment to public interest. Public officials and employees shall always uphold the public interest over and above personal interest. All government resources and powers of their respective offices must be employed and used efficiently, effectively, honestly and economically, particularly to avoid wastage in public funds and revenues, and

b) Professionalism. Public officials and employees shall perform and discharge their duties with the highest degree of excellence, professionalism, intelligence and skill. They shall enter public service with utmost devotion and dedication to duty.

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18. CODE OF ETHICS FOR PROFESSIONAL TEACHERS Pursuant to the provisions of paragraph (e), Article 11, of R.A. No. 7836, otherwise known as the Philippine Teachers Professionalization Act of 1994 and paragraph (a), section 6, P.D. No. 223, as amended, the Board for Professional Teachers hereby adopts the Code of Ethics for Professional Teachers.
19. Republic Act No. 6713. An act establishing a code of conduct and ethical standards for public officials and employees.