

# Quality Work Life of Middle Managers in Educational Institutions

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**Abstract:** The dean leads in the attainment of the vision, mission and objectives of an academic institution where he belongs. He establishes structure in relation to instruction, curriculum, and performance assessment. Likewise, he acts for effective implementation of memoranda, issues, policies and guidelines of top officials of the institutions. However, he can execute it best with the support and cooperation of his subordinates particularly the middle managers of the college. The multifarious tasks of the dean must meet the standards prescribed of his work. It is also his task to ensure that the teachers and other school personnel are exposed to more opportunities so that they can be more effective and more efficient in the organization. The dean may find it difficult to achieve all the objectives of the college without the support of the associate dean, department and program chairs and the faculty designated, who are considered the college middle managers. They assisted the dean on all endeavors of the college. Thus, being the college dean, she found it relevant and timely to focus on the assessment of quality work life, leadership potentials and decision-making of her middle managers. Her study covered the quality work life as to their personal and professional characteristics, supervision, and interpersonal skills. Their decision-making skills were also determined in the study. A continuing education program was proposed toward the attainment of quality work life of the middle managers. The descriptive method of research was applied in the study with the questionnaire as the main data gathering instrument. This was supplemented by the interview and focused group discussion. There were three groups of respondents with a total of 468. There were 62 upper managers, 100 middle managers and 306 faculty members who became the respondents of the study. The weighted mean, ranking, step-wise multiple regression analysis, one-way analysis of variance or F test and Scheffe' Test were the statistical tools used to answer the specific problems. The data obtained revealed that the middle managers rated themselves very evidently the quality work life as to personal and professional characteristics, supervision, and interpersonal skills while the upper managers and faculty described the middle managers to evidently possess those characteristics and skills. The personal characteristics, interpersonal, supervision and decision-making skills were the predictors of the quality work life of middle managers. However, the middle managers themselves assessed that very evidently they possessed the decision-making skills and the upper managers and faculty described the middle managers to evidently possess such skill. Thus, the upper managers, middle managers and faculty significant differ on their responses of quality work life, and decision-making skills.

**Keywords:** Work life, Continuing education, Middle managers, Supervision skills, Interpersonal skills, Decision-making skills.

## Introduction

The quality of work is an important component in the quality of work life of every one, like the middle manager. The experiences at work can and often do spill over to affect the non-work activities and lives, just as the non-work experiences sometimes affect the attitudes and performance at work. His decision-making must also be high quality so that he can do his job according to standard. He must exercise positive power which is best characterized by a concern for group goals for helping to formulate and achieve such goals. Middle managers who exercise their power positively encourage faculty and other school personnel to develop the strength and competence they need to succeed as people and as members of the organization. Therefore, middle managers must be sensitive enough and careful in using their power to keep their actions consistent with people's expectations. As a good school manager, he must understand least intuitively, the bases of his power and recognize which to draw on indifferent situations and with different people. He must be aware of the costs, risks, and benefits of using such power. He is expected to fulfill his task of human formation and development in bridging the link between the school and the community. In the pursuit of the tasks, however, the middle manager must know how to use his authority with maturity and self-control in order to avoid impulsive and egotistical display of his power and shun tactics that are unnecessarily harsh on others around him. He may truly serve as an instrument of improving the quality of work life not only of the faculty but also their students who depend on his management, leadership, and decision making. As college leader, middle manager often

applies his skills in influencing people and providing an environment for him to achieve team or organizational objectives. Leaders use power to achieve team or organizational objectives. Leaders use power and persuasion to motivate followers and arrange the work to get things done. They feel comfortable in the use of power and accept the fact that they must be able to influence the behavior of others to achieve goals (Schermerhorn, 2002). The middle managers interpersonal skills include the ability to lead, motivate, manage conflict, and work with others. Interpersonal skills focus on working with people (Slocum, 2002). It is a fact that every institution's most valuable resource is its people. Interpersonal skills are a part of every administrator's job, regardless of the level of authority on the functional area Administrators with good interpersonal skills like to work with people. Fullan (2002) cited that at the heart of the school capacity is the leader that focuses on the development of teacher's knowledge and skills, professional community, program coherence, and technical resources. The leader of the future has to be more attuned to big picture and more sophisticated at conceptual thinking and transforming the organization through people and teams. If the goal is sustainable change in the knowledge society, business and education leaders have increasingly more in common. This convergence requires a new mind and action set for leading complex change. The unique professional characteristics and work attitude are tested on how he will handle it and how brave he was in order to surpass the prevailing condition. With the complexities of the work of a leader, it is important that he knows how to cultivate his positive attitude towards work for him to enjoy the world

that he chooses to join. The professional characteristics of a leader are one of the factors in determining his performance. A leader is evaluated in term of their decisiveness, honesty, integrity, dedication, commitment, initiative, resourcefulness, courtesy, human relations, leadership, stress tolerance, fairness or justice and good grooming. In performing the daily duties and responsibilities of a leader, it can be observed that the kind of work life, leadership and decision-making he possesses is a reflection of his professional and personal characteristics. Moreover, the kind of school he handles and fellow workers he has also reflect his attitude and behavior towards work. To become an effective leader is a matter of focusing on what can be changed to improve classroom instructions, physical facilities as well as attitude of faculty. He has to lead whenever he initiates any change and become the model of adapting to change. How he influences people is the means not the substance of leadership. Thus, a leader must continuously grow professionally to be able to cope with the changing times especially on technology. For a school leader to lead and sustain a culture that support digital age learning, he must become comfortable collaborating as co-learners with colleagues and be good manipulator of technology. He needs to continue his knowledge, training, and skills on the job in order to prepare himself and his institutions for the 21<sup>st</sup> century. Some leaders are efficient and effective while others are lagging in the use of technology. They asked the help and support of the other in order to integrate or maximize the use of technology in their work especially in the preparation of reports. It is on the above premise that the researcher, as a leader herself, has based her study on the quality of work life, and decision-making of middle managers. Having an actual data of those variables may enable the researcher to propose a continuing education program towards quality work life for middle managers. It is her desire to contribute in attaining the objectives of the Commission on Higher Education.

## Objectives of the Study

This study determined the work life of middle managers as to personal professional, supervision and interpersonal skills. The predictors of their work life and their decision skills were also assessed. Moreover, it also determines the significant differences in the responses of the three groups of respondents with regard to the mentioned variables. A continuing education program was proposed toward attaining quality work life and school managers.

### 1. Description of the Quality Work Life of Middle Managers

**1.1. Personal characteristics.** The middle managers must maximize the potential of the young students as well as the faculty. Thus, they must possess the positive values, attitudes and behavior which are inherent in their personal qualities

**Table 1: Quality Work Life of Middle Managers Relative to their Personal Characteristics**

Indicators	Upper Manager		Middle Manager		Faculty	
	WM	VI	WM	VI	WM	VI
1. Appears tidy and orderly in the workplace at all times	3.47	E	3.80	VE	3.51	VE
2. Performs and discharge duties with utmost commitment and dedication	3.25	E	3.82	VE	3.58	VE
3. Displays a genuine interest in the personal social welfare of all members of his/her organization	3.36	E	3.84	VE	3.55	VE
4. Participates wisely in group decision-making and solving conflict	3.17	E	3.80	VE	3.53	VE
5. Build a spiritual working atmosphere conducive to the fostering of harmonious relationships with superiors, colleagues, subordinates, learners, parents, and other stakeholders	3.31	E	3.80	VE	3.54	VE
6. Plans for the betterment and welfare of the subordinates when imposing actions	3.25	E	3.86	VE	3.44	E
7. Works honestly and truthfully with respect to financial matter such as the settlement of his/her debts and other financial obligations	3.28	E	3.84	VE	3.39	E
8. Collaborates and cooperates with others on school and community activities	3.33	E	3.80	VE	3.55	VE
9. Engages in healthy interactions with others	3.36	E	3.84	VE	3.37	E
10. Possesses emotional stability in the workplace in times of difficulties	3.39	E	3.77	VE	3.37	E
<b>Composite Mean</b>	<b>3.32</b>	<b>E</b>	<b>3.82</b>	<b>VE</b>	<b>3.48</b>	<b>E</b>

Legend: WM-Weighted Mean VI-Verbal Interpretation  
VE-Very Evident E-Evident

As contained in the table, the upper manager described the personal characteristics of the middle managers to be evident which indicated that the latter appeared tidy and orderly in the work place at all times. It obtained a weighted mean of 3.47. It appeared that the upper managers have seen that the majority of the middle managers were concerned of their personal grooming. Thus, they wanted to look clean and they also made it a point that the school environment including the classroom is speck and orderly. This is in conformity with Luistro's (2011) statement that the leaders must live by example. If they are clean and orderly in the school, it follows that the faculty and students are also personally clean and organized. The upper manager rated that the middle manager possessed emotional stability in the workplace in times of difficulties which has a weighted mean of 3.39. Consequently, the upper managers believed that the middle managers were emotionally matured since they were able to identify and solve complex problems on issue in the school. As cited by Dessler (2001), the school leaders must be good in identifying the most important part of a complex problem on issue. Participating wisely in group decision-making and solving conflict got the least weighted mean of 3.17. The upper manager rated evidently that the middle managers were able to join and be part of solving conflicts and giving final decision in the school. This is line with Newstrom's

(2003) idea that the school leaders must participate in decision-making. On the other hand, the middle managers themselves described their personal characteristics to be very evident. They believed that they planned for the betterment and welfare of the subordinates when imposing actions. Having the second highest weighted mean of 3.84, they described that they displayed a genuine interest in the personal, social welfare of all members of their organization and they worked honestly and truthfully with respect to financial matter such as the settlement of their debts and other financial obligations and they were engaged in healthy interactions with others. The findings showed that they believed that they participated in different professional organizations since they can plan for the betterment and welfare of the subordinates and they performed and discharges their duties with utmost commitment and dedication. This finding is in line with Dessler's (2001) idea that the school leaders must be committed to their work to bring out the best in people and in attaining the plans of the school. On the part of the faculty-respondents, they described six personal characteristics of their middle managers to be very evident and four items to be evident. They described their heads to be very evident in performing and discharging their duties with utmost commitment and dedication. This garnered the highest weighted mean of 3.58. Apparently, the faculty observed that their middle manager was focused on their work. They stayed even after hours to check if everything in the school campus was in order. They were not selfish in sharing or updating them of new trends, strategies and approaches as well as new educational policies. Displaying a genuine interest in the personal, social welfare of all members of their organization and collaborating and cooperating with others on school and community were the personal characteristics observed by faculty to be very evidently possessed by their middle managers. It obtained a weighted mean of 3.55, this is a clear indication that the faculty have seen that their head possessed. They also noted that their head was supportive of the community projects and activities. This is in line with Seyfarth's (2003) statement that school heads must effectively establish school community networks and improvement of other school related programs. Engaging with healthy interactions with others is evident but got the lowest weighted mean of 3.37. Undoubtedly, faculty has seen that not all middle managers were active in giving feedbacks, suggestions and recommendations during school meetings or conferences. Others were just listening and taking notes. According to Luistro (2011), the school heads must not be confined in their offices, but out in the school where the action is. He should be involved in professional organizations to have more interactions with members, other school heads, supervisors and other high-ranking officials. The composite mean of 3.48 indicated that the faculty-respondents described their middle managers to evidently possess the personal characteristics. They are really committed to their work, orderly in the school, and support community activities. As cited by Luistro (2011), the school head must have direct link to the community who will open the door for more stakeholders to invest in education.

**1.2. Professional Characteristics.** Effective schools highlight the professional qualities of middle managers. They have to act as good examples. Table

2 reflects their quality work life relative to their professional characteristics.

**Table 2: Quality Work Life of Middle Managers Relative to Their Professional Characteristics**

Indicators	Upper Manager		Middle Manager		Faculty	
	WM	VI	WM	VI	WM	VI
1. Has a well-defined goals or objectives in attaining the vision and mission of the school	2.86	E	3.80	VE	3.40	E
2. Has a very define objective to aim for professional growth	3.30	E	3.75	VE	3.40	E
3. Builds a community of learners among teachers	3.00	E	3.86	VE	3.43	E
4. Is fair and objective in dealing with teachers, students, parents and other stakeholders	3.25	E	3.86	VE	3.43	E
5. Assess and analyzes the needs and interest of teachers and other school personnel	3.06	E	3.70	VE	3.46	E
6. Participates in the management of learner behavior within the school and other school related activities done outside the	3.42	E	3.68	VE	3.38	E
7. Submits quality reports such as supervisory Reports and Annual Accomplishment Reports as required ahead of schedule	3.03	E	3.61	VE	3.54	VE
8. Disseminates important Dean's orders, memoranda's and advisories to teachers and other stakeholders	3.39	E	3.70	VE	3.39	E
9. Holds meeting for faculty, students, and parents regarding updates on the curriculum, school programs and projects and student welfare	3.39	E	3.70	VE	3.39	E
10. Develop programs and projects for continuing personal and professional development including moral recovery and values formation among teaching and non-teaching personnel	3.17	E	3.64	VE	3.39	E
11. Accepts and follows organizations rules and regulations	3.11	E	3.80	VE	3.42	E
12. Demonstrates dedication and loyalty to the organization	3.25	E	3.84	VE	3.37	E
<b>Composite Mean</b>	<b>3.32</b>	<b>E</b>	<b>3.82</b>	<b>VE</b>	<b>3.48</b>	<b>E</b>

Legend: WM-Weighted Mean VI-Verbal Interpretation  
VE-Very Evident E-Evident

Looking at the table, it can be noted that the upper manager described the middle managers to evidently possess the professional characteristics. Having the highest weighted mean of 3.42, they observed that the latter participated in the management of learner behavior within the school. This is an indication that the upper managers were aware that the middle managers were actively supporting the different student activities either held in school or outside the institution. They send student participants in journalism contest, sports competition, math and science quiz and fair

and other related activities to develop the wholesome personality of every student. As cited by Dessler (2001), the school heads must have the quality of bringing out the best in people. They should be committed to success and development of every student and teacher in the school system. Disseminating important Dean's orders, memoranda and advisories to faculty, holding meetings for faculty, students and parents regarding updates on the curriculum, school programs and projects, and student welfare got the second highest weighted mean of 3.39. It appears that the upper managers have seen that the middle managers evidently disseminate important information and updates to faculty, parents and other concerned stakeholders. This is in line with Jacobson's (2003) idea that a school head must be a wise, transparent and discrete executive who handles parents, teachers and students with tact, fairness and skill especially during meetings. Least rated by the upper managers with a weighted mean of 2.86, they indicated that evidently the middle managers have a well-defined goals or objectives in attaining the vision and mission of the school. Presumably, the former observed that the latter were focused in implementing the school. They plan different objectives to attain the set goals. This is in line with Davis' (2003) statement that effective school heads must have a strong vision of what their schools can be, and they encourage all staff to work toward realizing the vision. They hold high expectations for both student achievement and staff performance. The composite mean of 3.32 showed that the upper managers described the middle managers to evidently possess the professional characteristics. They noted that the latter were active in participating in different school activities to attain the goals, vision and mission of the school. They have a very definite objective to aim for professional growth and build a community of learners among faculty and students. This is similar to the study of Bichnel (2008) that the school heads have the initiatives for professional development. To be effective school heads, they apply best practices and build team commitment to attain the goals and objectives of the school. However, the middle managers indicated that they were fair and objective in dealing with faculty, students, parents and other stakeholders. This got a weighted mean of 3.86 which ranked first among the indicators. Undoubtedly, most of them believed that they treated equally every stakeholder in the school specially the faculty. They are after their welfare thus; they recommend them for promotion and recognition. According to Schermerhorn (2002), the quality of life of employees is influenced by how the manager treats people at work. Good management has the potential to enhance the quality of life of both the employees and manager. They described that they demonstrated dedication and loyalty to the organization. This obtained a weighted mean of 3.84. They believed that they were committed professionals who started from being simple faculty and were designated after years of teaching experience. They were proud to be middle managers thus, they think of staying to the organization up to their retirement in the government service. This is similar to Bichnel's (2008) study that the school heads were committed in performing their tasks and responsibilities where they were assigned as school managers. Submitting quantity reports such as supervisory reports and annual accomplishment reports as required ahead of schedule was least rated by the middle managers with a weighted mean of 3.61. It appears that the middle managers believed that they

were not able to submit required reports ahead of time because of some extra added tasks by the dean. This is line with Logsdon's (2003) idea that the school heads must be well equipped especially in writing and submitting reports ahead of time. They should also utilize and designate some teachers to work with their reports to inspire and give them confidence and experience in writing reports. The composite mean of 3.82 revealed that the middle managers evidently possess the professional characteristics. They believed that their objective in dealing with the different stakeholders of the school and their commitment to their work enables them to attain the objectives, vision and mission of the school. According to Kessler (2004), the school heads make things happen to achieve organizational goals. They are the ones accountable for educational outcomes. On the part of the faculty-respondents, they described that the middle managers submitted quality reports such as supervisory reports and annual accomplishment reports as require ahead of schedule. This got the highest weighted mean of 3.54. Undoubtedly, they noted that the middle managers were submitting required reports on time. They give time in doing it and they even requested some of their faculty to work just to submit the reports. They have the skills in doing the reports due to their experience as middle managers. Building a community of learners among teachers was very evident professional characteristics of middle managers as rated by faculty. This got a weighted mean of 3.52, apparently, they noted that the middle managers were able to work and deal with and other stakeholders harmoniously. They communicate often to minimize problems and they were transparent in accepting feedbacks and suggestion. This is in conformity with Davis (2003) which described that school heads must be open to positive and constructive feedback aimed at solving problems and improving relationship with faculty and students. Least rated by faculty with a weighted mean of 3.37 they described that evidently the middle managers have demonstrated dedication and loyalty to the organization. Probably, some faculty observed that there were some middle managers that were not that focused on their work and responsibilities in the school. This is in line with Goodland's (2003) observation that some schools heads were not so prepared for instructional leadership thus, they could not play in creating a school environment where everyone's concern is learning and achievement. The composite mean of 3.42 revealed that the faculty observed evidently that the middle managers possessed professional characteristics. They were able to accept and follow the organizations rules and regulations as well as analyze the needs and interest of faculty and other school personnel. This is in line with Davis (2003) that the school head must be interested in monitoring the individual and collective achievements of students. They must have a strong vision of what their schools can be should encourage the staff toward realizing the vision of the school.

**1.3. Supervision Skills.** The focus of attention of supervision skills is for middle managers to promote closer relationships between the faculty and students. Table 3 contains the quality work life of middle managers relative to their supervision skills.

**Table 3: Quality Work Life of Middle Managers Relative to Their Supervision Skills**

Indicators	Upper Manager		Middle Manager		Faculty	
	WM	VI	WM	VI	WM	VI
1. Surveys the school system in order to discover problems of the students, faculty and resources	3.03	E	3.59	VE	3.27	E
2. Conducts action research to remedy weaknesses and recommends possible solutions to identified problems	2.39	SE	2.77	E	3.27	E
3. Provides on collegial manner, timely, accurate and specific feedback to faculty regarding their performance	3.11	E	3.57	VE	3.32	E
4. Recommends faculty to attend trainings/workshops to improve the total teaching-learning process	3.33	E	3.70	VE	3.49	E
5. Helps faculty to develop and adequate instrument to measure teaching-learning process	3.11	E	3.52	VE	3.45	E
6. Set up standards of attainment necessary for appraisal of faculty' progress and students learning	3.08	E	3.61	VE	3.44	E
7. Observes classes and provides post conference to recognize faculty work as well to give recommendations	3.25	E	3.39	VE	3.49	E
8. Assists faculty in implementing existing curriculum	3.17	E	3.68	VE	3.48	E
9. Handles critical matters in school with strict confidentiality	3.28	E	3.70	VE	3.44	E
<b>Composite Mean</b>	<b>3.08</b>		<b>3.50</b>		<b>3.40</b>	

Legend: WM-Weighted Mean VI-Verbal Interpretation  
VE-Very Evident E-Evident SE-Somewhat Evident

In terms of supervision skills, the upper managers noted that it was evident for the middle managers to recommend teachers to attend trainings/workshops to improve the total teaching-learning process. It obtained the highest weighted mean of 3.33. The former often recommend them to participate in seminar-workshops to update themselves of new issues, approaches and methods relative to instruction. As mentioned by Ornstein (2005), it is the task of the school head to recommend the teachers to attend seminars, workshops and trainings that may uplift the professional growth of teachers. Handling critical matters in school with strict confidentiality was rated evident by the upper managers with a weighted mean of 3.28. Consequently, the upper managers noted that the middle managers were trying to settle the problems of faculty and students in their office. They keep the records and as much as possible these problems were handled with confidentiality. However, there are some cases in which the problem is known by others because of those persons concerned. As mentioned by Dessler (2001), it is important that the school head supervises problems with firmness and able to make decisions promptly and correctly. Least rated with a weighted mean of 2.39, the upper managers noted that the

middle managers somewhat evidently conducted action research to remedy weakness and recommend possible solutions to identified problem. Probably, the former observed that only some of the latter have the interest to write a research study to address a pressing problem on concern of the faculty, students and parents. This is the advocacy of the college that an action research can be conducted so that problems in the department may be given solutions based on actual data. The composite mean of 3.08 showed that the upper managers have seen that the middle managers were observing classes and providing post conference to recognize the faculty work as well as to recommend fitting suggestions. The latter also assisted the faculty in implementing existing curriculum and help them to develop an adequate instrument to measure teaching-learning process. This finding is line with Ornstein's (2005) idea that the school heads have multifarious functions of supervision like training, inspection and research. On the part of the responses of middle managers themselves, they stated that very evidently that they recommend faculty to attend training/workshops to improve the total teaching-learning process and they handled critical matters in school with strict confidentiality as shown in the highest weighted mean of 3.70. Most of them were after the professional growth of faculty as they have observed it from their dean. Thus, they always recommend the faculty to be given the opportunity to attend trainings/seminars/workshops in the regional, national or even in the international levels. They believed that through it, instruction may be improved and updated especially in applying new attendance or participation of teachers in trainings/seminars may be the best prevailing standard of improving the total teaching-learning situation. Least rated by the middle managers with a weighted mean of 2.77 was on their conduct of action research to remedy weaknesses and recommend possible solutions to identified problems. They felt that not all of them can make or write an action research due to different paper works, reports and activities conducted in the college. They also have to attend to community activities aside from various problems they encountered every now and then in the school. Since they are encouraged to make an action research, some of them have to set time in conducting it especially when the research data will be used to address a pressing problem. As cited by Ornstein (2005), conducting research is one of the multifarious functions of school leaders. The composite mean of 3.50 revealed that they believed that they possessed the quality work life as to supervision skills very evidently. They were doing the different supervision functions such as; observing classes and providing post conference to recognize faculty work as well as to recommend appropriate suggestion and they also provided in collegial manner timely, accurate, and specific feedback to faculty regarding their performance. This is conformity of Barr's (2006) statement that the school heads must possess the supervisory skills such as studying and improving the teaching-learning situation, and evaluating the means, methods and outcomes of supervision. As to the responses of the faculty, they indicated that their middle managers possessed evidently the quality of work life relative to o their supervision skills. Observing classes and providing post conference to recognize faculty work as well as to recommend fitting suggestions and recommending them to attend trainings/workshops to improve the total teaching-learning process had the highest weighted mean of 3.49. The faculty has seen that their middle manager was

doing such supervision function evidently. The faculty experienced to be observed by their middle managers and after the observation; they have to report to the office for post conference as to find out the constructive suggestions of their school head. This is in line with Barr's (2006) idea that the school heads must observe teachers to suggest ways to improve the teaching-learning situation. Surveying the school system in order to discover problems on defects of the students, faculty, equipment, curriculum and conducting an action research to remedy weaknesses and recommend possible solutions to identified problems were least noted by the faculty with a weighted mean of 3.70. They noted that their middle managers were concerned of the students, of their faculty as well as the physical facilities and equipment in the school and the implementation of the curriculum. But, they noticed that not all middle managers were interested in addressing issues, concerns and problem through research. As mentioned by Ornstein (2005) the school heads must study the existing school conditions. They must survey the school system in order to discover problems or defects of the students, faculty and curriculum. It can also be done through research. This obtained a composite mean of 3.40 which showed that the faculty has observed that their middle managers possessed evidently the quality work life as to supervision skills. They have seen them to help them develop an adequate instrument to measure and evaluate students fairly and objectively. They also assisted them on how to implement the new K to 12 curriculums. This conforms to Ornstein's (2005) idea that the school head must observe and assist the teachers to accomplish his purpose and to solve problems that arise in his teaching especially in the implementation of the new curriculum which is within the vision and mission of the educational system. It is also a must that the school head must evaluate the teachers fairly and objectively based on educational aims and objectives.

**1.4. Interpersonal Skills.** This is a skill of a person which can inspire and motivate others to work on their best ability. Table 4 reflects the quality work life of middle managers relative to their interpersonal skills.

**Table 4:** Quality Work Life of Middle Managers Relative to Their Interpersonal Skills

Indicators	Upper Manager		Middle Manager		Faculty	
	WM	VI	WM	VI	WM	VI
1. Treats constituents fairly with cordiality and dignity	3.36	E	3.80	VE	3.41	E
2. Makes smart decisions based on cooperative and democratic efforts	3.28	E	3.86	VE	3.47	VE
3. Accepts suggestions and feedbacks given by supervisors, faculty, students,	3.28	E	3.80	VE	3.46	E
4. Demonstrate ability to empathize with others	3.25	E	3.80	VE	3.52	VE
5. Demonstrate recognition for faculty and staff to sustain integrity, honesty and fairness	3.28	E	3.59	VE	3.44	E
6. Extends moral and financial assistance to students and the community who needs help	3.03	E	3.59	VE	3.37	E
7. Accepts additional assignment from higher authority	3.36	E	3.70	VE	3.40	E
<b>Composite Mean</b>	<b>3.26</b>	<b>E</b>	<b>3.73</b>	<b>VE</b>	<b>3.44</b>	<b>E</b>

Legend: WM-Weighted Mean VI-Verbal Interpretation  
VE-Very Evident E-Evident

Treating constituents fairly with cordiality and dignity and accepting additional assignment from higher authority were rated by the upper managers to be evidently possessed by middle managers with the highest weighted mean of 3.36. Undoubtedly, the former observed that the latter were fair and objective in treating the teachers, students and other stakeholders. Thus, they were also willing to accept additional assignments from other authorities of the institution. Such qualities as observed inspire the stakeholders to continuously work harmoniously in the attainment of school objectives. As cited by Andrade (2010), it is important that the manager is fair and objective in treating the employees to inspire them to work at their best and to take responsibility for their part in moving the team forward. Least rated by the upper managers with a weighted mean of 3.03, was that the middle managers evidently extended moral and financial assistance to students and the community who needed help. This is a clear manifestation that they were helping students who are financially in need. They tried their best to extend financial help specially to deserving students. As a whole, the composite mean of 3.26 showed that middle managers evidently possessed the interpersonal skills. They demonstrated the ability to empathize with others and they were accepting suggestions and feedbacks from them, faculty, students, and parents. As mentioned by Andrade (2010), a manager must possess interpersonal skills to inspire others. They also have to empathized and understand their employees to get the best from them. With respect to the responses of the middle managers themselves, they indicated that they possessed the interpersonal skills very evidently. Making smart decisions weighted based on cooperative and democratic efforts was very evident and given the highest weighted mean of 3.86. They believed that their decisions were done through the help of other stakeholders. They know that participatory decision making is more effective than deciding on their own. They can decide better when it is done by a group. This affirms Fiore's (2011) idea that the success in school and in the workplace is done collaboratively with others. It is evident that they demonstrate recognition for faculty and staff to sustain integrity, honesty and fairness in dealing with others and extending who needed help got the lowest weighted mean of 3.59. It showed that they possessed those interpersonal skills which contributed for faculty to work hard and for students and parents to support the vision of the school. As emphasized by Bahler (2008) interacting with others is as essential building block of management effectiveness. A manager with good interpersonal skills respects people and gets respect in return. The composite mean of 3.73 revealed they believed that they possessed the interpersonal skills which are an important quality and behavior. They were able to treat their constituents fairly with cordiality and dignity and accepted special assignments 'from their superiors and other higher authorities. This is in conformity with Bahler's (2008) idea that a strong interpersonal skill is needed for management effectiveness as well as to manage conflict. According to the faculty - respondents, it is evident that middle managers demonstrated ability to empathize with others which obtained the highest weighted mean of 3.52. Apparently, they observed that they were concerned about them as well as the welfare of the students. This quality of the middle managers conforms to Andrade's (2010) statement that a manager must have the interpersonal skills to inspire and empathized with others.

Extending moral and financial assistance to students and the community who needed help is evident which got the lowest weighted mean of 3.37. Consequently, the faculty has seen that their middle manager finds ways to help deserving students with financial problems to finish high school. They were there to help the students and other community residents and they look for sponsor to help the students. As cited by Fiore (2011), a good manager assists the employees to solve their problem either financially or morally. The composite mean of 3.44 indicated that the faculty respondents were aware that the middle managers possessed the interpersonal skills evidently. They were able to treat them and other stakeholders fairly with cordiality and dignity. They accepted suggestions and feedbacks given by their upper manager faculty, students and parents. As cited by Bahler (2008), this is a clear manifestation that the school heads have the ability to lead, motivate, manage conflict, and work with others. They respected others and are also liked by them.

### Best Predictors of the Quality Work Life of Middle Managers.

**Table 5:** Predictors of the Quality Work Life of Middle Managers

Quality of Work Life Variables	Regression Coefficient		P values
		$\beta$	
• Personal Characteristics	.08976	.19709	.0020
• Supervision Skills	.09162	.18232	.0057
• Interpersonal Skills	.14347	.17341	.0026
• Decision-Making Skills	.09718	.19418	.0047

R square = 0.15798

F value for ANOVA = 25.0376

Adjusted R square = 0.14749

Significance = .0000

From the ratings given by the faculty and middle managers themselves, they obtained Beta values are 0.17341 to 0.19709 with corresponding p- values of .0020 to .0057 from the ratings given by the upper managers, which are all less than  $p = 0.05$ . Thus, the four variables statistically predict the quality work life of the middle managers. The personal characteristics of school heads registered to be the one of the predictors of quality work life of middle managers. It obtained a beta coefficient of 0.1970 which implied that they possessed emotional stability in the workplace in times of difficulties and they displayed genuine interest in the personal and social welfare of all members of their organization. This showed that they have a good and positive quality of life both in the school and in other places. This finding conforms to Ghillyen's (2009) statement that a manager who thinks of the welfare of others is an indication of a good quality of life of the manager. This is on the same view as emphasized by Schermerhorn (2002) that quality of work life is the overall human experiences in the workplace. A high quality of work life in a workplace expresses a true respect for people at work by offering opportunities to learn and use new skills, room to grow and progress in a career, protection of individual rights, and pride in the work itself

and in the organization. Another predictor of quality work life was supervision skills with an obtained beta value of 0.1823. It appears that the middle manager was promoting close school-community relationships by communication effectively to staff and other stakeholders in both in formulating educational policies, rules and regulations. This finding is in conformity with Lunenburg's (2010) idea that the school head must effectively promote close-community policies and should be formulated to regulate the control and operation of the school system thus, resulting to good quality of work life. Interpersonal skills also predict their quality work life with a beta value of 0.17341. This was an indication that they were accepting suggestions and feedbacks from upper managers, faculty, students and parents and they empathized with others thus, they felt having a good quality of work life. They strongly believed that interacting with others is an essential building block of management effectiveness. As cited by Schermerhorn (2002), to have a high level of quality work life, the manager must treat people at work extending from beyond those confines of the actual work settings. Decision-making of middle managers also appeared to predict their quality work life with a beta value of 0.19418. It showed that they had explored several approaches in handling problems and shared information and used controls based on mutual trust, respect, and collegiality in experiencing a good quality of work life. They encountered less problems and stress. This is in conformity with Hellriegel's (2002) statement that a manager who can systematically approach various types of decisions based on the nature of the problem to be solved may be able to have a high quality of life. In addition, Newstrom (2003) cited that if employees are participating in decision making in the workplace, there is reduction of occupational stress and the development of more cooperative employee-management relations. Thus, the findings revealed that they performed and discharged their duties with utmost commitment and dedication and were able to adopt best practices in managing and in monitoring school operations, thereby, creating a safe, secure and clean learning environment. They were able to do it because they coordinated all the activities of the school with higher authorities, faculty, students, parents and peers. Aside from it, they made smart decisions based on cooperative and democratic efforts. This affirms Louie's and Smith statement that quality work life comes from work. Thus, the middle managers must respect the high ranking officials, faculty parents, community and students. The faculty needs to feel that they have a role in the decision-making surrounding schools and must be given opportunity to grow.

### Description of the Decision-Making Skills of Middle Managers.

The decision-making skills of middle managers were described in this part of the study. A good leader is one who adopts an appropriate style to suit the needs of the team and organization. Table 6 reflects the description of decision-making skills of middle managers.

**Table 6: Decision-Making Skills of Middle Managers**

Indicators	Upper Manager		Middle Manager		Faculty	
	WM	VI	WM	VI	WM	VI
1. Reduces internal conflicts and inner insecurities to create a safe, orderly and nurturing environment	3.11	E	3.61	VE	3.35	VE
2. Meet with individuals or group to discuss differences and arrives at a consensus	3.39	E	3.61	VE	3.22	E
3. Defines and Diagnoses the problems before giving the solutions and decisions	3.19	E	3.64	VE	3.25	E
4. Compares, evaluates and implements alternative solution selected	3.14	E	3.61	VE	3.42	E
5. Explores several approaches in handling problems	3.39	E	3.59	VE	3.46	E
6. Creates a committee to be part of the decision-making process	3.17	E	3.73	VE	3.38	E
7. Has a desire to lead and willingness to act with courage and deliberation on difficult situations	3.31	E	3.75	VE	3.44	E
8. Determines ethical behavior in decision-making process and respects the rights of others	3.17	E	3.73	VE	3.41	E
9. Shares information and uses controls based on mutual trust, respect and collegiality	3.39	E	3.73	VE	3.45	E
<b>Composite Mean</b>	<b>3.26</b>	<b>E</b>	<b>3.73</b>	<b>VE</b>	<b>3.44</b>	<b>E</b>

Legend: WM-Weighted Mean      VI-Verbal Interpretation  
VE-Very Evident                      E-Evident

According to the upper managers, the decision-making skills of middle managers are evident. They conduct meeting with individuals or groups to discuss difference and arrives at a consensus; explore several approaches in handling problems; share information and using control based on mutual trust, respect, and collegiality which got a weighted mean of 3.39. Undoubtedly, the upper managers noted that the middle managers have to talk to the faculty, students and parents and even to them before they decide on a certain problem or issue, if the problem has to be resolved immediately, still they share it to some faculty before deciding on it. They are aware that they are the responsible for the outcomes of a decision. As cited by Ivancevich (2005), the decision process is highly participative in nature thus; the manager is ultimately responsible for the outcomes of a decision. The upper managers stated that the middle managers have a desire to lead and willingness to act with courage and deliberation in difficult situations. It obtained a weighted mean of 3.31. Probably, former noted that the latter have the ability to lead especially in discussing pressing problems or situations. The latter are ready to face and sole such problem. This is in line with Sanders' (2003) idea that managers have to discuss to the selected individuals who may be able to help in decision-making process. Least rated by the upper managers with a weighted mean of 3.11 concerned on the view that the middle managers evidently reduced internal

conflicts and inner insecurities to create a safe, orderly and nurturing environment. They have observed that the latter were solving conflicts between faculty, students, and parents. They managed to create a healthy working environment in the school in which harmonious relationship exist in the school. This is in conformity with Roberts' (2007) idea that the manger must have the skill to influence, persuade and negotiate with members of the organization. The composite mean of 3.24 revealed that the upper managers have seen that the middle managers evidently possessed the decision-making skills. From their observation, the latter were able to define and diagnose the problems before giving solutions and they created a committee to be part of the decision-making process. This finding is similar to Beltran's (2001) study which indicated that the school heads allowed the division personnel, supervisors, other principals, teachers and students to participate in the decision-making process on educational programs and problems on issues to be resolved. As viewed by the middle managers themselves, their decision-making skills are very evident. They believed that they have a desire to lead and willingness to act with courage and deliberation in difficult situations which got the weighted mean of 3.75. Undoubtedly, they were aware of what is happening in the school situation. Through it, the faculty will feel satisfied of their work and they will professionally grow. This finding is similar skills were needed in planning activities involving faculty. Having the second highest weighted mean of 3.73, they rated that they created a committee to be part of the decision-making process; they had a desire to lead and willingness to act with courage and deliberation in difficult situations; they determined ethical behavior in decision-making process and respects the rights of others and they shared information and used controls based on mutual trust, respect and collegiality. This indicated that they were following a process before deciding like assigning faculty, students and parents to be involved in solving problems. They tried to respects, listen and analyze a certain problem or issue before giving a decision. They also consider the policies and guidelines of CHED and the Civil Service Rules in giving final decision. This conforms to Hellriegel's (2002) statement that a process must be done before making decisions. The problem or issue must be defined, information must be gathered, alternatives must be generated and choose a course of action before deciding on certain problem or issue. Exploring several approached in handling problem was the lowest decision skill of middle managers with a weighted mean of 3.59. It appears that they think of different ways in solving issues and problems in the school. They assigned a committee to analyze the problem, do research investigation about it, and even use an available programmed decision-making available in books and in the worldwide web. As cited by Bazerman (2004), managers may use programmed and non-programmed decision. Programmed decision tends to be repetitive and can be solved through mechanical procedures. The composite mean of 3.67 indicated that their decision-making skills are very evident. They believed that they were able to reduce internal conflicts and inner insecurities to create a safe, orderly and nurturing environment, they have to meet with individuals or groups to discuss differences and arrives at a consensus, and they have to compare, evaluate and implement alternative solutions selected before making a decision. This finding is in conformity with Sanders' (2003) idea that individuals in organizations make decisions from

among two or more alternatives. On the other hand, the faculty-respondents rated the decision-making skills of middle managers to be evident. Having the highest weighted mean of 3.46, the faculty noted that they explored several approaches in handling problems before making a decision. This is an indication that the faculty-respondents observed that they applied varied ways in solving a problem or an issue, there are times when they organize a committee to scrutinize and analyze the problem, an investigation or research is conducted to gather data and even informal interview among faculty, students and parents is also done to determine the veracity and reliability of the problems. According to Ivancevich (2005), before making decisions, manager must find ways to gather more data about the problem or he can apply programmed and non-programmed ways of making decisions. They also noted that the middle manager shared information and used controls based on mutual trust, respect and collegiality. This got a weighted mean of 3.45. Apparently, the faculty became aware of an issue or problem because their middle manager informed them about it, either during meetings or when they are called in the office. This finding is similar to Beltran's (2001) study which revealed that the school head informed the teachers of a problem or issue regarding any stakeholder of the school or about the school performance. Least rated by them with a weighted mean of 3.22 is they noted that their middle managers met with individuals or groups to discuss differences and arrives at a consensus. This is an indication that they have seen that their middle manager was too courageous enough to face and settle differences in the school either by faculty, students, or parents. They had to talk to both parties having conflicts or had to talk to both parties having conflicts. If the problem is not resolved, they requested for the presence of a higher authority to solve such problem. This is another finding similar to Beltran's (2001) study which revealed that the school heads confer with their staff, teachers, students, parents and supervisor to identify a problem or an issue. The composite mean of 3.44 indicated that the faculty observed their middle managers to evidently possess the decision-making skills. They have seen that they had the desire to lead and the willingness to act with courage and deliberation in difficult situations; they also respected the rights of others and reduced internal conflicts and inner insecurities to create a safe, orderly, and nurturing environment. This is in conformity with Bazerman's (2004) idea that managers make decisions every day, and these often decide the success or failure of the firm or institution. Deciding does not always involve problems. It is embedded on the basic management functions such as in planning, organizing, leading and controlling.

**Comparisons on the Responses of the three groups of Respondents on the Quality Work Life of Middle Managers, their Characteristics and decision making skills.**

The responses of the upper managers, faculty and middle managers themselves were composed to determine the difference of their ratings regarding the quality work life, their characteristics as middle managers and their decision-making skills. One-way analysis of variance on F-Test was used to test the null hypothesis. Scheffe Test was also applied for significant differences and to determine the pairs of respondents with different responses.

**Table 7:** Differences in the Responses of the three groups of respondents regarding the Quality Work Life of Middle Managers and their decision-making skills.

Quality Wok Life Variables	Fc	Decision Ho	Interpretation
• Personal Characteristics	129.7	Reject	Significant
• Professional Characteristics	70.393	Reject	Significant
• Supervision Skills	106.688	Reject	Significant
• Interpersonal Skills	44.1556	Reject	Significant
• Decision-Making Skills	61.012	Reject	Significant

Dfb = 2      dfw = 383       $\alpha = .05$       Ft = 3.001

As contained in the table 7, the three groups of respondents differ on their responses regarding the quality work life of school heads as to personal and professional characteristics, supervisory, interpersonal and their decision-making skills. The obtained-values of 44.1556 to 129.7 were greater than the critical F- value of 3.001 at .05 level of significance and two degree of freedom between and 383 degree of freedom within. Thus, the null hypothesis was rejected. The three groups of respondents differ on their responses regarding the four variables on the quality work life as middle managers and their decision-making skills. This may be attributed to the fact that the upper manager and faculty have given the middle managers lower ratings on each item as compared to the higher ratings of the characteristics and skills of the middle managers themselves. These two groups of respondents indicated that the interpersonal skills of middle managers were evident compared to the ratings given by middle manager themselves in which all item were rated as highly evident.

Table 8 shows the pairing of respondents on significant differences on the quality work life of middle managers.

**Table 8:** Pairing of Respondents of Significant Differences on the Quality Work Life and Decision-Making Skills of Middle Managers

Quality Wok Life Variables	Fc	Decision Ho	Interpretation
• Personal Characteristics			
- Upper and Middle Managers	10.367	Reject	Significant
- Upper Managers and Faculty	15.625	Reject	Significant
- Middle Managers and Faculty	22.727	Reject	Significant
• Professional Characteristics			
- Upper and Middle Managers	11.6	Reject	Significant
- Upper Managers and Faculty	5.0	Reject	Significant
- Middle Managers and Faculty	15.454	Reject	Significant
• Supervisory Skills			
- Upper and Middle Manager	8.402	Reject	Significant
- Upper Managers and Faculty	10.312	Reject	Significant
- Middle Managers and Faculty	4.09	Reject	Significant
• Interpersonal Skills			
- Upper and Middle			

Managers	9.405	Reject	Significant
- Upper Managers and Faculty	5.625	Reject	Significant
- Middle Managers and Faculty	15.705	Reject	Significant
• Decision-Making Skills			
- Upper and Middle Managers	8.699	Reject	Significant
- Upper Managers and Faculty	4.375	Reject	Significant
- Middle Managers and Faculty	13.182	Reject	Significant

Critical Scheffe' Value = 2.981

It could be seen that the upper and middle managers, upper managers and faculty, middle managers and faculty differ on their responses regarding the personal characteristics of middle managers. The obtained Scheffe value of 10.0367 to 22.727 were greater than the critical Scheffe value of 2.981 thus, showing differences on their responses. The three groups of respondents differ on their responses in all indicators like in rating that the middle managers were performing and discharging their duties with utmost commitment and dedication which was rated evident by the upper managers and was given very evident rating by the middle managers and faculty. As to professional characteristics, the pairings of the three groups respondents showed significant difference with a computed Scheffe value ranging from 5.0 to 15.454 which were greater than the critical Scheffe value of 2.981. All indicators about professional characteristics were rated evident by the upper managers and rated very evident by the middle managers. The upper managers, middle managers, and faculty differ on their description of the middle managers especially on the submission of quality reports such as supervisory reports and annual accomplishment report as required ahead of schedule. On the same view, the upper and middle managers and faculty have different responses regarding the supervisory skills of middle managers when they were paired to each other. The obtained Scheffe values of 4.09 to 10.4312 were greater than the Scheffe value of 2.981. The upper managers have rated the middle managers much lower than the ratings given by faculty and middle manager themselves like in conducting action research to remedy weakness and to recommend possible solutions to identified problems. Regarding the quality of life as to interpersonal skills of school heads, the three groups or respondents when paired to each other differ significantly with their ratings as shown by the computed Scheffe value of 5.625 to 15.705 which were greater than the critical Scheffe value of 2.981. This rejected the null hypothesis. It appears that the school heads themselves rated their interpersonal skills to be very evident as compared to the responses of supervisors and teachers which were rated only as evident especially in treating their constituents fairly with cordially and dignity. With regard to the responses of the three groups or respondents regarding their description of decision-making skills of secondary school heads, their responses differ when they were paired as to supervisors and school heads, supervisors and teachers, and school heads and teachers. The computed Scheffe value of 4.75 to 13.182 were greater than the critical Scheffe value of 2.981 thus, rejecting the null hypothesis. The findings implied that the school heads described themselves to possess the decision-making skills very evidently-making skills were evident like in exploring several approaches in handling problems and in meeting with individuals or groups

to discuss differences and arrive at a consensus.

### Proposed Continuing Education Program towards Quality Work Life for School Heads

The schools of today need strong leaders. For without them schools have little chance to meet the challenge brought about by the new era, the school today will require a new kind of leaders. Of all the roles performed by the leaders and managers, academic and instructional leadership is the most important. Hence, to cope with the challenge of the new millennium, the output of the study focused on the program that will uplift morale and integrity as a person. The proposed continuing education program towards quality work life was designed to help the middle managers to perform their supervisory functions effectively. Furthermore, this would give them the direction in dealing with the internal and external stakeholders in the sense that their renewed leadership and decision-making skills would result into a more harmonious partnership with all sectors of the society which could lead to the attainment of the department's goal of achieving excellence. Specifically, this output focused on the opportunities which primarily support the weak areas. The suggested design on continuing education program focused on the following areas of concern: professional development which includes supervision skills and decision-making skills. On the personal development, the professional characteristics, interpersonal and personal characteristics will be enhanced to uplift the quality work life of middle managers. Also included in the output are aspects of time management, devotion of leisure time, stress management, fairness, health and spirituality which are factors that could improve their work life.

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