

# Deans' Leadership and Management Skills in the Performance of the College of Teacher Education Among State Universities In Calabarzon

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## Abstract

The study determined the relationship between the profile of the deans and their leadership and management skills with the performance of the College of Teacher Education among State Universities.

It was found out that the mean age of the deans is 57, all are female. Two of them are single others are widow. All are doctorate degree holders. Three of them had been serving for not more than five years while two of them had been designated for more than five years; with respect to the deans leadership, they are found to be very highly skilled whereas the level of Management Skill of the deans demonstrate that they are very high skilled; however the five SUCs have CHED recognition for the BEED and BSED. Only three out of five obtained CHED recognition for their BTTE/BSIE. Two are conferred as Center of Development; In terms of accreditation level of the BEED and BSED, two were granted Level II and III, while one have passed Level IV.

For the BTTE/BSIE, four were awarded Level II and one with Level III accreditation status; with respect to the board performance it was found out that three had 50.99% passing rate, while one with 79.99% passing rate for their BEED and BSED. For the BTTE/BSIE, the board performance reveals that two had a passing rate of 79.99% and one with 64.99% passing rate. As to the employability of the BEED, BSED, and BTTE/BSIE graduates, one SUC claimed 100% employability rate.

There is a significant correlation between age and length of service with integrity but not significantly correlated with the age and civil status for optimism, vision, and innovator. All are significantly correlated with the length of service for leadership. There is no significant correlation between the age and civil status of the deans to their level of management skill, in human resources they are significantly correlated with the age.

And for the length of service, all are significant with the management skills; Age have a significant correlation with board performance and employability; civil status have a significant correlation with the CHED recognition, accreditation and employability; and length of service of the deans has significant correlation with the college's performance.

Dean's leadership are significantly correlated with the college's performance. There is significant relationship between the deans' management skill and the college's performance. Based on the findings they develop educative leadership and management skills as to their profile, develop organizational vision for the college to improve their performance; communicate expectations to improve performance particularly in obtaining CHED recognition and higher accreditation levels.

Keywords: Leadership qualities, Management skills, Performance of the CTE

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## **1.Main text**

### **Introduction**

*“ Leaders don't create followers, they create more leaders.”*

Tom Peters

Issues needing serious attention were on academic context. Academic leadership varied significantly between academic roles on leadership work and leadership effectiveness, indicating that the academic leaders differed by role behavior and role expectations. Academic leaders also varied significantly between sectors on support for leadership development, indicating that academic leaders differ by types of universities.

State Universities are traditionally chosen using three key approaches, namely, through appointment, selection or election. Often times deans are chosen based on academic rank and experience in a university, not necessarily as a leader. As a middle top management position in the faculties or schools, deans leadership requires

professional qualities such as academic leadership, effective leader administration, being a resource developer, evaluation expertise and as planning specialist, community development consultant, and as a human relations developer

Leadership and management must go hand in hand. They are not the same thing. But they are necessarily linked, and complementary. Any effort to separate the two is likely to cause more problems than it solves.

It is within this context that the researcher focus in this kind of study, To find out the Deans' leadership and management skills in the performance of College of Teacher Education among State Universities in CALABARZON.

### **Theoretical Framework**

To provide anchor and support for the present investigation, the following theories are cited:

Frederick Winslow Taylor (1880), known for his Scientific Management theories which is based on the four principles: the development of scientific method of designing jobs to replace the old rule-of-thumb methods; the scientific selection and progressive teaching and development of employees; the need to study worker strengths and weaknesses and to provide training to improve performance, the bringing together of scientifically selected employees and scientific development of designing jobs. Taylor believed that scientific management is a philosophy about the relationship between people and work, not a technique or an efficiency or an efficiency device. It is based on the concern not only for a proper design of the job but also for the worker.

According to Avolio (2009) the full-range theory of leadership is a component of transformational leadership, which enhances motivation and morale by connecting the employee's sense of identity to a project and the collective identity of the organization

Management by Objectives (MBO) is another theory utilized in this study, first popularized by Peter in his (1954) book "Practice of Management", MBO is a process of defining objectives within an organization so that management and employees agree to the objectives and understand what they need to do in an organization in order to achieve them

The essence of MBO is participative goals setting, choosing course of actions and decision making. Applying these theories in the work setting set the stage for their competitive edge in managing SUCs in CALABARZON.

### **Statement of the problem**

The study aims to determine the relationship of the profile of the dean's and its leadership and management skills with the performance college of Teacher Education among State Universities in CALABARZON.

Specific questions were formulated to seek answers on the given problems:

1. What is the status of the Deans' profile along:
  - 1.1 Age
  - 1.2 Gender
  - 1.3 Civil Status
  - 1.4 Highest Educational Attainment
  - 1.5 Length of Service as Dean?
2. What is the mean level of the deans' leadership as to:
  - 2.1 Integrity
  - 2.2 Optimistic
  - 2.3 Visionary
  - 2.4 Innovator?
3. What is the mean level of management skills as to:
  - 3.1 Conflict Management Skills
  - 3.2 Stress Management Skills
  - 3.3 Human Resources
  - 3.4 Change Management Skills?
4. That is the level of performance of the College of Teacher Education among State Universities in terms of:
  - 4.1 CHED recognition
  - 4.2 Accreditation
  - 4.3 Board Performance
  - 4.4 Employability of graduates?
5. Is there a significant relationship between the profile of the dean with and their leadership and management skills?
6. Is there a significant relationship between the performance of the college and the dean's leadership and management skills?

### **Research Methodology**

The descriptive method was utilized in this study. Descriptive statistics are very important because if raw data would only be presented, it would be hard to visualize what data will be shown. Descriptive Statistics therefore enables to present the data in

a more meaningful way, which allows simpler interpretation of the data, (Babbie, 2009).

The study seeks to determine through an evaluation process the perceptions of the respondents with regard to the purpose of planning while the conclusions and recommendations are deduced.

## Results and Discussion

### Relationship between the Profile of the Deans and their Leadership in Management Skills

The table shows a small but positive correlation between the age of the teacher and their level of leadership to integrity. The correlation is significant, ( $r = 0.240$ ,  $p = 0.050$ ). However it was found out that the age of the deans is not significantly correlated with optimism, vision, and innovation as the p-values did not exceed the threshold value of 0.05.

Table 1 Relationship between the Profile of the and their Leadership Skill

Leadership Skill	Age			Civil Status			Length of Service		
	r-value	p-value	Analysis	r-value	p-value	Analysis	r-value	p-value	Analysis
Integrity	0.240 Small	0.050	S	0.141 Very small	0.249	NS	0.479 Mode rate	0.000	S
Optimism	0.127 Very small	0.300	S	0.129 Very small	0.289	NS	0.298 Small	0.000	S
Vision	0.071 Very small	0.564	S	0.002 Very small	0.990	NS	0.412 Mode rate	0.000	S
Innovation	0.021 Very small	0.866	S	0.050 Very small	0.682	NS	0.387 Small	0.000	S

Legend:

- 0.00 to 0.19 Very small
- 0.20 to 0.39 Small
- 0.40 to 0.59 Moderate
- 0.60 to 0.79 Strong
- 0.80 to 1.00 Very strong

As the deans continue to age in the service, they develop consistency in their actions, values, strategies, principles, and expectations. They develop educative

leadership (Zammit, et al 2007) and develop commitment to a moral point of view (Ferre, 2001) to serve the organization. The civil status ( $r = 0.141, 0.129, 0.002, 0.050$ ,  $p = 0.249, 0.289, 0.990, 0.682$ ) of the deans is not significantly correlated with their leadership skills. The degree of correlation ranged from very small to small and the probability levels do not exceed the threshold of 0.05.

The deans' length of service is significantly correlated with their leadership skills as to integrity ( $r = 0.479$ ,  $p = 0.000$ ), optimism ( $r = 0.298$ ,  $p = 0.000$ ), vision, ( $r = 0.412$ ,  $p = 0.000$ ).and innovation. The degree of correlation ranged from small to moderate.

The length of management service of the deans determines their capability to lead a group or unit. The deans have served the designation for a considerable length of time and they manifest sincerity in the performance of their duty.

Table 2 Relationship between the Profile of the Deans and their Management Skill

Management Skill	Age			Civil Status			Length of Service		
	r value	p value	Analysis	r-value	p-value	Analysis	r-value	p-value	Analysis
Conflict	0.200 Small	0.100	NS	0.061 very small	0.621	NS	0.398 Small	0.001	S
Stress	0.201 small	0.098	NS	0.154 Very small	0.205	NS	0.504 Mode rate	0.000	S
Human Resource	0.266 small	0.027	S	0.133 Very small	0.277	NS	0.485 Mode rate	0.000	S
Change	0.152 Very small	0.212	NS	0.138 Very small	0.259	NS	0.530 Mode rate	0.000	S

Legend:

0.0 to 0.19 Very small  
 0.20 to 0.39 Small  
 0.40 to 0.59 Moderate  
 0.60 to 0.79 Strong  
 0.80 to 1.00 Very strong

The age of the deans are significantly correlated with their human resource skill ( $r = 0.266$ ,  $p = .027$ ) The correlation is small but positive. However, the management skills of the deans as to conflict, stress and change management are not significantly with their age.

Since the deans are in middle adult hood, they have the ability to analyze and observe the staff competencies and what and how to motivate them (Armstrong, 2006).

None of the management skills of the deans were found to be correlated with their civil status. Although the correlations are positive, the probability level did not surpass the threshold of 0.050.

The deans' length of service is significantly correlated with their ability to manage conflict, ( $r = 0.398$ ,  $p = 0.001$ ), stress ( $r = 0.54$ ,  $p = 0.000$ ), human resource ( $r = 0.485$ ,  $p = 0.000$ ), and change ( $r = 0.530$ ,  $p = 0.000$ ). Even if the degrees of correlation ranged from small to moderate, still the correlations are significant.

They served the college for a considerable length of time that is why they assume responsibilities for the learning outcomes of students and the deployment of resources to realize school goals (Zammit, et al 2007).. The deans are able to effectively handle task-based conflicts as these leads to better performance. As highlighted by (Kurtzberg et al(2005), there is linear correlation between team performance and task-based conflicts and that task based-conflicts are beneficial to the organization. Moreover, the deans are able to initiate a change structure in the college and are able to communicate clear goals for the college. They manage change in the workplace through participative decision-making (Alvesson & Sveningsson, 2008)

These findings guided the researcher to reject the null hypothesis which states that there is no significant relationship between the profile of the deans and their leadership and management skills.

### **Relationship between the Profile of the Deans in the Performance of the College**

The age, of the deans in the college of teacher education\has significant correlations with the college's performance in terms of board performance. In terms of board performance ( $r = 0.445$ ,  $P = 0.000$ ) and employability of the graduates ( $r = 0.500$ ,  $p = 0.000$ ). However, it was found that the age of the deans has no significant relationship with the performance of the college as to CHED recognition and accreditation level.

As the deans are in their middle age, they are able to translate professional development experiences, into, new educational practices (Silver stein, et al., 2009) that promote high board performance and employability of the graduates. Their commitment also increases as they age because they tend to appreciate their job more and employ strategies to improve board performance and employability of the graduates (Raheem 2009).

Table 3 Relationship between the Profile of the Deans in the Performance of the College

Performance	Age			Civil Status			Length of Service		
	r-value	p-value	Analysis	r-value	p-value	Analysis	r-value	p-value	Analysis
CHED Recognition	0.132 Very small	0.280	NS	0.259 small	0.032	S	0.166 Very Small.	0.172	NS
Accreditation Level	0.038 Very small	0.757	NS	0.280 Small	0.020	S	0.709 Strong	0.000	S
Board Performance	0.445 Moderate	0.000	S	0.320 Small	0.007	S	0.611 Strong	0.000	S
Employability of graduates	0.500 Moderate	0.000	S	0.113 Very small	0.335	NS	0.2566 Small	0.034	S

Legend:

0.0 to 0.19 Very small  
 0.20 to 0.39 Small  
 0.40 to 0.59 Moderate  
 0.60 to 0.79 Strong  
 0.80 to 1.00 Very strong

It was noted that there is significant relationship between the civil status of the deans and the performance of the college in terms of CHED recognition ( $r = 0.259$ ,  $p = 0.032$ ), accreditation level ( $r = 0.280$ ,  $p = 0.020$ ), and employability of the graduates ( $r = 0.320$ ,  $p = 0.007$ ). However, it was found that the civil status of the deans has no significant correlation with the employability of the graduates.

There is significant correlation between the length of service of the deans and the college performance in terms of accreditation level ( $r = 0.709$ ,  $p = 0.0000$ ) board performance ( $r = 0.611$ ,  $p = 0.000$ ), and employability of graduates ( $r = 0.2566$ ,  $p = 0.034$ ). However, there is no significant relationship between the length of service of the deans and the CHED recognition of the different programs in the college of teacher education.

Through the time, the deans are able to develop organizational vision (Thompson, 2003) for the college to improve for the college to improve program accreditation level, board performance and employability of the graduates. The college vision is communicated and the faculty members are made to understand their roles and responsibilities in order to achieve the college goals (Manning & Robertson, 2002).



These findings suggest rejecting the null hypothesis which states that there is no significant relationship between the profile of the deans and the performance of the college of teacher education in the five (5) SUCs in CALABARZON.

Table 4 Relationship between the Deans' Leadership Skills in the Performance of the College

Performance	Integrity			Optimism			Vision			Innovation		
	r-value	p-value	Analysis	r-value	p-value	Analysis	r-value	p-value	Analysis	r-value	p-value	Analysis
CHED recognition	0.262 Small	.029	NS	0.437 Moderate	.000	S	0.459 Moderate	.000	S	0.440 Moderate	.000	S
Accreditation level	0.223 Small	.065	NS	0.500 Moderate	.000	S	0.402 Moderate	.001	S	0.496 Moderate	.000	S
Board performance	0.622 Strong	.000	S	0.008 Very small	.947	NS	0.268 Small	.026	S	0.165 Very small	.174	NS
Employability of graduates	0.495 Moderate	.000	S	0.113 Very small	.356	NS	0.175 Very small	.150	NS	0.041 Very small	.738	NS

Legend:

0.00 – 0.19	Very small
0.20 – 0.39	Small
0.40 – 0.59	Moderate
0.60 – 0.79	Strong
0.80 – 1.00	Very strong

The dean's leadership skill as to integrity is significantly correlated with the college's performance in terms of board performance ( $r = 0.662$ ,  $p = 0.000$ ), and employability of graduates ( $r = 0.495$ ,  $p = 0.000$ ). However, there is no significant relationship between the level of integrity of the deans and the acquired CHED recognition as well as accreditation level.

Deans are able to communicate the expectations to improve performance of faculty and students. This results to positive reactions on the part of the faculty and students (Frattaroli, 2001) that confirm the deans' expectations. Being consistent and trustworthy (Palanski & Yammarino, 2007), the deans are able to guide faculty and students to better performance.

As to optimism of the deans, it was found that being optimistic is significantly correlated to acquire CHED recognition ( $r = 0.437$ ,  $p = 0.000$ ) and accreditation level

( $r = 0.500$ ,  $p = 0.000$ ). However, it was found that the deans' leadership skill as to optimism is not significantly correlated with the college's board performance and employability of graduates.

The deans effectively lead the college to obtain CHED recognition for their curricular programs and higher accreditation levels. This is achieved through academic optimism where the deans feel confident that the faculty and the students will achieve academic success (Hoy, et al., 2006). Being very highly optimistic, the deans engender employee engagement via positive emotion, which then positively influences work performance (McColl-Kennedy & Anderson, 2002, 2009).

The leadership skill of the deans as to being visionary is significantly correlated with the college performance as to CHED recognition ( $r = 0.459$ ,  $p = 0.000$ ), accreditation level ( $r = 0.402$ ,  $p = 0.001$ ), and board performance ( $r = 0.268$ ,  $p = 0.026$ ). However, the leadership skill of the deans as to being visionary is not significantly correlated with the college performance as to employability of graduates.

Deans are very highly skilled in fostering visionary leadership in their respective colleges. Visionary leadership such as empowerment, supporting behavior, and intellectual stimulation are correlated positively with organizational commitment of subordinates (Yuki, 2002). The deans create trusted leader-member relationship and foster higher commitment from faculty and students that leads to CHED recognition and higher accreditation level and board performance.

With regard to leadership skill of the deans in terms of innovation, it was found that being innovative is significantly correlated with CHED recognition ( $r = 0.440$ ,  $p = 0.000$ ) and accreditation level ( $r = 0.496$ ,  $p = 0.000$ ).

The deans set the direction for the college to attain CHED recognition and higher accreditation level. They make innovation happen through effective leadership (Porter, 2013). As pointed out by Obendhain & Johnson, (2004), higher education institutions (HEIs) are producers of innovation. Innovation in SUCs results to CHED recognition and higher accreditation levels, The SUCs capitalize on the abilities of the employees for the improvement of the university's performance (De Jong & Den Hartog, 2007).

The next table shows the relationships between the deans' management skills and the college performance.

**Table 5 Relationship between the Deans' Management Skills in the Performance of the College**

Performance	Conflict			Stress			Human Resource			Change		
	r-value	p-value	Analysis	r-value	p-value	Analysis	r-value	p-value	Analysis	r-value	p-value	Analysis
<b>CHED recognition</b>	0.443 Moderate	0.000	S	0.270 small	0.025	S	0.405 Moderate	0.001	S	0.432 Moderate	0.000	S
<b>Accreditation level</b>	0.275 small	0.022	S	0.311 small	0.009	S	0.247 small	0.41	S	0.571 moderate	0.000	S
<b>Board Performance</b>	0.443 Moderate	0.000	S	0.488 moderate	0.000	S	0.544 moderate	0.000	S	0.329 small	0.006	S
<b>Employability of graduates</b>	0.384 small	0.001	S	0.343 small	0.004	S	0.474 Moderate	0.000	S	0.153 Very small	0.210	NS

Legend:.

- 0.00 – 0.19 Very small
- 0.20 – 0.39 Small
- 0.40 – 0.59 Moderate
- 0.60 – 0.79 Strong
- 0.80 – 1.00 Very strong

There is significant relationships between the dean's management skill as to Conflict management and the college's performance in terms of CHED recognition ( $r = 0.443$ ,  $p = 0.000$ ), accreditation level ( $r = 0.275$ ,  $p = 0.022$ ), board performance ( $r = 0.443$ ,  $p = 0.000$ ), and employability of graduates ( $r = 0.384$ ,  $p = 0.001$ ).

Deans manage conflict in the workplace by listening to the issues, identifying creative means to resolve disputes, and building rapport with the faculty to facilitate completion of tasks. Through these, the college upholds its CHED recognition and uplifts its accreditation level, board performance and employability of graduates.

Significant relationships were noted between stress management skill of the deans and the college performance as to CHED recognition ( $r = 0.70$ ,  $p = 0.025$ ), accreditation level ( $r = 0.311$ ,  $p = 0.009$ ), board performance ( $r = 0.488$ ,  $p = 0.000$ ), and employability of graduates ( $r = 0.343$ ,  $p = 0.004$ ).

The deans effectively plan and delegate tasks in their respective colleges. They know what needs to be prioritized that effectively control stress in the workplace. Good time management skills are critical for effective stress control (Miller, 2013).

These skills lead to higher college performance in the five SUCs.

The table further shows that there are significant relationships between the deans' human resource management skill and the college performance with regard to CHED recognition ( $r = 0.045$ ,  $p = 0.001$ ), accreditation level ( $r = 0.247$ ,  $p = 0.041$ ), Board performance ( $r = 0.554$ ,  $p = 0.000$ ), and employability of graduates ( $r = 0.474$ ,  $P = 0.000$ ).

It was further noted that there are significant relationships between the deans' Change management skill and the college performance in terms of CHED recognition ( $r = 0.432$ ,  $p = 0.001$ ), accreditation level ( $r = 0.571$ ,  $p = 0.000$ ), and board performance ( $r = 0.329$ ,  $p = 0.006$ ). However, there is no significant relationship between the change management skill of the deans and the employability of the graduates.

The deans set examples for the faculty and students to emulate. They embrace and clearly communicate change and change processes. They involve other people in the change process that increases job commitment (Jacobsen, 2013). The deans delegate tasks and set out the purpose of the team and how it will work. In this way the deans and the faculty create a team environment (Krishna, 2015) that foster higher performance.

The findings served as guide in rejecting the null hypothesis which states that there is no significant relationship between the performance of the college and the dean's leadership and management skills.

## Conclusions

Based on the findings, the following conclusions were drawn:

1. The deans develop educative leadership as they age, have the capability to lead, and analyze the staff competencies. They assume responsibilities for the learning outcomes of students and initiate a change structure in the college.
2. The deans develop organizational vision for the college to improve program accreditation level, board performance and employment of the graduates. They translate professional development experiences into new educational practices.
3. Deans communicate expectations to improve performance particularly in obtaining CHED recognition for their curricular program and higher accreditation levels. They involve other people in the change process and create a team environment that foster higher performance.

## Recommendations

Based on the findings and conclusion, the following recommendation are being set forth:

1. The deans' exposure to the various administrative functions in the college enables them to perform their job well. They may be given ample time to subject the BTTE/BSIE program to CHED recognition and review/modify the strategies to increase the college board performance.
2. Having very high levels of integrity, vision, optimism, and innovation, still there is room for the deans to ensure safety in providing people with freedom to be open and honest. They may work to expand extramural funding to support college programs, focus on the unique strengths of every employee at its best, and be more of teacher skilled at both listening and messaging to foster better performance.
3. The deans may devote more time with the faculty to listen and act as mediators when conflicts arise. They may delegate the right task to right people to avoid stress in the form of excessive workloads and last minute work. They may become more people – oriented if they interact more with the faculty to get to know them better and the problems they are facing.
4. Deans may innovate strategies to improve board performance in the three teacher educ. programs. The faculty and students may be exposed to opportunities to improve their craft through seminars and workshops.
5. The administration in the five SUCs may designate the college dean regardless of civil status, age or length of service. But, they scrutinize the leadership skills of the candidates and choose those who are highly optimistic, vision-driven and innovative. Those who better manage conflict in the workplace, stressful situations and are open to change are the ideal characteristics of the leader in the college of teacher education.
6. The administration in the five SUCs may provide full support to the college teacher education in subjecting the BTTE/BSIE program to CHED recognition. Support in terms of technical and financial assistance may uplift the accreditation levels of the three teacher education programs. The placement services unit in the five SUCs may assist the graduates in identifying prospective employers.
7. The deans and the faculty alike may be motivated to develop a deeper to uplift the board performance<sup>3</sup> in the college of teacher education. The deans may assist the faculty in developing an enhanced program of activities for the teacher education students that exposes students to experiential learning.
8. Future studies on the same vein may be conducted in a different setting and incorporating other variables not covered in the present study.

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