

**ADVERSITY QUOTIENT® AND MANAGEMENT SKILLS OF
SCHOOL PRINCIPALS: THEIR INFLUENCE ON
INSTITUTIONAL PERFORMANCE**

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City of Naga

In Partial Fulfillment of the Requirements for the
Degree **Doctor of Philosophy** Major in
Educational Management

**JODEL N. NAPIRE
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CERTIFICATION

This is to certify that the suggestions given by the Panel of Examiners in the dissertation of **JODEL N. NAPIRE** entitled **ADVERSITY QUOTIENT® AND MANAGEMENT SKILLS OF SCHOOL PRINCIPALS: THEIR INFLUENCE ON INSTITUTIONAL PERFORMANCE IN THE DIVISION OF CAMARINES SUR S/Y 2018-2019**, during the defense for his dissertation on February 9, 2019 were complied with.

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Issued upon request of the interested party for reference and for whatever purposes it may serve, on _____, 2019 in the City of Naga, Republic of the Philippines.

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J. N. N

ABSTRACT

Title : ADVERSITY QUOTIENT® AND MANAGEMENT SKILLS OF SCHOOL PRINCIPALS: THEIR INFLUENCE ON INSTITUTIONAL PERFORMANCE

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Key Words : Adversity Quotient®, Management Skills, Institutional Performance

This study was conducted to determine the Adversity Quotient® and management skills of school principals and its influence to institutional performance. The following concerns were looked into: 1) the principal's level of Adversity Quotient® along the CORE dimensions: control, ownership, reach and endurance; 2) the quality of management skills of the school principals along seven aspects: communicating directives, motivating and inspiring, empowering and delegating, managing stress and developing resiliency, managing conflicts, building effective teams and teamwork, and leading positive change; 3) the institutional performance in terms of: leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources; 4) the significant effect of Adversity Quotient® and management skills on institutional performance; 5) the significance of interrelationship among the Adversity Quotient®, management skills and institutional performance; and 6) models to improve the level of Adversity Quotient® and management skills.

The descriptive – correlational type of research utilizing three sets of questionnaires were used to gather primary data from 90 school principals and 180 teachers. Descriptive statistics used were: frequency count, percentage technique, weighted mean and rank order. Inferential statistics such as Spearman's rank of correlation coefficient, Analysis of Variance (ANOVA) and Multiple Regression were employed in testing the hypotheses.

Findings of the study were as follows: (1) The level of Adversity Quotient® of the school principals along CORE dimensions manifested a "low" score on control as well as ownership and origin (61.1%, and 90.0% respectively). However, along reach and endurance dimensions "below average" scores were manifested respectively (30.0% and 39.9% respectively). (2) School principals manifested a very high quality of management skills along; communicating directives, motivating and inspiring, empowering and delegating, managing stress and developing resiliency, managing conflicts, building effective teams and teamwork and leading positive change (4.23, 4.29, 4.27, 4.30, 4.25, 4.29 and 4.27 respectively). (3) In terms of institutional performance; leadership and governance was in maturing stage (1.61). However, schools were in developing stage along curriculum and instruction, accountability and continuous improvement and management of resources (1.47, 1.47 and 1.46 respectively). (4) There were significant relationships in their Adversity Quotient® along control dimension with leadership and governance (0.211,

sig. of 0.046) and endurance dimension with curriculum and instruction principles (-0.362, sig. of 0.000). Along management skills, communicating directives significantly influenced leadership and governance, accountability and continuous improvement and management of resources (0.246, 0.253, 0.252, sig. of 0.019, 0.016, 0.017); empowering and delegating aspect, significantly and highly significantly influenced curriculum and instruction, accountability and continuous improvement and management of resources (0.228, 0.249, 0.272, sig. of 0.031, 0.018, 0.010); managing stress and developing residency significantly influenced accountability and continuous improvement (0.229, sig. of 0.030) and leading positive change significantly influenced curriculum and instruction (0.210, sig. of 0.047); (5) Results of the computations revealed that of the multiple correlations tested, only five individual correlations were noted to have statistical significance. They existed between the following: communicating directives and leadership governance (B=.427; Sig.= .015); motivating and inspiring and leadership governance (B=-.305; Sig.= .048); endurance and curriculum and instruction (B=.427; Sig.= .015); building effective teams and teamwork and curriculum and instruction (B=.013; Sig.= .945). (6) A proposed model program to improve Adversity Quotient® and management skills was developed to wit: DEAL on Adversity Quotient® and systematic approach in management.

Based on the findings, the following conclusions were drawn: (1) The level of Adversity Quotient® manifested significantly less control over

adverse situations and brought about negative actions when dealing with adversities. As a result it affected other aspects of their lives leading to frustration, misfortune and poor decision making and see adversities as a bit dragging either indefinitely, or permanently. (2) School principals demonstrated a very high quality of management skills in all functions. (3) Institutional performance manifested a maturing stage along leadership and governance and developing on curriculum and instruction, accountability and continuous improvement and management of resources. (4) School principals Adversity Quotient[®] and its dimensions significantly influenced institutional performance along: control dimensions on leadership and governance and endurance dimensions along curriculum and instruction. Their management skills significantly influenced institutional performance along: communicating directives along leadership and governance, accountability and continuous improvement and management of resources, empowering and delegating along curriculum and instruction, accountability and continuous improvement and management of resources, managing stress and developing resiliency along accountability and continuous improvement and leading positive change along curriculum and instruction. (5) Adversity Quotient[®], management skills had a greater contribution to institutional performance; and (6) A model program was developed to improve Adversity Quotient[®] and management skills for school principals of DepEd Camarines Sur.

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CHAPTER I

The Problem

Introduction

Philippine education system underwent immense decisions to change from the Basic Education Curriculum to K to 12 Basic Education Curriculum to strategically meet the international standard in education. The transformation of education system poses relatively prevailing and unpredicted millennial changes and challenges. It contests the management skills of school principals and their capacity to make decisions and lead change. It challenges also their ability to promote education that is accessible to all relative to the mandates of the 1987 Constitution. It states that, "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make education accessible to all (EFA)".

The implementation of Republic Act 9155, also known as, "the Governance of Basic Education Act of 2001", provides the mandates of decentralizing the system of school management and recognizes the role of the Local Government Unit (LGU) and other stakeholders as partners in education services delivery. This law was rooted in the principles of shared leadership and governance, process of democratic consultation, accountability and transparency and communication channels to expand linkages among stakeholders.

The birth of School - Based Management (SBM) system empowered school leaders and key school players for shared leadership and governance. Responsibility and decision making over school operations are transferred to school level. The decentralization of the school management was equated to the complexities of the duties and responsibilities of school leaders.

With the countless duties and responsibilities of the school leaders, they need to be well-equipped with the knowledge, skills and right attitudes in dealing with adversities in the workplace. Unproductive administration of complexities and adverse events greatly affect the performance of individual teacher, school children, parents, and even the entire school community systems.

School leaders must be reflective and adaptive in adjusting and responding on the adversity that exists, to events occurring outside the schools' community boundaries, and to the pressure placed in education (both internal and external) for increased accountability. With schools facing increased pressure to improve teaching and learning, the duties and responsibilities in school principals expanded further to include the responsibility for leading school reform that would raise learners' achievements. Success in leading reforms is often hinged upon a school principal's management skills in creating a shared vision within the school community and in implementing organizational structures that engage teachers in decision-making.

School principals' management skills are demonstrated in all aspects of their general duties and responsibilities in administering schools. Management skills have to do with initiating, organizing, planning, motivating and directing the course of actions of the community of teachers for the achievement of the set targets. These roles must be concerned with the quality of instruction, learners' performance, and moral and spiritual tone of the school and the achievement of shared education goals.

Experiences in educational management tend to point out that every school principal has institutional, interpersonal, professional and moral accountabilities, which are inherent in his position. As a school principal, there is the accountability to oneself as a person and as a professional. They also have the obligation to use their managerial position constructively and extend possible assistance to their subordinates to accomplish goals, and utilize resources effectively and efficiently.

School leaders are accountable to the people within the institution not only to his immediate superiors. They must be accountable to their subordinates and to their superiors who assist in performing their administrative functions and the entire institution for quality performance. They also have accountability to the community and with the system of policies and accepted social norms and customs. The school head is accountable for the use of social power to accomplish work according to sets of standard. The ultimate benefactors of such management enhancement

activity framework are students who are entitled to an efficient, effective and economical delivery of education services.

In this context, resiliency and management skills of the school principals have a greater influence in the performance of an institution. It tells how they are faced with adversities arising from the workplace along with the performance of their duties and responsibilities to positively affect their management capabilities to promote development geared towards ultimate performance.

In view of the recorded data of the Division of Camarines Sur of some cases filed against school principals allegedly questioning their management of finances specifically the School Maintenance and Other Operating Expenses (MOOE), minor abuse of their subordinates and sometimes students and issue of temperament on the school issues and concerns.

In the light of the prevailing issues and concerns of the school principals, researcher deemed it necessary to determine Adversity Quotient[®] and management skills and their influence on institutional performance in the Division of Camarines Sur for the School Year 2018-2019. Findings of this study on the level of Adversity Quotient[®] and management skills of the school principals can be utilized to propose models to further enhance their resiliency and capacity to manage institution into greater heights of performance.

Statement of the Problem

This study focused on the level of Adversity Quotient® and management skills of school principals as they influence institutional performance in the Division of Camarines Sur for the School Year 2018-2019.

Specifically, it sought answers to the following questions:

1. What is the principals' level of Adversity Quotient® along the four dimensions:
 - a. Control;
 - b. Ownership and Origin;
 - c. Reach; and
 - d. Endurance?
2. What is the quality of management skills of the school principals along seven aspects;
 - a. Communicating directives;
 - b. motivating and inspiring;
 - c. empowering and delegating;
 - d. managing stress and developing resiliency;
 - e. managing conflicts;
 - f. building effective teams and teamwork; and
 - g. leading positive change?
3. What is the institutional performance in terms of;
 - a. leadership and governance;

- b. curriculum and instruction;
 - c. accountability and continuous improvement; and
 - d. management of resources?
4. Do principals' Adversity Quotient[®] and management skills significantly affect institutional performance?
 5. What is the interrelationship among the Adversity Quotient[®], management skills and institutional performance?
 6. What model program can be crafted based from the findings of this study?

Assumptions

This study was based on the following assumptions:

1. Adversity Quotient[®] determines the level of resiliency of the school principals along CORE dimensions.
2. Management of principals can be determined by a variety of skills.
3. Institutional performance is seen in the light of school management in terms of academics, financial, leadership and management.

Hypothesis

Along with the statement of the problem, the following hypotheses were used to look for an answer:

1. School principals' Adversity Quotient[®] significantly relates to their management skills.

2. School principals' Adversity Quotient[®] significantly affects institutional performance.
3. There is a significant relationship between the level of management skills and institutional performance.
4. Adversity Quotient[®], management skills and institutional performances are significantly interrelated.

Significance of the Study

The results of this study are beneficial to the following:

School Principals. Results of this study will guide them in utilizing the most effective and efficient ways of managing the school community system. Findings will provide valuable information on how to deal with the millennial changes and challenges of administering innovations and fostering development. It will also provide clear insights in understanding their management skills and capacity faced difficulties, challenging tasks, duties and responsibilities as a leader. It will help them further in the development of their management skills and attain mental, emotional and resilient well-being that could lead to the overall quality of management.

Teachers. Results of this study will provide them an overview of the management skills of their respective school principals. As a result, school development in terms of performance will become more visible knowing that the school principals and teachers have a good camaraderie and high altitude of support system exist.

Pupils. Being the prime recipient of the learning system endeavor, they will be benefited with the comprehensive and competent management skills of the school principals who manage the effectiveness and performance development of the teachers.

Parents and Community. Knowing the management skills of the school principals will provide a better coordination between the school, parent and the community, in this way the institution where-in they belong will be easily developed.

Department of Education (DepEd) and Officials. Upon knowing the level of resiliency and management skills of school principals will enable them to provide bright ideas to school leaders in manning the school community system. Results of this study might be used in modifying existing policies and guidelines relative to managerial approach of school principals.

Human Resource Training and Development (HRTD). Results of this study can be utilized in innovating the hiring or promotion of school heads.

Other Researchers. Future researchers may find this study useful and relevant. Results of this study may guide them in the developing their own course of researches.

Scope and Delimitation

The main purpose of this study was to determine the level of Adversity Quotient[®] and management skills of school principals and their

influence on the institutional performance in the Division of Camarines Sur for the School Year 2018-2019.

There were three variables considered in this study namely: Adversity Quotient[®] and management skills as the independent variables and institutional performance as dependent variable.

There were three sets of questionnaires served as the main data gathering tools; 1) Adversity Quotient[®] which was measured through the use of AQ[®]P version 10.0 instruments provided by Dr. Paul G. Stoltz and Peak Learning, Inc., California, USA; 2) Management skills of the respondents were measured using the survey questionnaire on management skills along seven aspects: a) communicating directives, b) motivating and inspiring, c) empowering and delegating, d) managing stress and developing resiliency, e) managing conflicts, f) building effective teams and teamwork and g) leading positive change; and 3) Institutional performance was measured through the use of the revised School - Based Management (SBM), Assessment Process and Tools (APAT) per DepED Order No. 83 s. 2012.

This study was delimited to 270 respondents of whom 90 were School Principal I and II and 180 were teachers. The School Principal respondents were from the central and medium-sized school and the teachers were from the same school of the main respondents (1 primary and 1 intermediate).

Some of the school principals and teachers in the Division of Camarines Sur were not included in this study because it was delimited to central and 1 medium-sized school in a district.

Definition of Terms

The following terms were conceptually and operationally defined so that the readers would have a better understanding of the words used in this study.

Adversity. A state or instance of serious or continued difficulty or misfortunes (Meriam – Webster, 2018). In this study it refers to the state of millennial challenges, distress, difficulty or hardship that school principal's encounters arising from the workplace in the performance of their duties and functions.

Adversity Quotient®. This pertains to the total score obtain on the Adversity Quotient® Profile (AQ®P) version 10.0 developed by Dr. Paul G. Stoltz (2010) use to measure the resiliency of the respondents. Adversity Quotient® comprises of four CO₂RE dimensions which are scientifically formulated by Dr. Paul G. Stoltz. This dimension measures the capacity of the person in facing adverse situations (Stoltz, 2010). In this study Adversity Quotient® refers to the mean score of the school principals on Adversity Quotient® Profile (AQ®P) that would determine how they respond to adverse situations in the school systems.

Control. It measures the ability of the person to perceive control over adverse situations. It is how one manages him over difficulties in life. People who respond to adversity positively will most likely to have a greater performance over one who takes adverse situations a worse scenario to encounter. The more control one has, the more likely one has to take positive actions. Person with higher AQ[®]s perceive they have significantly more control and influence in adverse situations than those with lower AQ[®]s. In this study it refers to how school principals perceive control over challenges and difficulties in the workplace.

O₁wnership and O₂rigin. Ownership is the extent to which the person owns, or takes responsibility for the outcomes of adversity or the extent to which the person holds himself accountable for improving the situation. Person with high AQ[®] will enhance their accountability to control the situation and motivates positive actions while person with low AQ[®] will most likely to blame others and composite a negative action. Origin is something to do with blame. Blame has two benefits to people which help learn from and adapt to situations causing improvement. Accountability is the backbone of action. Those with higher AQ[®]s hold themselves accountable for dealing with situations regardless of their cause. Those with lower AQs deflect accountability and most often feel victimized and helpless.

In this study it dealt on the extent to which school principals holds himself accountable of the results of his actions.

Reach. This is the degree to which the person perceives good or bad events reaching into other areas of life. A Person with high AQ[®] will keep adversity on its place makes adverse events, difficulties, challenges more manageable. Those people with low AQ[®] will affect other aspects of one's life leading to frustration, bitterness, failure, misfortune and may lead to poor decision making. Person with higher AQ[®]s keeps setbacks and challenges in their place, not letting them infest the healthy areas of their work and lives. Those with lower AQs tend to catastrophize, allowing a setback in one area to bleed into other unrelated areas and become destructive. In this study it refers to the school principals' perceived worthy or ruthless situations in the workplace reaching into other areas of their lives as leaders.

Endurance. This is the perception of time over good or bad events and their consequences will last or endure. Seeing beyond even enormous difficulties is an essential skill for maintaining hope. Those with higher AQs have the uncanny ability to see past the most interminable difficulties and maintain hope and optimism. Those with lower AQs see adversity as dragging on indefinitely, if not permanently. In this study it refers to the ability of the school

principals to endure or last in the different adverse situations in the workplace.

Adversity Quotient® Profile (AQ®P). This refers to a self-rating questionnaire used to measure the individual's style of responding to unfavorable situations. It is composed of a series of scientifically engineered questions developed by Dr. Paul G. Stoltz and Peak Learning, Inc. It is an exceptionally robust measure of resilience and the only statistically valid and reliable tool which exist in measuring AQ®. In this study it refers the self-rating questionnaire used to measure the AQ® of the school principals.

Management Skills. Defines as certain attributes or abilities that an executive should possess in order to fulfill specific tasks in an organization. They include the capacity to perform executive duties in an organization while avoiding crisis situations and promptly solving problems when they occur (CFI, 2019). In this study, it refers to the ability of the school principals to manage and create changes in the school community system. It is consisting of identifiable sets of actions to perform and lead to certain outcomes using core set of observable attributes in effective skill performance that are common across a range of individual differences stated below;

Communicating directives. This is the ability of school principal to provide directives and technical assistance to subordinates to achieve institutional goals and objectives.

Motivating and inspiring. This refers to the ability of the school principal in encouraging teachers to enthusiastically perform and involve in the academic actions.

Empowering and delegating. It pertains to empowering teachers to lead and held accountable and responsible for the accomplishment of a given task productively.

Managing stress and developing resiliency. It refers to the ability of the school principals to productively cope with adversities in the workplace and to be self – resilient.

Managing conflicts. This is the ability of the school principal to manage struggles in the workplace and stay on the middle ground of the situations or persons.

Building team and teamwork. This aspect pertains to creating a community of teachers and school community system geared towards a common goals and objectives.

Leading positive change. This refers to transforming school policies, procedures, programs and projects and overall developmental change for the educational systems.

Institutional Performance. It talks about the institutional outcomes of the school community system based from the set of national competency standards of the Department of Education (DepED).

Leadership and governance. This principle refers to educational management with common ideas of achieving its shared vision, mission and goals making them responsive and relevant to the context of diverse environment (DepEd Order #83 series 2012). In this study it refers to the ability of the school principals to manage the institution in accordance to the mandates of School – Based Management (SBM) shared leadership and governance.

Curriculum and instruction. This refers to a teaching - learning systems anchored on the community and learners' context and aspirations to continuously develop and improved (DepEd Order #83 series 2012). In this study it refers to the implementation of the K to 12 Curriculum in the realm of the locality and community needs.

Accountability and continuous improvement. It pertains to a clear, transparent, inclusive and responsive accountability system in place, collaboratively developed by the school community, which monitors performance and acts appropriately on gaps and gains (DepEd Order #83 series 2012). In this study it refers to the accountability system between the school and the community to effectively achieve school performance.

Management of resources. Dealt on managing of resources collectively and judiciously mobilized and managed with transparency, effectiveness and efficiency (DepEd Order #83 series 2012).

Level 1: Developing – structures and mechanisms with acceptable level and extent of community participation and impact on learning outcomes.

Level 2: Maturing – introducing and sustaining continuous improvement process that integrates wider community participation and significantly improve performance and learning outcomes.

Level 3: Advance (Accredited) – ensuring the production of intended outputs/outcomes and meeting all standards of a system fully integrated in the local community and is self-renewing and self-sustaining.

NOTES

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CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the review of available related literature and studies which are taken from the substantial books, journals, magazines, theses, dissertations and internet which are found relevant and helpful to give a better understanding and wider perspective of this investigation.

This study indicated the connections between the ability of the person to be resilient in dealing with adverse situations and management skills as a determining factor for the institutional performance which had already been investigated by other researchers in diverse situations. Significantly, this study had similarities to other researches' conducted; on the other hand, the researcher crafted it in different perspective, so that meaningful result will be gathered. The related literature and studies presented topically to give comprehensive information and provide detailed concepts.

Adversity Quotient®

In the light of the complexities of the world today, many people found workplace more challenging and struggling. Some of them succeed but most are failed to ascent over adversities.

Adversity is one of the most potent forces in life. It shapes one's character, clarifies priorities, and defines person's path. Each person faces a rich variety of adversities every day, ranging from minor hassles to major

setback, even tragedies. The path to success, both in business and in life, is learning how to convert any adversity into a genuine advantage (Stoltz & Weihenmayer, 2010).

Adversity dealt with difficulties of universal life events, as well as the highly sensitive personal experiences of individuals. In the modern workplace, adversity can emerge from everywhere; it can be an internal or external factor, such as pressure from management or superiors, conflict between colleagues, millennial changes and challenges, unfavorable working conditions and diverse perspectives of the people.

Welcoming and addressing adversities into the workplace is critical to the success of every organization. The phenomenal changes and challenges are now affecting the workplace extends far beyond the needs of upgrading performance and coping with increased competition. These profound changes cannot be embraced and integrated without addressing our deepest thoughts and feelings because it requires open-minds and stay resilient over adversities in life.

According to Harriman (2016) Adversity should not be thought as a singular 'absolute' phenomenon, but rather a 'relative' one which occurs as a consequence of varying internal and external factors specific to an individual. Adversity is therefore multi-dimensional. Adversity is a random or expected negative event that is perceived as a threat with regard to being outside of an individual's response capability. It is not seen as specific to

certain areas within an individuals' life, and further reinforces the individual basis on which it occurs.

Dr. Paul G. Stoltz (2010) suggests that to enable the human mind to deal effectively with increasing numbers of adverse situations is an even greater challenge, as it requires human operating system to be strengthened and evolved to deal with the increasing demands of knowledge, skills talents and experiences. New knowledge and skills that an individual learns, cannot be fully utilized, unless they are totally absorbed and integrated into the system.

Adversity Quotient[®] is new in the world of researches; its concept was developed by Dr. Paul G. Stoltz (as cited in Engada, et. al 2017). It is a scientific theory of human resilience. According to Stoltz, AQ[®] determines the ability of the person to succeed in work and in life. It tells how a person withstands adversity and his ability to overcome it. It predicts who will overcome adversity and who will crush, it predicts who will exceed expectations of their performance and potential and who will fall short and predicts who will give up and who prevails. AQ[®] strengthens the effectiveness of leadership and enhances the effectiveness of those subordinates. It also redefines the accountability and how to take ownership for any situation.

The Adversity Quotient[®] is based on the research from cognitive psychology, psychoneuroimmunology, and neurophysiology. Cognitive

Psychology (controls and mastery of one's life) entails that people has different ways of confronting adversities in life and this depends largely on how people react to adversity. People, who feel helpless and unable to react constructively to adversity, suffer, whereas, those who consider it as fleeting and limited, and within their power to do something about, are able to move beyond and above the adversity. Adversity can become their tool for progress and growth.

Neurophysiology (science of the brain) indicates that man is a creature of his own habit, and all habits are learned. New habits can replace old habits and over time, old unused habits usually wither out. In the context of adversity, the ways in which an individual reacts to adversity is learned, and, over time, becomes a habit. If one continues to react in a negative way to adversity, it is the negative habits which get entrenched in the psyche and influence the way one reacts to the next adversity and vice versa.

Psychoneuroimmunology (immune functions) indicates that there is a direct link between one's response to adversity and health – both physical and mental. One 's ability to recover from severe body trauma such as surgery, for example, would not only depend upon the body 's physical health but equally upon one 's perception of being able to cope with.

Adversity Quotient[®] is a science of human resilience. It is the ability of the person to adapt to distress, millennial changes and challenges,

setbacks, troubles, and difficulties in the workplace caused by both internal and external factors. It encompasses the human capacity and ability to thrive in adverse situations and enhance personal, professional and organizational performance when overcome. The more resilient a person, the more effectively and constructively he will be able to respond to life's difficulties, and the more fulfilling life becomes. People who successfully apply Adversity Quotient[®] perform optimally in the face of adversities. In fact, they not only learned from these challenges, but they also respond to situations better, faster and stay resilient over adverse scenarios.

Stoltz (2010) further disclosed that Adversity Quotient[®] embodies two essential components of any practical concept – scientific theory and real - world application. It is the measure of the ability of a person to bounce-back and deal with the negative situation in a positive way. It is the consistent way in which one reacts to obstacles turning to better opportunities in life. Stoltz also found out that AQ[®] has three forms: First, AQ[®] is a new conceptual framework for understanding and enhancing all facets of success. It is built upon a substantial base of familiar research, which offers a practical, new combination of knowledge which redefines what it takes to succeed. Secondly, AQ[®] is a measure of how one responds to adversity which can be understood and changed and can be calculated and interpreted. Thirdly, AQ[®] is a scientifically-grounded set of tools for

improving how to respond to adversity as a result person will know his overall personal and professional effectiveness.

Combinations of these three elements will provide new knowledge, which measures the practical tools that are complete package of understanding and improving one's fundamental components in lifelong ascent.

Generally, people find short of their existing capacity as their accessed capacity does not meet the required capacity as what the workplace demands. This deficiency leads to two alarming trends, firstly the capacity gap fulfillment and secondly the silent toll turmoil caused by dealing with the capacity gap which impacts our performance, attitude, productivity, morale, tenacity and health overall.

Every individual encounter adversity in their daily lives, which have now, began to escalate at an alarming rate due to the complexities that prevail in our system where we live in, one needs to counter minor annoyances to major life altering events (Venkatesh, J. & Shivaranjani, G., 2016).

As adversity intensifies, most people's existing and accessed capacity decreases and it contracts when it needs to expand. It is a contradiction in terms as the required capacity demanded of a person starts to expand, that person's (as with most people) existing and accessed capacities starts to shrink.

Whether we like it or not, adversity is part of our life. Overcoming adversity is one of the biggest obstacles we face. Problem is our consistent companion throughout our whole existence. Regardless of how intelligent we are, we will encounter struggle, challenges, difficulties and at times, heart wrenching moments. Learning to deal and overcoming adversity is what builds character and resilience. Every challenge and every difficulty we successfully confront in life serves to strengthen our will, confidence and ability to conquer future obstacles.

All of us do experience some form of loss, set back or adversity at some point in one's lives. It usually strikes without notice and can hit anywhere; in a relationship, a career, a loved one, health, job, financial status, business etc. Everyone's adversity is unique because it is seen from one's own eyes (Venkatesh & Shivaranjani, 2016).

We overcome number of adversities in our daily existence; our life is full of adversities. Everyday requires our capacity, immense capability and greater measure to deal with the existing adversity. For most of us IQ is inbuilt and EQ can be developed but by reacting in the right manner at the right time which can prove beneficial to one's health, relationships and performance. It not only helps to understand and control oneself but also others. If we are able to channelize our reactions to events in a productive manner, other benefits will follow gradually (Stoltz, 2010).

Furthermore, to overcome adversities in life a person should possess strong characteristics such as persistence, faith, strong will and courage and through that he took down those barriers. Determination and courage could lead to relay our weaknesses to strengths to get through the hardest times.

When overcoming adversity, it builds resilience within a person's heart and soul, and it teaches life skills and lessons. It is something an individual face every day and it filled the world around, and struggles daily with it. Whilst going deeper into overcoming adversity it takes an effect on everyone personality and characteristics.

Resilience as the ability to recover from setbacks, adapt well to change, and keep going in the face of adversity. Resilience is what gives people the psychological strength to cope with stress and hardship. It is the mental reservoir of strength that people are able to call on in times of need to carry them through without falling apart. Psychologists believe that resilient individuals are better able to handle such adversity and rebuild their lives after a catastrophe (Cherry, K. 2017).

Resilience is a concept that has been reaching increasing prominence both within academia and industry over the recent years. The concept of resilience is closely related with the capability and ability of an element to return to a stable state after a disruption and is related to both the individual and organizational responses to turbulence and discontinuities. (Bhamra et al, 2011).

Resilience is a common capacity possessed by individuals, groups or communities that enable them to prevent, minimize or prevail through periods of adversity. Understanding how organizations positively adjust under conditions of adversity and emerge more resourceful (i.e. resilient) will help answer the most pressing questions facing today's organizations and organization theorists.

From Dr. J Venkatesh; G. Shivaranjani (2016) on Adversity Quotient Profile: A Robust Assessment Tool to Measure Human Resilience; has been defined resilience as the ability to adapt in the face of trauma, adversity, tragedy or significant ongoing stressors. Concepts on how to build one's Resilience are receiving significant attention in the current trend. The ongoing terrorist attacks, as well as natural disasters such as the tsunami, hurricane, floods, earthquakes, etc. have highlighted the importance and application of resilience in present times. Resilience is not an inborn trait and being resilient does not mean that you will not experience difficulty or distress but it simply means that adversity will not have an extreme effect which is likely to make one dysfunctional. Resilience involves the capacity to make realistic plans and carry them out, confidence in one's own abilities, skills in communication and problem solving, and a control over one's feelings and impulses. All these influence one's ways of reacting and behaving and can be learned and developed by anyone.

Kendra Cherry (2017) stressed that resilient people are able to utilize their skills and strengths to cope and recover from problems and challenges. These problems may include job loss, financial problems, illness, natural disasters, medical emergencies, and the like. In many cases, they may emerge even stronger than they were before. Those who lack this resilience may instead become overwhelmed by such experiences. They may dwell on problems and use unhealthy coping mechanisms to deal with life's challenges. Disappointment or failure might drive them to unhealthy, destructive, or even dangerous behaviors. These individuals are slower to recover from setbacks and may experience more psychological distress as a result. Instead of falling into despair or hiding from problems with unhealthy coping strategies, resilient people face life's difficulties head on. This does not mean that they experience less distress, grief, or anxiety than other people do. It means that they handle such difficulties in ways that foster strength and growth. She further explained that resilience does not eliminate stress or erase life's difficulties. People who possess this resilience don't see life through rose-colored lenses. They understand that setbacks happen and that sometimes life is hard and painful. They still experience the emotional pain, grief, and sense of loss that comes after a tragedy, but their mental outlook allows them to work through such feelings and recover.

Adversity and resilience are two opposing words that are coupled and meant to develop the person's capacity to cope with uncertainties and

difficulties in life struggles. Philosophically, people cannot be resilient enough if he does not suffered and overcome adversities. It builds the character of a person to positively and constructively dwell on trials and turmoil. Adverse events in life shape the capacity of the person to be resilient. To be resilient is able to develop oneself ability to overcome and face adversities in life.

Numerous studies had been conducted by different resilient people on Adversity Quotient® results of this influence the complex facts of the Adversity Quotient® of the people.

Lloyd Harriman (2016) studied on Measuring Millennials' Adversity Quotient® and Its Correlation with Individual Performance in Project Teams; the study seeks to examine millennials' responses to adversity. Study showed that along the AQP® CORE dimensions: Control, Origin and Ownership, Reach and Endurance. In total of 100 (50 male; 50 female) responses from British millennials were collected. Results from the AQP® showed that millennials possess a moderate AQ®. In addition, no significant differences were found between male and female AQ® scores. This was the same for age with no significant differences being found on the dimensions of CORE and AQ®. However, significant correlations were found between the dimensions of Control and Origin and Ownership as well as Reach and Endurance. The implications of these results are then discussed; providing a fresh insight into how millennials may perform in project teams. With no significant differences being found

between AQ[®] scores and age respectively, it was concluded that a bigger sample size was needed. With regard to their moderate AQ[®] scores, millennials were found to already possess the necessary resilience to be successful in project management. Finally, correlations that were found supported Stoltz's definitions of the dimensions of CORE and provided a number of implications concerning millennials' working performance.

Baroa, E. D (2015) investigated on the Adversity Quotient[®] and Leadership Skills of School Administrators: Basis for Leadership Enhancement Program. The descriptive-correlational method of research was employed. The respondents were the public elementary and secondary school administrators in the division. The data were obtained using the two (2) sets of questionnaires from Dr. Paul G. Stoltz and Peter Northouse (2011), which measures the level of one's Adversity Quotient[®] and leadership skills, respectively. Findings revealed that the degree of correlation between Adversity Quotient[®] and Leadership Skills of School Administrators is Low. This further explains that as the result of Adversity Quotient[®] is Below Average, the data of leadership skills is High. Findings further disclose that one's Leadership Skills is not affected by his level of adversity, since handling adversities are just part of Leadership Skills. However, there found to be a Moderate Correlation between Leadership Skills and Adversity Quotient[®] Reach dimension. The respondents' High Leadership skills help them put setbacks in perspective, resolving them for learning. It is encouraging to know that despite the challenges, troubles, and difficulties the

school administrators were facing, still they managed to lead their respective schools skillfully.

The collaborative study conducted by Capuras, Engada, Inoferio, and Querubin (2016) on 'Adversity Quotient[®] and Perceived Academic Stress as Predictors of the Academic Performance of CDU-CRS Internship Candidates' aimed to investigate the levels of Adversity Quotient[®] and levels of perceived academic stress as predictors of the academic performance of Cebu Doctor's University – College of Rehabilitative Science Internship Candidates. The study was conducted to one-hundred sixteen (116) internship candidates for the College of Rehabilitative Sciences for the second semester of the academic year 2015-2016 of Cebu Doctors' University. The study used the non-experimental and descriptive-predictive design. Two (2) questionnaires were utilized, namely: Adversity Quotient Profile[®] (AQP[®]) by Stoltz and Perceived Academic Stress Scale (PASS) to measure the level of adversity quotient and to measure the level of perceived academic stress, respectively. The midterm grade-point average (GPA) was also obtained to measure the academic performance.

The results showed that majority of the respondents have below average Adversity Quotient[®] (AQ[®]) with a frequency of 59 (50.9%). Moderate level of perceived academic stress was prevalent among the respondents with a frequency of 70 (60.3%). Fair academic performance was prevalent among the respondents with a frequency of 54 (46.6%). In terms of the relationship between the levels of AQ[®] and levels of perceived academic stress, there was a

significant but weak correlation between the two variables with an indirect relationship. Lastly, the levels of AQ[®] and levels of perceived academic stress had a low significant effect on academic performance with 8.3%. The data gathered concluded that the predictive ability of Adversity Quotient[®] and perceived academic stress on academic performance is weak.

Findings gained from the study of Isidro and Ablana (2015) on Correlation Between Adversity Quotient[®] and Job Performance of LGU Employees of Tayabas City: Input to Effective Public Personnel Management was conducted to determine the relationship of Adversity Quotient[®] and job performance of the City government employees in Tayabas. Specifically, the study sought to answer the following: the demographic profile of the employees, the Adversity Quotient[®] of the employees; the relationship between demographic profile and AQ[®]; and the relationship between AQ[®] and job performance. Findings showed that employees' job performance is not significantly related to Adversity Quotient[®]. However, educational attainment and position correlate with the AQ[®] Control dimension. In general, the study suggested that adversity quotient[®] does not dictate how an employee performs at work and does not impact job performance. Furthermore, this study recommends that the current administration of the City of Tayabas may look to incorporate Adversity Quotient[®] in their working environment, to improve the hiring process and the employees' state of mind in handling difficulties in the different fields of work on developing the organizational performance.

This study of Rafols (2015) was primarily aimed at investigating the relationship between the Student Affairs and Services administrators' selected demographic profile in terms of age, sex, civil status, socio-economic status, educational attainment, and years of work experience and their Adversity Quotient[®] profile (AQP[®]) overall results in terms of the following CORE dimensions: control, ownership, reach and endurance. The results of the study showed the need for a leadership management training design to enhance leaders who have been found to have low and below average Adversity Quotient[®] level in CORE dimension: control, ownership, reach, and endurance. Simultaneously, the need to increase frequency on transformational behaviors and decrease the frequency of transactional and passive/avoidant behaviors among Student Affairs and Services administrators must also be addressed. Along the process, these leaders can positively influence their associate's awareness of what is important, and move them to see themselves and the opportunities and challenges of their environment in a new way.

The work of Aquino (2013) was conducted to determine the relationship of adversity quotient, leadership style and performance of secondary school heads and commitment to organizational values of teachers in the Province of Tarlac. The following concerns were looked into: the school heads' adversity quotient, leadership styles and performance, commitment of teachers to organizational values and the relationship among these variables; the influence of adversity quotient and leadership style to performance and commitment and;

a model showing the nature of influence of adversity quotient and leadership to performance and commitment.

The researcher used descriptive-correlational research design which made use of three sets of questionnaire was utilized in this study. Questionnaires include the adversity quotient profile, the Multi Leadership Questionnaire and the Organizational Commitment Questionnaire. The respondents of the study were the 62 secondary school heads 328 teachers of the Division of Tarlac Province.

Findings showed that secondary school heads have significantly little control and influence in adverse situations. Their leadership styles as to transformational and transactional have the same descriptive level. However, the computed grand mean for transformational leadership is higher than in the transactional leadership.

In terms of the performance in National Achievement Test (NAT), the overall computed mean was on the average level.

Generally, commitment to school, teaching work, teaching occupation and work group work of teachers were above average. Overall level of commitment of teachers to organizational values is relatively high.

Endurance of the school head was significantly and positively related to idealized influence – behavior, inspirational motivation. Intellectual stimulation as significantly and positively related to critical thinking and overall NAT. There was a significant negative relationship between school heads' ownership and

teachers' commitment to work group and overall commitment. Ownership negatively influenced performance in

Mathematics, English, Science and overall NAT. As to transformational leadership, intellectual stimulation positively influenced performance in all components of as well as in the overall NAT. In terms of transactional leadership, contingent reward negatively influenced performance in Mathematics, Science and overall NAT.

Ownership negatively influenced teachers' commitment to school, commitment to work group and overall commitment, but Endurance positively influenced teachers' commitment to school.

The study of Williams (as cited in Aquino 2013), investigated on the relationship between principal response to adversity and student achievement, the results of this study showed that students attained higher achievement scores in schools with higher AQ principals. The study also found that teachers' perceived control over their work environment may influence principal/teacher relationships and student achievement. These findings suggest that principal response to adversity may influence school climate, teacher self-efficacy, and student achievement. The interview data supports the quantitative findings, and adds a rich description of the manner in which principals view educational adversity and their response to it.

These findings are important because individual adversity response is learned, and therefore can be changed and improved. By increasing educators'

knowledge and understanding of educational adversity and AQ, school culture, teacher self-efficacy, and student achievement can be positively influenced, ultimately resulting in a more successful school.

Canivel (2010), conducted a study on the Principals' Adversity Quotient[®]: Styles, Performance and Practices, results showed that the generated principals' adversity quotient[®] profile (AQ[®]P) of the private schools in Rizal had an average descriptive interpretation. Among the four dimensions of adversity quotient[®] ownership scored below average and the remaining dimensions; control, reach and endurance had the same average scores. The researcher observed that the principal-respondents gave too much blame to the origin and cause of the problem. With low AQ[®], the tendency is to blame oneself (Stoltz, 2010) but with high AQ[®] the individual learns one's behavior to become smarter, a character of a person with high self- worth.

Principals' responses when classified according to leadership styles results showed that participating leadership style ranked 1st, followed by selling leadership style, delegating leadership style, and telling leadership style. The principal respondents maximized the quantity and quality of performance and found out that participating style is an ideal approach to lead people and is currently used by most principals interviewed. From the interviews conducted among the principal respondents, four themes emerged with regards to performance. These were concerned for: personality of the principals, association with colleagues, workplace and effectiveness. The principals' performance

resulted having a positive relationship with adversity quotient. Adversity quotient has a positive relation with the school practices of the principals. It affects their entire endeavors, plans and practices in their school.

The researcher likewise organized the responses of the principals on the various sharing regarding the practices applied in their respective schools. The prevailing practices define clear directions through constant reviewing of the vision-mission statement was the primary concern of the principals. Major responses focused on the student-teacher centered. From the result, adversity quotient profile affecting the principals' performances and practices in their schools was determined. Adversity quotient has a positive relation with school practices. Principals who responded to AQ[®] as an opportunity and with a sense of purpose will succeed in the entire endeavors he plans to put into practice in the school.

Another interesting study was conducted by Sachdev (2009) on "Effectiveness of an Intervention Program to Develop Adversity Quotient[®] of Potential Leaders" pointed out that the intervention Program has been effective in increasing the AQ[®] level of potential leaders as compared with a control group taken from the same population. Qualitative responses reveal specific areas and strategies that participants have found more beneficial.

The complete Intervention Program has been presented along with all exercises, handouts, instructions and PowerPoint presentation. On the basis of the results of quantitative analysis and qualitative feedback, the intervention

Program has been re-designed to include suggestions made by the participants. The redesigned intervention Program was presented, along with a manual for its use, in the accompanying CD. The researcher recommended three different approaches to develop a person's resilience': 1) A formal 'Program' approach – the researcher recommended that in developing adversity quotient® it should be done as a series of Program. Time between the sessions should be used to instill ideas, strategies that evolve into practices. 2) On-going coaching and mentoring -The researcher recommended that the development of AQ® should not be a one-off intervention Program. Participants should be trained to identify their own reactions to adversity to understand, what are the barrier that are stopping them from reacting in an appropriate manner to the adversity they faced (with respect to the four CORE dimensions). 3) Use of available audio-visual resources - The researcher suggested that excerpts from the film which highlight one or the other CORE dimension could be shown in isolation or in combination to bring out the point. Film viewing should be immediately followed by an interactive discussion which will integrate the ideas viewed into participants' own life.

Management Skills

Management is a science of achieving institutional goals and overall objectives through people. It is the process of designing and maintaining an environment in which individuals work together in a group, efficiently and effectively accomplish set goals and objectives. Management also means to connect and reconcile different functions, various professional skills,

efficiencies and experiences. It is also referring to a process of defining and creating an environment where people can work together to achieve specified goals and objectives and a process comprises of interrelated social and technical functions and activities aim to accomplished organizational goals through people and use of resources in an organization.

Management is regarded as the most important of all human activities. It may be called the practice of consciously and continually shaping organizations. Each and every organization has people who are entrusted with the responsibility of helping the organization achieve its goals. No organization can carry on its business without management, which is in turn supervised by leaders. Managing is essential to ensure the coordination of individual efforts within an organization. It is challenging because it deals with setting, seeking and reaching objectives of an organization. Every one of us is considered as managers and the practice of management is found in every facet of human endeavor; educational institutions, business, government or non-government organizations, associations, religious organizations and families. Whatever maybe the type of endeavor and/or organization, the managerial hurdles to overcome for setting and achieving objectives are surprisingly similar for all organizations (Whetten and Cameron, 2011).

The manager has the role to carry out the managerial functions of planning, organizing, staffing, leading, and controlling, applies to any kind of

organization and to all organizational levels, aim is to create surplus and is concerned with productivity that involves effectiveness and efficiency. It refers also to the development of organization that derives its importance from the need for strategic planning, coordinating, directing and controlling of large and complex decision-making process. Essentially, therefore, management entails the acquisition of managerial competence, and effectiveness in the key areas: problem - solving and decision - making, administration and supervision, human resource management and development and organizational leadership and management.

Managers in all levels shape the organizational values and culture through their decisions and leading by example. The organizational overall performance is the best evidence of managers' effort through their competent and skills in manning the people to achieve the organizational goals and objectives. Managers are responsible for the processes of getting activities completed efficiently with and through other people and setting and achieving the organizational goals through the execution of four basic management functions: planning, organizing, leading, and controlling. Both sets of processes utilize human, financial, and material resources (Darr, 2017).

Management is one of the most important human activities. Since ancient time human beings began forming social organizations to accomplish goals and objectives as a group work and management has been essential to

ensure the direction of individual and organizations efforts. As society continuously relied on group effort and as many organized groups have become large, the task of managers has been increasing in importance and complexity. In the modern days, managerial concept has become crucial and challenging in the manager's approach in manning complex organizations. Decision – making is critically considered as the key factors of development and performance of the organization (Islam, 2008).

There are several defining characteristics of management skills that differentiate them from other kinds of managerial characteristics and practices according to Whetten and Cameron (2011) elaborated in their book *Developing Management Skills*. First, management skills are *behavioral*. They are not personality attributes or stylistic tendencies. Management skills consist of identifiable sets of actions that individuals perform and that lead to certain outcomes. Skills can be observed by others, unlike attributes that are purely mental or are embedded in personality. Whereas people with different styles and personalities may apply the skills differently, there are, nevertheless, a core set of observable attributes in effective skill performance that are common across a range of individual differences.

Second, management skills are controllable. The performance of these behaviors is under the control of the individual. Unlike organizational practices such as "selectively hiring," or cognitive activities such as "transcending fear," skills can be consciously demonstrated, practiced,

improved, or restrained by individuals themselves. Skills may certainly engage other people and require cognitive work, but they are behaviors that people can control themselves.

Third, management skills can be develop. Performance can improve. Unlike IQ or certain personality or temperament attributes that remain relatively constant throughout life, individuals can improve their competency in skill performance through practice and feedback. Individuals can progress from less competence to more competence in management skills, and that outcome is the primary objective of this book.

Fourth, management skills are interrelated and overlapping. It is difficult to demonstrate just one skill in isolation from others. Skills are not simplistic, repetitive behaviors, but they are integrated sets of complex responses. Effective managers, in particular, must rely on combinations of skills to achieve desired results. For example, in order to effectively motivate others, skills such as supportive communication, influence, empowerment, and self-awareness may be required. Effective managers, in other words, develop a constellation of skills that overlap and support one another and that allow flexibility in managing diverse situations.

Fifth, management skills are sometimes contradictory or paradoxical. For example, the core management skills are neither all soft nor humanistic in orientation nor all hard driving and directive. They are oriented neither toward teamwork and interpersonal relations exclusively nor toward

individualism and technical entrepreneurship exclusively. A variety of skills are typical of the most effective managers, and some of them appear incompatible.

They further expounded that effective managers devote considerable time to gauging and strengthening their subordinates' motivation, as reflected in their effort and concern. Leaders who empower their subordinates remove controls, constraints, and boundaries for them instead of motivating, directing, or stimulating their behavior. Rather than being a "push" strategy, in which managers induce employees to respond in desirable ways through incentives and influence techniques, empowerment is a "pull" strategy.

According to Dr. Yasin Olum (2008), management requires core skills based on his "Modern Management Theories and Practices" such as technical, human/interpersonal, conceptual and design. Technical Skills are the knowledge and proficiency in activities involving methods, processes, and procedures. Human/Interpersonal Skills are the ability to work with people; it is cooperative effort; it is teamwork; it is the creation of an environment in which people feel secure and free to express their opinions. Conceptual Skills are the ability to serve the "big picture". It is also about recognizing significant elements in a situation, and to understand the relationships among the elements. Design Skills is the ability to solve problems in ways that will benefit the organization. To be effective, particularly at upper organizational levels, managers must be able to do

more than see a problem. In addition, they must have the skill of a good design engineer in working out a practical solution to a problem. Managers must also have that valuable skill of being able to design a workable solution to the problem in the light of the realities they face.

It is very important that we need to understand and develop the basic management skills that will help bring out expected outcomes from the workforce. The type of decision a person made should not ideally make him a good or bad manager; rather it is how he make such decisions is what need to be the deciding factor. The basics of problem solving should be thoroughly practice in every situation even if it is a personal problem.

In the schools' organizational structure, it must be formally practiced to monitor the quality and efficiency of the school performance. This is because any significant changes in the school system can be traced down that eventually will lead to the restructuring of public relations between the principal, teachers, parents and the community. This is a vital aspect in the holistic development of the educational systems. Thus, school principal should be held responsible of the management and administration of the daily operations of the schools as well as programs, projects and activities implementation.

In the educational institutions, the management and administration are carried out based on the culture of the locality, students' needs; students' welfare and the expanding of the development of the qualities of

life. Success or failure of an educational institution can be attributed to the several factors and restrictions, particularly negligence and shortcomings of the principals'.

According to Lee Tan Luck (2018) based on his study on School Principals' Effectiveness and Leadership Quality in Educational Management, there are several critical elements in the school principal's managerial perspective. One has to have good educational background, which includes excellent leadership skills and knowledgeable. Among other elements are work environments and amicable public relations or communication among school principal and teachers within the educational institution and other educational institutions. These factors are considered as critical as professionalism and productivity are the essence of education management. Principals in educational institutions are considered as successful when they managed to sustain high performance and productivity in the development of their organization. In doing so, teamwork and collective performance are needed in the effort of promoting remarkable services.

According to The Wallace Foundation (2013): "The School Principal as Leader: Guiding Schools to Better Teaching and Learning", the principal remains the central source of leadership influence in the educational institution. Effective principal make sure that the academic success underpins the school wide learning improvement program focuses on goals for students' progress, possesses qualities such as supportive and responsive

towards the children and to teachers that they are part of a community of professionals focused on good instruction, Principals play a major role in developing a “professional community” of teachers who guide one another in improving instruction, work effectively to improve achievement by focusing on the quality of instruction and promote high expectations and encourage continuous professional learning and effective leaders view data as a means not only to pinpoint problems but to understand their nature and causes.

Derrick Meador (2017) emphasized that the role of the principal covers many different areas including leadership, teacher evaluation, student discipline, and many others. Being an effective principal is hard work and is also time-consuming. A good principal is balanced within all their roles and works hard to ensure that they are doing what they feel is best for all constituents involved. Time is a major limiting factor for every principal. A principal must become efficient at practices such as prioritizing, scheduling, and organization. Meador suggested the roles of school principals, such as: a) role as school leader, b) role in student discipline, c) role as teacher evaluator, d) role in developing, implementing, and evaluating programs, e) role in reviewing policies and procedures, f) role in schedule setting, g) role in parent and community relations and h) role in delegating:

Role as a School Leader. A school principal is the primary leader in a school building. A good leader always leads by example. A principal should be positive, enthusiastic, have their hand in the day to day activities of the

school, and listen to what their constituents are saying. An effective leader is available to teachers, parents, students, and community members. Good leaders stay calm in difficult situations, think before they act, and put the needs of the school before themselves. An effective leader steps up to fill in holes as needed, even if it isn't a part of their daily routine.

Role in Student Discipline. A large part of any school principal's job is to handle student discipline. The first step of having effective student discipline is to make sure that your teachers know what you are expecting when it comes to student discipline. Once they understand how you want them to handle it, then your job becomes easier. The discipline issues you deal with will mostly come from teacher referrals. There are times that this can take a large part of the day.

A good principal will listen to all sides of an issue without jumping to conclusions collecting as much evidence as you can. A principal's role in student discipline is much like that of a judge and a jury. You decide whether the student is guilty of a disciplinary infraction and what penalty should be enforced. An effective principal always documents discipline issues, makes fair decisions, and informs parents when necessary.

Role as a Teacher Evaluator. Most principals also are responsible for evaluating their teachers' performance following set guidelines. An effective school has to have effective teachers and the teacher evaluation process is in place to make sure that the teachers in your building are effective.

Evaluations should be fair and well documented pointed out both strengths and weaknesses.

Spend as much quality time in your classrooms as possible. Gather information each time you visit, even if it is just for a few minutes. Doing this allows the evaluator to have a larger collection of evidence of what actually goes on in a classroom, than a principal who has had minimal visits to a classroom. A good evaluator always lets their teachers know what their expectations are and then offers suggestions for improvement if those expectations are not being met.

Role in Developing, Implementing, and Evaluating Programs. Developing, implementing, and evaluating the programs within your school is another large part of a school principal's role. A principal should always be looking for ways to improve the student experience at school. Developing effective programs that cover a variety of areas is one way to ensure this. It is acceptable to look at other schools in your area and to implement those programs within your own school that have proved to be effective elsewhere. Programs within your school should be evaluated every year and tweaked as necessary. If your reading program has become stale and your students are not showing much growth, then it may be necessary to review the program and make some changes to improve the quality of that program.

Role in Reviewing Policies and Procedures. An individual school's governing document is their student handbook. A principal should have their stamp on the handbook. A principal should review, remove, rewrite, or write policies and procedures every year as needed. Having an effective student handbook can improve the quality of education your students receive. It can also make a principal's job a little easier. The principal's role is to make sure students, teachers, and parents know what these policies and procedures are and to hold each individual accountable for following them.

Role in Schedule Setting. Creating schedules every year can be a daunting task. It can take some time to get everything to fall into its proper place. There are many different schedules in which a principal may be required to create including a bell schedule, duty schedule, computer lab schedule, library schedule, etc. Cross checking each of those schedules to ensure that you are not putting too much on any one person at once can be difficult.

With all the scheduling a school leader has to do, it is almost impossible to make everyone happy with their schedules. For example, some teachers like their plan first thing in the morning and others like them at the end of the day, but it is not impossible to accommodate all of them. It is probably best to create the schedule without trying to accommodate anyone. Also, be prepared to make adjustments to your schedules once the year

begins. You need to be flexible because there are times that there are conflicts you did not foresee that need to be changed.

Role in Parent and Community Relations. Having good relations with parents and community members can benefit you in a variety of areas. If you have built trusting relationships with a parent whose child has a discipline issue, then it makes it easier to deal with the situation if the parent supports the school and your decision. The same holds true for the community. Building relationships with individuals and businesses in the community can help your school out tremendously. Benefits include donations, personal time, and overall positive support for your school. It is a vital part of any principal's job to nurture their relationships with parents and community members.

Role in Delegating. Many leaders by nature have a hard time putting things in others hands without their direct stamp on it. However, there is so much that has to be done, that it is vital that a school principal delegates some duties as necessary. Having people around you that you trust implicitly will make this easier. An effective school principal simply does not have enough time to do everything that needs done by themselves. They must rely on other people to assist them with getting things done and trust that they are going to do the job well.

The leadership role played by the school principal is critical. Principals wear many different hats during the school day, but the most effective

school principals are not only managers and disciplinarians but also instructional leaders for the school. Successful principals provide a common vision of what good instruction looks like, support teachers with the help and resources they need to be effective in their classrooms, and monitor the performance of teachers and students, with an eye always on the overall goal to create school cultures or environments in which all children can achieve to their full potentials (Roekel, 2008).

Management is one of the most common topics of researches and studies in educational academe. It focused on the different aspects of management such as: management styles, management perspective, managerial roles and responsibilities of leaders, and among others. This study focused on the management skills of school principals as they played the most important role in the educational development. The following studies presented below provide additional knowledge on the management.

According to these findings of the study of Memisoglu (2015) on “The Perception of Teachers about Management Skills of School Principals”, it can be noted that school principals have quality skills which has the highest mean so they try to internalize modern management approach. In this study no meaningful difference could be founded according to all variables except from branch variable. The reason for this could be that the principals are in communication with the branch teachers about the student’s success and exams.

In service training subjects such as human relations, listening, conflict management, motivating, individual accord within taking imitative skills can be given to the administrators with the lowest average.

In the field of academe there are numerous studies conducted in various aspects about management skills. As shown below are the available studies related to the present study.

Based on the study of Moghrabi, K. M. et. al (2014), the results of the study indicated a positive significant relationship between managerial skills and JKB managerial behavior. The results also indicated that the teambuilding skills were practiced by managers in JKB at moderate level, while the drive skills and technical skills were presented and practiced at high level. However, multiple regressions showed that the drive skills indicators were having the highest effect on managerial behavior, followed by technical skills, while still they have a lot of work to improve teambuilding skills. Furthermore, empirical results indicated that there are strong interrelationships and interactions among the three components of managerial skills. The use of one organization and a single industry study design limits its generalization to other organizations and industries. The data is also limited to Jordanian setting; therefore, further research on other organizations, industries is highly recommended. The research results might help both academicians and practitioners to understand the components of managerial skills profile and provide them with insight into developing and increasing them within their organizations. JKB should coordinate different

perspectives of managerial skills to improve managerial behavior and assign appropriate scales for each of the three components of managerial skills profile. This study also extends prior researches viewpoint about the linear relationship between managerial skills and managerial behavior with empirical evidence.

Collaborative study of Javadin, Tehrani and Ramezani (2010) on 'Studying the Relationship between Managerial Skills and Efficiency of Bank Branches' their research was formed to investigate a main hypothesis and three sub-hypotheses and in the results section with using the Pearson correlation coefficients of this entire hypothesis was confirmed. Results showed that there is directly and positively relationship between managerial skills and efficiency in the branches and also result of data analysis revealed that there is positively relationship between components of these skills and efficiency ultimately by using Lisrel software conceptual model and research suggestions was presented to improve the current situation.

Laureta (2008) studied on the Philosophical Bases of School Heads' Management Skills. In his study the researcher made used of descriptive – correlational method. Data were gathered through questionnaire, unstructured interview and observation.

The following salient findings were revealed by the study: among the five major philosophies, idealism predominantly adhered to and practiced by the secondary school administrators; followed by realism, existentialism, pragmatism and naturalism. The school heads always manifested human and technical skills

as less of conceptual skill. The perceptions of school heads and teachers on the managerial skills obtained r - value of -0.2 for conceptual skills; 0.46 for human skills and 0.33 for technical skills. All r – values indicated significant relationship in perceptions. Conceptual skills were significantly related to naturalism practices and existentialism practices. Human skills were significantly related with existentialism practices. Technical skills were found related with practices of naturalism, pragmatism, existentialism and naturalism.

The study had drawn these conclusions as follows: in managing the school, the school administrators were predominantly guided by idealism and realism philosophies. However, their practices were also influenced by existentialism, pragmatism, and realism. The secondary school administrators exhibited managerial skills specifically on human and technical skills, but less with conceptual skills. There a low correlation for both conceptual and technical skills while moderate correlation for human skills. There were significant relationships between the perceptions of the two respondents referring to the secondary school administrators and teachers along conceptual, human and technical skills.

Institutional Performance

Educational institutions are considered as successful when Principals managed to sustain high institutional performance and productivity in the development of their organization. In doing so, teamwork and collective performance are needed in the effort of promoting remarkable services for the

school clientele. Fisher (2017) has proved that proper training and programs in the development of human resources will boost the organization's performance. Apart from these insights, the design of the training and programs, the assessment of necessity and stimulation bring great impact towards the schools' performance. Simultaneously, individual's talent would also be enhanced. These programs will benefit the schools in the long run. Thus, the funds that were set up in the staffs' training programs should be viewed as one of the ways in enhancing the performance of the educational institutions. Total performance for an education organization is greatly needed and it has to be balanced in facing the holistic challenges. Hence, the management that succeeded in achieving high quality performance will groom their organizations comprehensively and well trained in every aspect.

According to Natalia Letki (2013), there has been a growing interest in developing indicators of institutional performance. There exist two major methods of assessing performance quality. First, refers to the public's trust and confidence in the institutions—that is, to citizens' opinions that institutions' personnel are fair, competent, and bring desirable outcomes. This approach assumes that the general public recognizes whether institutions perform well or not and reacts to this.

The second approach uses surveys and statistical measures to create objective indicators of performance. Objective indicators capture relatively stable institutional characteristics and are less sensitive to short-term changes. Both

types of measures—public opinion and objective indicators—can be used to analyze trends over time in performance or to make comparisons between different institutions within the same level or equivalent institutions across organizations.

In the study conducted by Maslowski (2017) school culture and performance state that school performance reflects 'the effectiveness and efficiency of the schooling processes. Effectiveness, in a general sense, refers to the accomplishment of the school's objectives, while efficiency indicates whether these objectives were accomplished in a timely and costly manner. Effectiveness and efficiency are judged according to the school's 'objectives'. Although these are school specific to some degree, school performance research focuses solely on objectives those schools, or a distinct type of schools, have in common. The concepts of effectiveness and efficiency are based on the relative performance of schools. In other words, a school is classified as effective or efficient if that particular school performs better on these aspects than other schools. By adopting this relative approach of performance, it is necessary to ensure that 'fair comparisons' are made between schools. Similarly, a number of school effectiveness studies have used a variety of performance measures, including social and affective outcomes like student attitudes or students' self-concept.

Institutional performance is the product of an effective and efficient manifestation of management approach of managers. It is the measures that correspond to the success of the organizational or work group effort. The

following related studies were presented to give clearer insight on institutional performance.

Study of Balares (2013) investigated on the School Management Competencies: Their Influence on Institutional Performance it was noted that the school leadership competency and school leadership performance of the school principals has a very high positive correlation. Between instructional leadership and school leadership and school performance accountability and internal stakeholders it has noted to have very high and high positive correlations. On the computed value r between creating a student-centered learning climate and school leadership and school based resources it was noted moderate positive correlations. High and moderate positive correlations were noted on the computed value r of Human Resource management and Professional Development and school leadership and also between School Management and Operation and School Leadership: school based resources and school accountability respectively. On Parent Involvement and Community Partnership and school leadership the computed value r found to have moderate positive correlations. And on the computed value r on Personal and Professional Attributes and Interpersonal Effectiveness and school performance accountability, internal stakeholders' participation and school resources have very high, high and moderate positive correlations.

It was concluded that there was a significant relationship between school leadership competence and school leadership performance. There was a

significant relationship among instructional leadership and school leadership, school performance accountability and internal stakeholders' participation. There is also a significant relationship between creating a student-centered learning climate competence and school leadership performance and school based resources. Significant relationship was noted between human resource management and professional development and school leadership, school based resources and school performance accountability. Noted also a significant relationship between school management and operation and school leadership, school based resources, and school performance accountability. The personal and professional attributes and interpersonal effectiveness and school performance accountability, internal stakeholder's participation, and school based resources have very high and moderate positive correlations. Lastly, there was a significant relationship among personal and professional attributes, interpersonal attributes, interpersonal effectiveness and school performance accountability, internal stakeholders' participation and school based performance.

The study of Clark, Martorell and Rockoff (2009) use detailed data from New York City to estimate how the characteristics of school principals relate to school performance, as measured by students' standardized exam scores and other outcomes. Researchers find little evidence of any relationship between school performance and principal education and pre-principal work experience, although researchers do find some evidence that experience as an assistant principal at the principal's current school is associated with higher performance

among inexperienced principals. However, researchers find a positive relationship between principal experience and school performance, particularly for math test scores and student absences. The experience profile is especially steep over the first few years of principal experience. Finally, researchers find mixed evidence on the relationship between formal principal training and professional development programs and school performance, with the caveat that the selection and assignment of New York City principals participating in these programs make it hard to isolate their effects. The positive returns to principal experience suggest that policies which cause principals to leave their posts early (e.g., via early retirement or a move into district administration) will be costly, and the tendency for less-advantaged schools to be run by less experienced principals could exacerbate educational inequality.

SYNTHESIS OF STATE - OF - THE – ART

The related studies presented guided the researcher in the most appropriate way of investigation process of this study. It helps the researcher in making more productive and worth sharing to the library of knowledge particularly in management and resiliency of school principals. The similarities and differences were noted.

The study of Baroa (2015) and Sachdev (2009) dealt with the Adversity Quotient[®] and leadership skills as basis for enhancement program for the development of potential leaders. Their study was found that intervention program has been effective in increasing the AQ[®] level of potential leader. These

were found related to the present study because these are the basis for conceptualizing model to develop the AQ[®] and management skills of the school principals.

Likewise, with the contributions made by Harriman (2016), Capuras, et al (2016) and Williams (2003, as cited in Aquino 2013), were found related to the present study because it dealt on the Adversity Quotient[®] and its relationship on students' performance. The only differ was that the present study dealt on the Adversity Quotient[®] and management skills as it influences the institutional performance as a whole unlike the later which dealt only students' performance.

The study of Isidro and Ablana (2015), Aquino (2013) and Canivel (2010) were found connected to the present study because it dealt on the Adversity Quotient[®] and job performance of leaders. The only differ was that the present study dealt on the management skills of the school leaders that influence the job performance of school personnel to obtain institutional goals and objectives.

The study of Rafols (2015) was found similar to the present study in terms variables which are the Adversity Quotient[®] and school administrators, the study suggested for a leadership management training design to enhance leaders. It differs from the present study in terms of institutional performance.

Principals undeniably played an important role in the entire school system; they must have enough time to perform their task for the welfare of the school children, teachers and the community. Concerted effort to improve school

leadership is one of the most promising points of intervention to raise performance, the quality and efficiency of educational services of schools.

The study of Moghrabi, K. M. et al (2014) and Javadin, Tehrani and Ramezani (2010) was related on the present because it dealt on the efficiency of management skills to the performance of the institution. The difference from the present study is the employment of Adversity Quotient[®] in relation to the management skills and its impact on institutional performance.

The study of Memisoglu (2015) and Laureta (2008) dealt on the philosophical bases and perception of teachers on the management skills of the school heads which is related to the present study. The present study differs from the previous in terms of the influence of the management skills on institutional performance.

The study of Maslowski (2017), Balares (2013), Clark, Martorell and Rockoff (2009) were related to the present study that dealt on the management competencies of school heads as relate to institutional performance. The difference from the present study was that it dealt on the Adversity Quotient[®] and management skills and its impact on the institutional performance.

The present study to some extent is similar to the diverse studies conducted by different researchers in terms of its variables; the present study will have dealt on the Adversity Quotient[®] -and management skills of the school principals which aimed to correlates the two variables on the institutional performance in the Schools Division Camarines Sur.

GAP BRIDGED BY THE STUDY

It could be noted that most of the previous studies dealt on management skills and performance of the school leaders and its influence on the success of the performance of the entire school community system as correlated to Adversity Quotient[®]. These were all similar to the variable looked into by the present study. Previous studies also looked into the leadership styles, program and intervention, and students' performance.

The present study, differed because the quality of management skills here were measured along core aspects: communicating directives, motivating and inspiring, empowering and delegating, managing stress and developing resiliency, managing conflicts, building team and teamwork and leading positive change and level of institutional performance along leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources was evaluated and the interrelationship of these variables were taken in this study.

This study was intended to generate facts, analyze and present data that would help school principals and policy makers to formulate new policies and putting in place appropriate decisions for the benefits of the school community and the learners. Henceforth, the researcher hoped through the results of this study may add knowledge to school principals and DepEd Officials to eventually bridge the identified gaps in management aspects.

Theoretical Framework

The main theory of this study was Dr. Paul G. Stoltz Adversity Quotient[®] Theory (2013) and W. E. Deming's Total Quality Management (2011) supported by Peter Drucker's Management Efficiency (2010) and Chester Barnard's Systems Approach to Management Theory (2010).

This study was anchored on the Adversity Quotient[®] Theory by Dr. Paul G. Stoltz cited in Aquino (2013) which had a great connection with the present study that dealt on the complex duties and responsibilities of school principals espoused with difficulties in dealing with different internal and external forces in the workplace, implementing various policies and procedures and keeping in-place the performance of the institution in accordance with the standards. Theory on Adversity Quotient[®] is an attributional theory, explanatory style, optimism, hardiness, resiliency, and locus of control. It is a scientifically grounded theory that describes, measures, and strengthens how people respond to the full range of adversities that now comprise a typical day. According to him, AQ[®], there is a tendency of collapsing of the institution where the leader belongs. On the other side, if a leader has high AQ[®], he has the power of crossing over the barrier of difficulties in the work place.

Dr. W. Edwards Deming (as cited in Troncone, 2011) concepts of Total Quality Management states that by adopting appropriate principles of management an organization can increase quality and simultaneously reduce costs (by reducing waste, rework, staff attrition and litigation while increasing

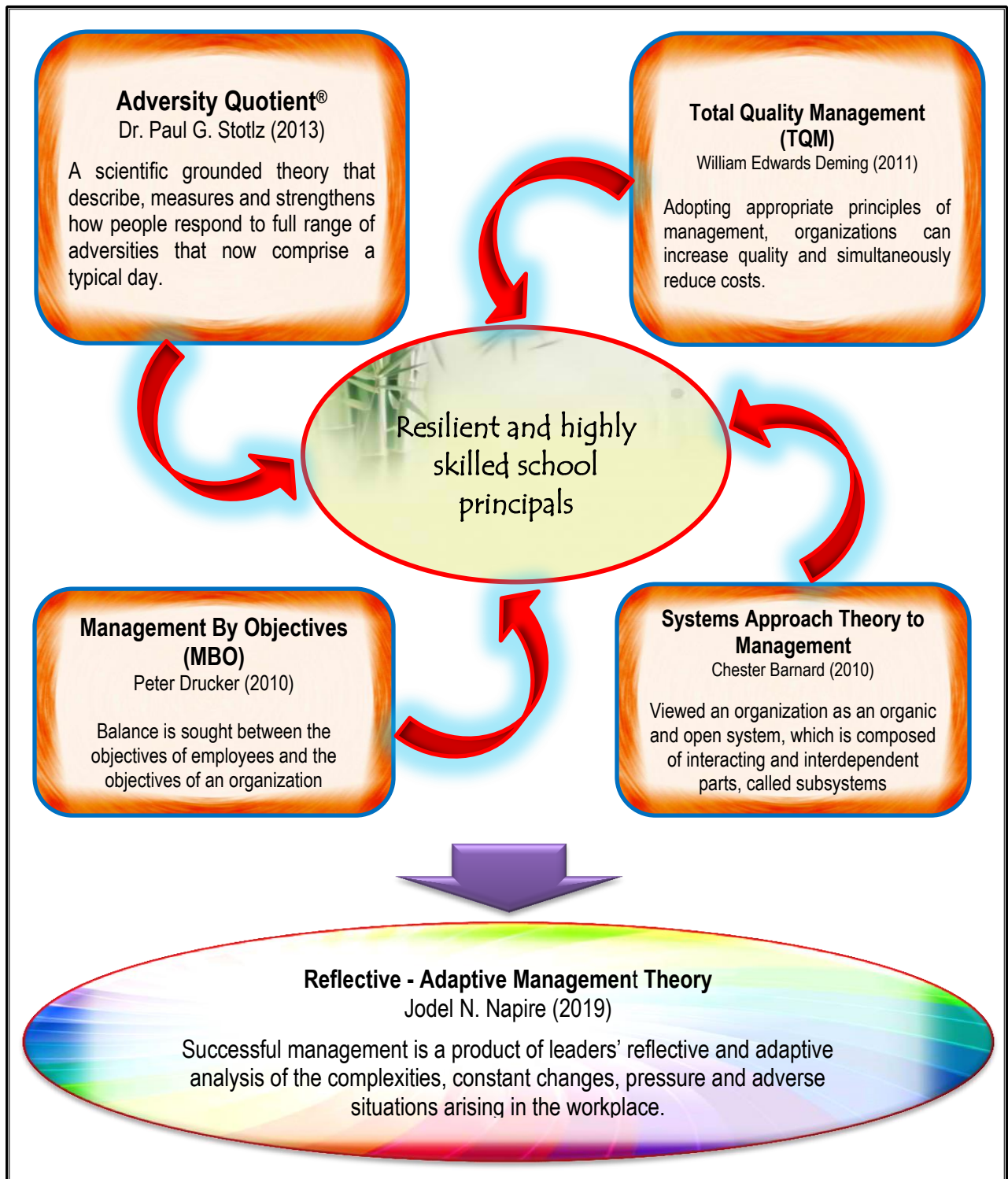


Figure 1. Theoretical Paradigm showing the interrelationship of relevant theories with the researcher's theory supporting the aim of the study to enhance school principals' resiliency and management skills

loyalty). The key is to practice continuous improvement and think of services as a system, not as bits and pieces.

Deming's system of profound knowledge pronounces that the prevailing style of management must undergo transformation. A system cannot understand itself. The transformation requires a view from outside. The first step is transformation of the individual. This transformation is discontinuous. It comes from understanding of the system of profound knowledge. The individual, transformed, will perceive new meaning to his life, to events, to numbers, to interactions between people. Once the individual understands the system of profound knowledge, he will apply its principles in every kind of relationship with other people. He will have a basis for judgment of his own decisions and for transformation of the organizations that he belongs to.

Deming advocated that all managers need to have what he called a System of Profound Knowledge, consisting of four parts: a) Appreciation of a system: understanding the overall processes involving suppliers, producers, and customers (or recipients) of goods and services; b) Knowledge of variation: the range and causes of variation in quality, and use of statistical sampling in measurements; c) Theory of knowledge: the concepts explaining knowledge and the limits of what can be known and d) Knowledge of psychology: concepts of human nature. The various segments of the system of profound knowledge proposed here cannot be separated. They interact with each other. Thus, knowledge of psychology is incomplete without knowledge of variation.

A leader of people needs to understand that all people are different. This is not ranking people. He needs to understand that the performance of anyone is governed largely by the system that he works in, the responsibility of management.

What has to be clearly appreciated before any attempts are made at implementing Deming's philosophy is the level of corporate cultural change required. The quality initiative has to start at the top and many traditional views have to be substantially altered. A management commitment to a complete transformation of the current practices is absolutely necessary for survival and competitive success in this new economic age. This necessity is revealed by almost all of Deming's fourteen points. 1) create constancy of purpose towards improvement of product and service, 2) adopt the new philosophy, 3) cease dependence on inspection to achieve quality, 4) end the practice of awarding business on the basis of price tag alone, 5) improve constantly and forever every activity in the company, to improve quality and productivity and thus constantly decrease costs, 6) institute training and education on the job, including management, 7) adopt and institute leadership, 8) drive out fear, so that everyone may work efficiently, 9) break down barriers between staff areas, 10) eliminate slogans, exhortations and targets for the workforce, 11) eliminate numerical quotas for the workforce, 12) remove barriers that rob people of pride in workmanship, 13) encourage education and self-improvement and 14) Put everybody to work in teams to accomplish the transformation

The profound knowledge of Deming's Total Quality Management has a pronounced link in the present study since it dealt primarily on the management skills and its influence on the institutional performance. Considering today's modern era every aspect of management needs to be competitive to ensure quality performance and results.

Another theory related to this study was the Management By Objectives (MBO) by Peter Drucker (as cited in Mulder, 2010), it is a performance management approach in which a balance is sought between the objectives of employees and the objectives of an organization. The essence of Drucker's basic principle: Management By Objectives is to determine joint objectives and to provide feedback on the results. Setting challenging but attainable objectives promotes motivation and empowerment of employees. By increasing commitment, managers are given the opportunity to focus on new ideas and innovation that contribute to the development and objectives of organizations.

However, Drucker sets a number of conditions that must be met: 1) Objectives are determined with the employees; 2) Objectives are formulated at both quantitative and qualitative levels; 3) Objectives must be challenging and motivating; 4) Daily feedback; 5) Rewards (recognition, appreciation and/or performance-related pay); and 6) The basic principle is growth and development not punishments.

Peter Drucker has developed five steps to put Management By Objectives into practice: 1) Determine or revise the organizational objectives. Strategic

organizational objectives are the starting points of management by objectives. These objectives stem from the mission and vision of an organization. 2) Translating the organizational objectives to employees. For efficiency reasons, Peter Drucker used the SMART Goals acronym SMART (Specific, Measurable, Acceptable, Realistic and Time-bound). The element Acceptable is crucial in management by objectives as this is about agreement on the objectives between the employees and the organization. The management by objectives principle does not allow management to determine the objectives by themselves. 3) Stimulate the participation of employees in the determining of the objectives. The starting point is to have each employee participate in the determining of personal objectives that are in line with the objectives of the organization. This works best when the objectives of the organization are discussed and shared throughout all levels of the organization so that everyone will understand why certain things are expected of them. 4) Monitoring of progress. Because the goals and objectives are SMART, they are measurable. If they cannot be measured, a system will have to be set up in which a monitoring function is activated when the objectives are deviated from. Detection must be timely so that large problems can be prevented.

To positively achieve institutional performance an institution needs to have clear and achievable objectives. The statement provides a closer connection between Peter Drucker's Management By Objectives and the present study. The

heart of an organization lies on the well-established objectives and the genuine management of school leaders.

Systems Approach to Management Theory by Chester Barnard (as cited in Chand (2010) is found to be related in the present study. The theory viewed that an organization as an organic and open system, which is composed of interacting and interdependent parts, called subsystems. The system approach is top took upon management as a system or as “an organized whole” made up of sub-systems integrated into a unity or orderly totality.

Systems approach is based on the generalization that everything is inter-related and interdependent. A system is composed of related and dependent element which when in interaction, forms a unitary whole. A system is simply an assemblage or combination of things or parts forming a complex whole.

One of its most important characteristic is that it is composed of hierarchy of sub-systems. Those are the parts forming the major system and so on. For example, the world can be considered to be a system in which various national economies are sub-systems.

In the systems approach, attention is paid towards the overall effectiveness of the system rather than the effectiveness of the sub-systems. The interdependence of the sub-systems is taken into account. The idea of systems can be applied at an organizational level. In Applying system concepts, organizations are taken into account and not only the objectives and performances of different departments (sub-systems).

The systems approach is considered both general and specialized systems. The general systems approach to management is mainly concerned with formal organizations and the concepts are relating to technique of sociology, psychology and philosophy. The specific management system includes the analysis of organizational structure, information, planning and control mechanism and job design.

The presented theories on Adversity Quotient[®] and management helped enlightened the perspective of the present study. Previous theories led in the formulation of Researcher's Theory: The Reflective – Adaptive Management Theory. The theory states that successful management is a product of leaders' adaptive and reflective analysis of the complexities, constant changes, and adverse event arising in the workplace. Reacting positively and constructively in all occurrences brought by internal and external forces that tumbledown management and operation of an institution is the most appropriate way to do.

In this theory evolve the attitudes of the school principals to be adaptive in the adversative situations actually appearing in the millennial workplace where changes are constantly developing that challenge the management skills of school leaders. Reflective approach in management develops leader's analytical perspective in facing different pressures, changes and call for competent management of people. The theory further discloses that manager's adaptation to the complicated environment of management arena.

Conceptual Framework

This study investigated the Adversity Quotient[®] and management skills of school principal and their Influence on institutional performance in the Division of Camarines Sur, School Year 2018-2019.

The Adversity Quotient[®] of the school principals was tested through Adversity Response Profile (ARP[®]) version 10.0 formulated by Dr. Paul G. Stoltz. The principals' Adversity Quotient[®] measured how they responded in the face of adverse situations that aroused in the school and affected their administrative and supervisory functions. This AQ[®] began with individual's behavior and it encompassed four dimensions: Control, Ownership, Reach and Endurance. The control dimension affected their management performance. Ownership and origin dimensions had something to do with the principals' accountability which influenced leadership. Reach dimension measured how far adversity affected areas of management leading to unfavorable decision making and distancing from others that could affect leadership. The endurance dimension of AQ[®] responded to the time adversities last which could affect management performance.

To determine the management skills of the school principals in the different areas; self-assessment of the respondents was compared with how their respective teachers rated them along management skills on seven (7) aspects such as; a) communicating effectively and supportively, b) motivating

ADVERSITY QUOTIENT® AND MANAGEMENT SKILLS OF SCHOOL PRINCIPALS: THEIR INFLUENCE ON INSTITUTIONAL PERFORMANCE IN THE DIVISION OF CAMARINES SUR SY 2018-2019

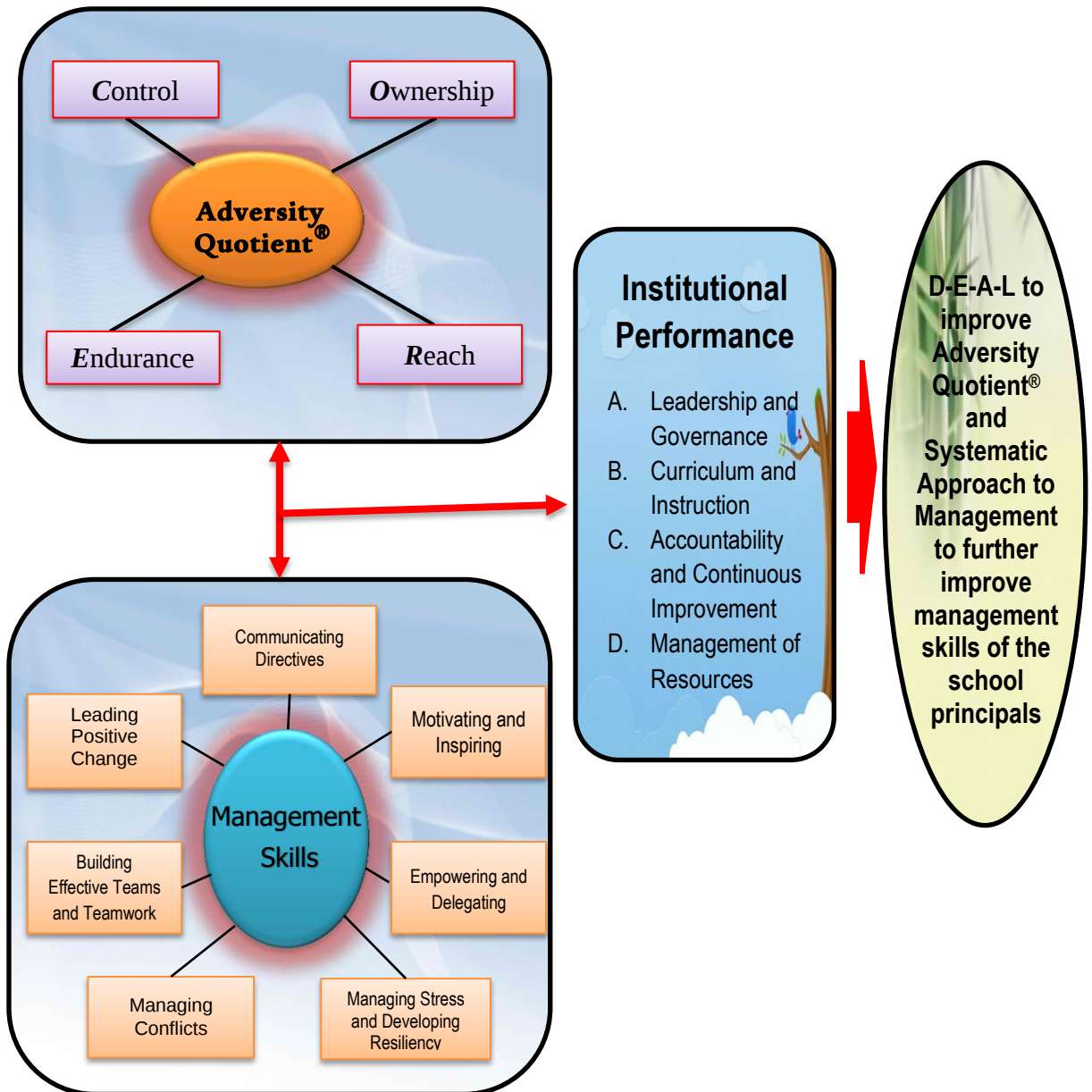


Figure 2: Conceptual Paradigm showing the influence of Adversity Quotient® and Management Skills to Institutional Performance

and inspiring others, c) empowering and delegating others, d) managing stress and developing resiliency, e) managing conflicts, f) building effective teams and teamwork and g) leading positive change.

Institutional performance used the revised School – Based Management (SBM) Framework, Assessment Process and Tool (APAT) enclosed in the DepEd Order No. 83 series 2012 to assess the school's performance in line with the implementation of the School-Based Management (SBM) practices along: leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources.

The conceptual paradigm as shown on page 71 reflected how Adversity Quotient® and management skills of school principals influenced the performance of their institution. Results of the interrelationship among the three main variables were the bases for the model program to improve the Adversity Quotient® and management skills of school principals. Adversities in the workplace were constant confidante of school leaders that could negatively or constructively affect their management skills in the course of actions in the pursuit of achieving the institutional performance.

Effectiveness of an institution undeniably relies on the hands of a great leader who manage and provide the clear roadmap towards institutional goals and objectives. Their position is significant in the educational development, academic growth and performance of the pupils; because the principal is usually

the major source and the driving forces that uphold the welfare of the organization (Williams, 2010; Rosenholtz, 2009; Stoltz; 2010).

Proposed program to enhance the Adversity Quotient[®] and management skills of school principals could be generated on the findings of this study; on the level of Adversity Quotient[®] and the quality of management skills of the respondents as it influenced the institutional performance.

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CHAPTER III

METHODS AND PROCEDURES

This chapter describes the methods used, respondents of the study, procedure of the investigation, data gathering and statistical tools.

Methods Used

This study used descriptive – correlational method types of research to determine the Adversity Quotient[®] and management skills of school principals and their influence on institutional performance in the Division of Camarines Sur for the School Year 2018-2019.

The descriptive method was used to determine the Level of Adversity[®] Quotient along the four dimensions namely: a) control, b) ownership, c) reach, and d) endurance; management skills of the respondents based on the seven (7) aspects: a) communicating directives, b) motivating and inspiring, c) empowering and delegating, d) managing stress and developing resiliency, e) managing conflicts, f) building effective teams and teamwork and g) leading positive change; and institutional performance in terms of: a) leadership and governance, b) curriculum and instruction, c) accountability and continuous improvement, and d) management of resources.

The correlational method was used in ascertaining the significant relationship and interrelationship between and among Adversity[®] Quotient, management skills and institutional performance respectively.

Respondents of the Study

The respondents of this study comprised of two groups: ninety (90) public elementary school principals from central school and medium sized school and one hundred eighty (180) teachers (primary and intermediate) from the same school of the principal respondents obtained from purposive sampling in the forty-five (45) school districts in the Division of Camarines Sur for the School Year 2018-2019.

Table 1

Respondents of the Study

Districts	School Principals	Teachers	Total
	Freq.	Freq.	Freq.
1 st Congressional	12	24	36
2 nd Congressional	16	32	48
3 rd Congressional	18	36	54
4 th Congressional	26	52	78
5 th Congressional	18	36	54
TOTAL	90	180	270

The table shows the distribution of the respondents from the five (5) Congressional Districts of the Division of Camarines Sur. The respondents of the study were two school principals by school district: one central and one medium sized school and two teachers from the school of the respondent's principal; one primary and one intermediate teacher respectively.

The number of respondents per Congressional District was determined by the number of districts in the area. It could be noted that the number of principal respondents were doubled by the number of teacher respondents because of the criterion stated above.

Data Gathering Tools

The main instrument used in this study was a set of questionnaires. Respondents were given a set of questionnaires for them to answer on Adversity Response Profile[®], Management Skills Questionnaire and Revised School-Based Management (SBM) Framework, Assessment Process and Tool (APAT).

Adversity Quotient[®] Profile (AQ[®]P) or Adversity Response Profile[®] (ARP[®]) version 10.0 developed by Dr. Paul G. Stoltz of Peak Learning, Inc. California, USA was used. The Stoltz's ARP[®] version 10.0 is a self-rating questionnaire that measures the individual's adversity level in responding with different adverse situations. The questionnaire provided by the Peak Learning, Inc. is an online data input which presents 14 scenarios or events; each is followed by 4 questions with 5-point Likert Scale.

The online questionnaire was accessed through the private URL designed for the researcher and was created by the Peak Learning, Inc. intended for the conduct of this study. After the online submission of the responses, the descriptive interpretations of AQP[®] were sent by Peak

Learning, Inc. with the use of the electronic spreadsheet. The score range and its corresponding interpretations are presented below.

Table 2

Range of Score and Equivalent Interpretation for AQ®

Score Range	Verbal Interpretations
177 – 200	High
165 – 176	Above Average
145 – 164	Average
134 – 144	Below Average
40 – 133	Low

The explanations of the verbal interpretation are as follows: a) High – the person has the ability to withstand significant adversity and to continue to move forward and upward in life; b) Above average - the person has done a fairly good job in persisting through challenges and in tapping a good portion of growing potential on a daily basis; c) Average - the person usually does decent job of navigating life as long as everything is going relatively smooth. However, the person may suffer unnecessarily from larger setbacks, or may be disheartened by the accumulated burden of life's challenges; d) Below average - the person is likely to be underutilizing his potential. Adversity can take a significant and unnecessary toll, making it difficult to continue the ascent. The person may battle against a sense of helplessness and despair. Escape is possible by raising the AQ®; and e) Low - the person suffers unnecessarily in a number of ways. The motivation, energy, vitality,

health, performance, persistence, and hope can be greatly revitalized by learning and practicing the tools in raising AQ®.

The AQ®P is composed of the following CO₂RE dimensions namely; Control, O₁wnership and O₂rigin, Reach and Endurance. The CO₂RE equivalents were provided by Stoltz (2009). The score range used in the CO₂RE dimensions was provided by the Peak Learning, Inc. It is a standard mean statistically and specifically used for each dimension showing different intervals. The CO₂RE score range and its verbal interpretation were presented below.

Table 3

AQ® CO₂RE Dimensions and Score Range and Equivalent

CO₂RE Dimensions	Verbal Interpretations/Score Range					Mean
	High	Above Average	Average	Below Average	Low	
Control	49-50	45-48	38-44	34-37	10-33	41
Ownership	50	48-49	43-47	39-42	10-38	45
Reach	40-50	35-39	29-34	24-28	10-23	32
Endurance	43-50	39-42	34-38	29-33	10-28	36

Management Skills Survey Questionnaire is a 35-point self-assessment questionnaire was used to assess the management ability of the school principals based on the given core aspects. This questionnaire was validated by experts. Items numbers 1, 8, 15, 22, and 29 described communicating directives, motivating and inspiring was described by items 2, 9, 16, 23 and 30, empowering and delegating described by items 3, 10, 17, 24 and 31,

managing stress and developing resiliency described by items 4, 11, 18, 25 and 32, managing conflicts described by items 5, 12, 19, 26 and 33, building effective teams and teamwork described by items 6, 13, 20, 27 and 34 and items 7, 14, 21, 28 and 35 described leading positive change. The lowest score possible for any functions was 5 (Very Low) while the highest score possible was 25 (Very High). The questionnaire used the following rating scale:

Very High (VH)	–	5
High (H)	–	4
Moderately High (MH)	–	3
Low (L)	–	2
Very Low (VL)	–	1

In determining the management skills of the principals in the different areas; the self-assessment of the respondents was compared with how their respective teachers rated them.

The Institutional Performance was measured using the Revised School-Based Management (SBM) Framework, Assessment Process and Tool (APAT) (Deped Order No. 83 series 2012). The tool contained the four (4) principles; a) leadership and governance, b) curriculum and instruction, c) accountability and continuous improvement and d) management of resources. Each principle had several indicators. The questionnaire was rated

by checking the appropriate boxes. These were the points earned by the school for the specific indicator. The rating scale was:

- 0- No evidence
- 1- Evidence indicates early or preliminary stages of implementation
- 2- Evidence indicates planned practices and procedures are fully implemented
- 3- Evidence indicates practices and procedures satisfy quality standards

The levels of institutional performance were categorized according to:

a) Developing. There is an existing developing structures and mechanisms with acceptable level and extent of community participation and impact on learning outcomes; b) Maturing. Manifests present practices of introducing and sustaining continuous improvement process that integrates wider community participation and significantly improve performance and learning outcomes and c) Advance (Accredited). Schools are consistent in ensuring the production of intended outputs/outcomes and meeting all standards of a system fully integrated in the local community and is self-renewing and self-sustaining.

Procedure of the Investigation

The researcher followed definite procedures in the conduct of this study. Identification and formulation of the problem studied were initiated first. After the problem had been established and the major variables had been determined, relevant studies and literature were gathered to support

the aims of the researcher which provided clearer direction of this study. Determining the respondents and the statistical tools fitted to the research problems followed.

To realize the objectives of the study, the following steps was initiated; (a) preparation of the research questionnaire on management skills and securing permission to use the AQ[®]P; (b) securing request to conduct the study; (c) administration and retrieval of questionnaires; (d) statistical analysis and interpretation of data; and (e) report writing and result presentation.

The research questionnaire was purposively devised by the researcher to answer the salient questions in this study. The researcher secured permission to use Adversity Response Profile[®] version 10.0 from Dr. Paul G. Stoltz of Peak Learning, Inc. California, USA. This profile was used to determine the AQ[®] of the respondents. The management skills questionnaire underwent dry-run and validation using 10 principals and 20 teachers in Pamplona District. An item analysis using the trial respondents was done. Validity and reliability of the questionnaire were tested according to the level of significance. Institutional performance was evaluated through the use of SBM - APAT monitoring and evaluation tools based on DepEd Order No. 83 series 2012.

The researcher secured permit to conduct study from the Office of the Schools Division Superintendent of the Division of Camarines Sur through

channel to the Office of the Public School District Supervisor of the different districts.

Upon approval of the permit to conduct the study, the researcher personally distributed the sets of questionnaire to the respondents. The questionnaires were collected right after the respondents were through answering the questions. The Adversity Response Profile[®] was answered by the respondents on-line via internet.

Upon gathering all the questionnaires from the respondents, the researcher tabulated, interpreted and analyzed the data gathered. Data analyzed were interpreted in reference to their level of significance.

After the data had been analyzed and interpreted, manuscript was organized in preparation for the Pre-Oral Defense. Reflecting on the comments, suggestions and recommendations during the pre-oral defense was conducted for the final defense. Suggestions during the final defense were reflected for final output, then submission of the final draft for final editing. Final draft of the manuscript would be submitted to secure Special Order. Manuscript would be submitted to concerned authorities for dissemination and publication.

Statistical Tools

This study used frequency count, percentage technique, weighted mean and rank order, Spearman's Rank of Correlation Coefficient, Analysis of Variance (ANOVA) and Multiple Regression to determine the Adversity

Quotient[®], management skills and institutional performance of the respondents.

Standard scoring for Adversity Response Profile[®] was utilized to test the Adversity Quotient[®] of the school principals as stated in the data gathering tools.

Frequency count and ranking were carried out to determine the number of occurrences of same responses given for a particular question. Data were tallied and ranked accordingly and the frequencies were duly noted in the analysis.

Percentage technique this was done to numerical analysis and description particularly for comparative analysis purposes.

Formula:

$$P = \frac{n}{N} \times 100$$

Where:

P is the percentage

n is the number of responses

N is the total number of respondents

Weighted mean. This was used to determine the average of the responses in each of the given question on the level of Adversity Quotient[®] along its four dimensions, quality of management skills along seven functions and level of institutional performance along four principles.

Formula:

$$\mathbf{WM} = \frac{\sum \mathbf{fx}}{\mathbf{N}}$$

Where:

WM is the weighed mean

$\sum fx$ summation of the product of the frequencies and
Weight of the responses

f is the frequency

x is the weight

N is the total number of respondent

Spearman's Rank of Correlation Coefficient. This was used to determine the relationship between Adversity Quotient[®] and management skills and institutional performance.

Analysis of Variance (ANOVA) and Multiple Regression. These were used to determine the interrelationship among Adversity Quotient[®], management skills and institutional performance.

NOTES

Paul G. Stoltz. (2009). Adversity Quotient: Turning Obstacles into Opportunities. United States: John Wiley and Sons, Inc.

DepEd Order No. 83 series 2012: Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment Process and Tool (APAT)

CHAPTER IV

ANALYSIS AND INTERPRETATION

This chapter presents the discussions, analysis and interpretation of the data obtained to answer the problems sought for this study. These data were statistically treated, analyzed and interpreted in accordance to the sequence of the problems presented.

In this chapter were discussed in details the following; 1) The principals' level of Adversity Quotient[®] along the four dimensions; a) Control, b) Ownership and Origin, c) Reach, and d) Endurance; 2) The quality of management skills of the school principals along seven aspects; a) communicating directives, b) motivating and inspiring, c) empowering and delegating, d) managing stress and developing resiliency, e) managing conflicts, f) building teams and teamwork, and g) leading positive change; 3) The institutional performance in terms of; a) leadership and governance; b) curriculum and instruction; c) accountability and continuous improvement; and d) management of resources; 4) The significant relationship between principals' Adversity Quotient[®] and management skills to institutional performance; 5) The significant interrelationship among the Adversity Quotient[®], management skills and institutional performance and 6) The model program to improve Adversity Quotient[®] and management skills based from the findings of this study.

Principals' Level of Adversity Quotient®

Personality of school principals nowadays are tested by their vast obligations and complexities of their roles and responsibilities. Some stay in focus that brings them up in the greater heights of their position, but there are several who chosen to be in the neutral ground but unproductively perform their obligations.

Control Dimension. Table 4A shows the Adversity Quotient® Profile (AQ®P) score of the school principals along control dimension. This dimension aimed to measure the ability of the person to perceive control over adverse situations.

As shown in Table 4A, 55 or 61.1% of the 90 school principals obtained a "low" score and 22 or 24.4% of them got an "average" score. However, 13 or 14.4% of the school principals obtained a "below average" and "high" scores respectively. The mean score of 32.0 falls behind the standard mean score of 41.0 reflected that the respondents perceived a "low" score.

Findings showed that school principals obtained a "low" score along control dimension. This implied that they had significantly less control and influence in facing adverse situations that affected their management ability the daily adversities and challenges in the workplace. This further implied that school principals easily gave up in such adversities and found difficulty in control if the situations got worsen. Control begins with the perception that the least something can be done and can go to ascent over the situations.

Table 4A

**Principals' Level of Adversity Quotient® Profile (AQ®P)
Along Control Dimension**

Descriptive Equivalent	Score Range	Frequency (n = 90)	Percent
High	49 – 50	2	2.2%
Above Average	43 – 48	0	0.0%
Average	38 – 44	22	24.4%
Below Average	34 – 37	11	12.2%
Low	10 – 33	55	61.1%
Mean	32.0		
Standard Mean Score	41.0		

Management of school challenges the capability of the school principals to manage their control on the complexities they encountered in the workplace as: overlapping schedules of activities, lack of school resources to address the gap between the needs of the school and its finances, diverse people with different perspectives, bulk of reports, resistance of the teachers and community and other related functions attached to their position. These events tested their temperament and control to positively response over these myriad obligations and stayed strong to be in focus to positively manage the institution under his leadership.

Dr. Paul G. Stoltz (2010) suggests that to enable the human mind to deal effectively with increasing numbers of adverse situations is an even greater challenge, as it requires that the human operating system be

strengthened and evolved to deal with the increasing demands of knowledge, skills talents and experiences. New knowledge and skills that an individual learns, cannot be fully utilized, unless they are totally absorbed and integrated as opposed to adsorbed and added into the system.

Ownership and Origin. The Adversity Quotient® Profile (AQ®P) scores along ownership and origin dimension of the school principals were presented in Table 4B. 'Ownership' dimensions expressed to what extent one owns the outcome of the adversity. 'Origin' dimension answered questions like where or what was the origin of the problem.

It could be seen from the table that the majority or 90.0% of the school principals obtained a "low" score and five or 5.6% of the school principals got a "high" score along this dimension. However, 4 or 4.4 % of them got an "average" and "below average" scores. As a whole, the mean score of 28.0 was below the standard mean of 45.0.

Based on the findings, the "low" AQ along ownership and origin of the school principals was an implication that denied the outcomes of their actions or decisions made for particular situations. The consequence of their actions was to blame other persons and kept them away of the circumstances. Some turned into denial of their roles and responsibilities. While some felt that they were the cause of the problems their institutions are facing.

"Low" AQ® along ownership and origin only meant that they would most likely negate responsibility and accountability of their action. It implied also

Table 4B

**Principals' Level of Adversity Quotient® Profile (AQ®P)
Along Ownership Dimension**

Descriptive Equivalent	Score Range	Frequency (n = 90)	Percent
High	50	5	5.6%
Above Average	48 – 49	0	0.0%
Average	43 – 47	2	2.2%
Below Average	39 – 42	2	2.2%
Low	10 – 38	81	90.0%
Mean	28.0		
Standard Mean Score	45.0		

that the persons believed that as if they were the cause of adversities their institutions are facing, but with a certain level of accountability. They had the tendency to focus on the aspects of the adversity in which they believed they were the direct cause but may be willing to take part of the larger aspect. In this facet, they had limited contributions for improvement of the situation (Stoltz, 2010).

Reach Dimension. Table 4C presents the Adversity Quotient® Profile (AQ®P) scores along reach dimensions of the school principals in the Division of Camarines Sur. The reach dimensions are the perceptions of the person of good or bad events reaching into other areas of life.

Of the 90 school principals, 27 (30.0%) obtained a “below average” score followed by 24 (26.7%) who got an “average” score. However, 21 (23.3%), 14 (15.6%) and four (4.4%) of the respondents belonged to “low”, “above average”

and “high” groups respectively. In general, with a mean score of 28.0 which was below the standard mean score of 32.0, school principals in the Division of Camarines Sur believed that they were less effective in correcting reach or extent of the adversity when confronted by adverse situations.

Table 4C

**Principals’ Level of Adversity Quotient® Profile (AQ®P)
Along Reach Dimension**

Descriptive Equivalent	Score Range	Frequency (n = 90)	Percent
High	40 – 50	4	4.4%
Above Average	35 – 39	14	15.6%
Average	29 – 34	24	26.7%
Below Average	24 – 28	27	30.0%
Low	10 – 23	21	23.3%
Mean	28.0		
Standard Mean Score	32.0		

Findings showed that the school principals Adversity Quotient® were “below average”. The implication of these results was that school principals’ perceptions of the various uncertain events in the workplace affected other aspects of their management leading to frustration, bitterness and failure that led to poor decision making. The school principal’s capacity to influence the adverse situations negatively affected the institution especially in dealing with complex problems that needed immediate actions.

It further indicated that school principals were less effective in limiting the effect to the particular area where the adversity to crop in other areas of their

life. According to Dr. Stoltz (2010) limiting the reach of the adversity is very important and desirable. To make the best of being a school leader, they must learn how to limit adversities in the workplace. If they failed to do so in facing adversity, at this point they may feel helpless, overwhelmed and overshadowed by problems.

Endurance Dimension. This is the perception people of time over good or bad events and their consequences last or endure. Seeing beyond even enormous difficulties is an essential skill for maintaining hope. Those with higher AQs have the uncanny ability to see past the most interminable difficulties and maintain hope and optimism. Those with lower AQs see adversity as dragging on indefinitely, if not permanently.

Table 4D reflects the school principal's level of Adversity Quotient[®] Profile (AQ[®]P) score along endurance dimension. It is worth noting that along this dimension most (38.9%) of the school principals obtained a "below average" score followed by "low" and "average" scores with a mean of 31.3% and 14.5% respectively. Along this dimensions, "above average" and "high" score had the lowest obtained number with 11 or 12.2% and 3 or 3.3% of the respondents.

In general, a mean of 30.0 with a descriptive equivalent of 'below average', implied that school principals in the Division of Camarines Sur believed they could handle adverse events and their causes as somewhat little bit enduring. It further indicates that whenever they were confronted with minor

Table 4D

**Principals' Level of Adversity Quotient® Profile (AQ®P)
Along Endurance Dimension**

Descriptive Equivalent	Score Range	Frequency (n = 90)	Percent
High	43 – 50	3	3.3%
Above Average	39 – 42	11	12.2%
Average	34 – 38	13	14.5%
Below Average	29 – 33	35	38.9%
Low	10 – 28	28	31.3%
Mean	30.0		
Standard Mean Score	36.0		

level of challenges, they had the capacity to do the necessary actions to go on with the normal phase and be determined to move ahead. However, there were situations wherein they tend to get weak and lose hope if the outcome of the adverse events worsens.

The endurance dimension score of the school principals measured their perceptions of time over good or bad events and its consequences would last or endure. It talked about two questions: How long will the adversities last? and How long will the cause of adversities last?

According to Stoltz (2010), seeing beyond even enormous difficulties is an essential skill for maintaining hope. Those with higher AQs have the uncanny ability to see past the most interminable difficulties and maintain hope and optimism. Those with lower AQs see adversity as dragging on indefinitely, if not permanently.

Adversity Quotient® Profile (AQ®P). The level of Adversity Quotient® Profile (AQ®P) of the school principals in the Division of Camarines Sur was presented in Table 4E.

As shown in the table, 79 (87.8%) of the school principals obtained a “low” score and 5 or 5.6% got a “below average” score. However, 3 (3.3%) of them attained a “high” and “above average” score respectively. The mean score of 119.0 of the school principals which was interpreted as “low” fell below the standard mean score of 154.0 which denoted that school principals suffered unnecessarily in a number of ways and they had the tendency to surrender when faced with adversities.

Table 4E

Principals’ Level of Adversity Quotient® Profile (AQ®P)

Descriptive Equivalent	Score Range	Frequency (n = 90)	Percent
High	177 – 200	3	3.3%
Above Average	165 – 176	3	3.3%
Average	145 – 164	0	0.0%
Below Average	134 – 144	5	5.6%
Low	40 – 133	79	87.8%
Mean	119.0		
Standard Mean Score	154.0		

Data showed that school principal’s level of Adversity Quotient® was “low”. It only showed that they were shortened of their existing capacity as their accessed capacity does not meet the required capacity as what the

workplace demanded. This deficiency led to two alarming trends, firstly the capacity gap fulfillment and secondly the silent toll turmoil caused by dealing with the capacity gap which impacted performance, attitude, productivity, morale, tenacity and health overall.

Every individual encounter adversity in their daily lives, which have now, began to escalate at an alarming rate due to the complexities that prevail in our system where we live in, one needs to counter minor annoyances to major life altering events (Venkatesh, J. & Shivaranjani, G., 2016).

Today's roles and responsibilities of the school principals is highly complicated, their performance of diverse functions demands them to be knowledgeable and resilient in dealing with the different complexities brought by internal and external factors such as pressures and demands from the higher authorities mandated to achieve national performance standards, diverse perspective of the people, community participation, school resources and the like. There is no room for them to do away with it because these are the siblings of their marriage with school leadership. The challenge now for the school principals is how to face the adversity in the process of performing these duties and responsibilities.

Quality of Management Skills of the School Principals

This study aimed to assess the quality of the management skills of the School Principals in terms of their performances of their duties and functions as

school leader delineated along the seven aspects of management skills, to wit; communicating directives, motivating and inspiring, empowering and delegating, managing stress and developing resiliency, managing conflicts, building effective teams and teamwork and leading positive change.

Communicating Directives. The perceived quality of management skills of the school principals along communicating directives were shown in Table 5A. This aspect plays an important role in management to ensure communication of the school goals and objectives are clearly defined and acquainted subordinates of the road map of the institution to positively achieve school performance.

The Table revealed that considering the subordinates when communicating (4.29) ranked first, encourages engagement of the subordinates as appropriately needed (4.28) ranked second, while devoting time to identify area of agreement on school issues with subordinates that have different opinions (4.15) last in rank. As reflected in the table, the overall mean along communicating directives was 4.23 (Very High). School principals were rated very high (4.36) along this function but the teachers rated them 4.10 means high.

The findings revealed that school principals had very high consideration to their subordinates when communicating directives and policy. Open and clear communication among school personnel bridged the smooth transition of schools' programs and projects' implementation. It also built the trust and confidence of the teachers, pupils, parents and community to school leaders who

Table 5A

**Quality of Management Skills of School Principal
along Communicating Directives**

Indicators	A	B	OM	QMS	R
Being considerate with subordinates when communicating with them	4.19	4.39	4.29	VH	1
Encouraging engagement of subordinates as appropriately needed	4.18	4.38	4.28	VH	2
Being responsive to subordinate's needs rather than just own point of view	4.06	4.43	4.24	VH	3
Taking responsibility of the decisions rather than blaming others	3.97	4.41	4.19	H	4
Devoting time to identify area of agreement on school issues with subordinates with different opinion	4.09	4.20	4.15	H	5
Overall Mean (OM)	4.10	4.36	4.23	VH	

Legend:

Value Scale	Mean Range	Quality of Management Skills (QMS)
5	4.21-5.00	Very High (VH)
4	3.41-4.20	High (H)
3	2.61-3.40	Moderately High (MH)
2	1.81-2.60	Low (L)
1	1:00-1.80	Very Low (VL)
A	Teachers	
B	School Principal	

promoted higher consideration on the value of transparency, shared leadership and governance. A good principal balanced within all their roles and works to ensure that that they were doing what they felt was best for all constituents involved (Meador, 2017).

With the intention of the school principals to please their subordinates when communicating directives resulted to negligence in the needs to

devote time to identify area of agreement on school issues with their subordinates that has a different opinion. The framework of School – Based Management (SBM) encouraged participation of all the stakeholders (internal and external) in decision making, their voice was important to effectively involve and respond in the achievement of the school performance and learning outcomes.

Motivating and Inspiring. In Table 5B, the perceived quality of management skills of school principals along motivating and inspiring aspect considered five indicators. Among the indicators, motivates and inspires subordinates to achieve their professional goals obtained the highest combined ratings given by the school principals and teachers overall mean of (4.37), closely in second was provides compliments and recognition for the group or individual meaningful accomplishments overall mean of (4.31), and lastly devotes time in motivating subordinates and inspire them to engage in school programs and projects was the lowest with an overall mean of 4.21.

In consonance to the overall mean along motivating and inspiring (4.29); the school principals rated themselves 'very high' (4.40) and teachers rated their superior (4.18) interpreted as 'high'. Outstandingly, based on the collective responses of the respondents, the quality of management skills along motivating and inspiring of the school principals was very high.

The data presented indicated that the school principals had an excellent quality of management skills along their performance on motivating and inspiring

Table 5B

**Quality of Management Skills of School Principal
along Motivating and Inspiring**

Indicators	A	B	OM	QMS	R
Motivating and inspiring subordinates to achieve professional goals	4.24	4.50	4.37	VH	1
Providing compliments and recognition for meaningful accomplishments	4.28	4.34	4.31	VH	2
Making positive mindset in school management and operations	4.11	4.48	4.29	VH	3
Focusing on positive results and performances (rather than problems)	4.16	4.39	4.27	VH	4
Devoting time in motivating subordinates and inspire them to engage in school programs and projects	4.13	4.30	4.21	VH	5
Overall Mean (OM)	4.18	4.40	4.29	VH	

aspects. This implied that they were more concerned with their subordinates' professional growth and development. On the other hand, devoting time in motivating their subordinates to engage in school programs and projects needed their utmost attention. On the part of the teachers, they perceived the lowest among the five given indicators was on the school principal's positive mindset on the day to day school management and operations. It denoted that school principals needed to provide a positivity in the day to day school management and operations to constructively engage their teachers in achieving their common goals and objectives. According to Whetten and Cameron (2011), effective managers devote considerable time to gauging and strengthening their subordinates' motivation, as reflected in their effort and concern.

Empowering and Delegating. Reflected in Table 5C, the quality of management skills of School Principals along empowering and delegating with the following indicators considered and rated: feels confident with their subordinates when delegating obtained the highest overall mean of 4.39, followed by helps subordinates feel competent in their tasks by recognizing and celebrating their successes (4.31) and lastly, communicates school objectives clearly with an overall mean of 4.20. The overall mean of 4.27 was attributed to the rating given by the school principals (4.40) and teachers (4.14) which denoted a very high quality of management skills along this function.

Table 5C

**Quality of Management Skills of School Principal
along Empowering and Delegating**

Indicators	A	B	OM	QMS	R
Feeling confident with subordinates, when delegate	4.34	4.44	4.39	VH	1
Helping subordinates feel competent in their task by recognizing and celebrating their successes	4.18	4.43	4.31	VH	2
Delegating task carefully and appropriately to subordinate's capabilities	4.14	4.32	4.23	VH	3
Providing regular feedback and support to subordinates	4.04	4.39	4.22	VH	4
Communicating school objectives and expectations clearly.	4.01	4.39	4.20	H	5
Overall Mean (OM)	4.14	4.40	4.27	VH	

The abovementioned findings, implied that the school principals manifested very high confident when delegating task to their subordinates.

It was also evidently showed that they promoted participation of teachers in the execution of the school programs and projects that held them responsible and accountable. They were very aggressive in promoting participation of teachers but fell short in communicating school objectives and expectations clearly which was the primordial concern to encourage teachers to envision the road map of the institution as bases for the achievement of school goals.

Based on the overall mean, the school principals had very high quality of management skills along empowering and delegating as manifested of their confidence to their subordinates in delegating, helped their subordinates felt competent in their task by recognizing and celebrating their successes and delegating task carefully and appropriately. Furthermore, they possessed high quality of management on communicating school objectives and expectations clearly.

Empowering and delegating skills of school principals had a bearing with the ideas of Whetton and Cameron (2011) those leaders who empowered and delegated their subordinates to do given tasks removed controls, constraints, and boundaries for them instead of motivating, directing, or stimulating their behavior. Rather than being a “push” strategy, in which managers induce employees to respond in desirable ways through incentives and influence techniques, empowerment is a “pull” strategy.

Managing Stress and Developing Resiliency. Table 5D, shows the quality of management skills of School Principals along managing stress and developing resiliency as perceived by themselves and their teachers.

Based on the following indicators and ratings; always supports school priority programs and projects amidst different circumstances rated the highest (4.52), maintains an open and trusting professional relationship with their subordinates (4.36) came in closed in second and positively and resiliently faces adversities, difficulties and stress arises in the school with the lowest overall mean of 4.20. The comparison of the overall mean as perceived by the school principals and teachers along this function; the latter had a lower perceived overall mean of 4.20 (high) compared to the former 4.40 (very high) respectively.

The overall mean of 4.30 obtained along managing stress and developing resiliency denoted a very high quality of management skills of school principals. Among the indicators, school principals provide a very high support on school priority programs and projects amidst different circumstances in its implementation accounted to internal and external factors in the workplace. Accordingly, they were rated the lowest in effective time management approaches such as time-on-tasks on the submission of school reports, records and positively and resiliently faces adversities, difficulties and stress aroused in the school respectively. In general, the results showed that school principals had a very high support on school

Table 5D

**Quality of Management Skills of School Principal along
Managing Stress and Developing Resiliency**

Indicators	A	B	OM	QMS	R
Supporting school priority programs and projects amidst different situations	4.34	4.70	4.52	VH	1
Maintaining open and trusting professional relationship with subordinates	4.18	4.53	4.36	VH	2
Managing overcome different changes mandated by the Department of Education (DepEd)	4.26	4.22	4.24	VH	3
Using time management approaches on the submission of school reports, records and the like	4.08	4.32	4.20	H	4
Facing adversities, difficulties and stress arising in the school	4.15	4.24	4.20	H	5
Overall Mean (OM)	4.20	4.40	4.30	VH	

programs and projects but needed to develop approaches to manage time management and positively and resiliently faced adversities.

Implications can be deduced from the findings that school principals had a higher given attention on supporting school programs and projects however, they needed to develop their level of resiliency to positively face adversities in the workplace.

Kendra Cherry (2017) stressed that resilient people are able to utilize their skills and strengths to cope and recover from problems and challenges. These problems may include job loss, financial problems, illness, natural disasters, medical emergencies, and the like. In many cases, they may

emerge even stronger than they were before. Those who lack this resilience may instead become overwhelmed by such experiences. They may dwell on problems and use unhealthy coping mechanisms to deal with life's challenges.

Managing Conflicts. The data presents in Table 5E, the quality of management skills of school principals along managing conflicts. It could be noted that among the given indicators; seeking additional information and asks for their subordinate's opinion before making any decisions had the highest overall mean of 4.39, followed by not taking sides but remain neutral in prevailing issues (4.29) and avoids making personal judgements on school or subordinates problems and attributing their self-serving intentions had the lowest overall mean of 4.05. Under this function, the overall mean (4.25) as perceived by school principals (4.07) while -teachers (4.43). It could be noted that the respondents had different perceptions of the quality of management skills of the school principals along managing conflicts but to sum up they still had a very high QMS.

It could be inferred from the table a very high quality of management skills along managing conflicts of school principals as manifested by the overall mean obtained on the five indicators. These data implied that most school leaders had a wide knowledge on conflicts management and its imperatives. Among the given indicators, seeking additional information and asks for subordinate opinion on decision making rated very high as reflected

Table 5E

**Quality of Management Skills of School Principal
Along Managing Conflicts**

Indicators	A	B	OM	QMS	R
Seeking additional information and asking subordinates opinion before making decisions	4.14	4.64	4.39	VH	1
Not taking sides but remaining neutral in prevailing issues	4.02	4.57	4.29	VH	2
Encouraging two-way interaction in conflict management	4.16	4.40	4.28	VH	3
Helping both parties agree on the neutral ground when conflict arises	4.09	4.36	4.23	VH	4
Avoiding making personal judgments on school or subordinates problems and attributing self-serving intentions	3.93	4.17	4.05	H	5
Overall Mean (OM)	4.07	4.43	4.25	VH	

reflected by its overall mean attained. These ideas of participative management showed a big difference of ancient leadership compared to date where stakeholders encouraged to participate and shared their ideas for a transparent and transformative way of management. On the other hand, respondents felt that school principals were fell short in avoiding personal judgment in school or subordinates' problems and attributing self-serving intentions. An idea that school principals should detached their own perspectives in dealing with problems in all circumstances, instead study and analyzes the prevailing problems and craft solutions based on facts and needs.

To ensure that school community is unified, The Wallace Foundation (2013) proposed that principals should guarantee that their major role must be in place in developing a “professional community” of teachers who guide one another in improving instruction; work effectively to improve achievement by focusing on the quality of instruction; promote high expectations and encourage continuous professional learning; and effective leaders view data as a means not only to pinpoint problems but to understand their nature and causes.

Building Effective Teams and Teamwork. The quality of management skills of school principals along building effective teams and teamwork were shown in Table 5F. It could be observed that among the indicators encourages group participation in making decisions in school concerns and encourages subordinates to innovate as well as promote continuous improvement in school processes received the highest rating of (4.38), followed by provides clear, motivating vision of what the school community will achieve along specific goals (4.28) while develops mutual agreement with their subordinates before moving forward with task accomplishments received the lowest overall mean of 4.19. The overall mean was 4.42 (very high) while teachers rated them 4.16 which meant ‘high’.

An overall mean of 4.29 obtained along building effective teams and teamwork was an indication of the very high quality of management skills of school principals in seeking the participation of the subordinates and community

Table 5F

**Quality of Management Skills of School Principal Along
Building Effective Teams and Teamwork**

Indicators	A	B	OM	QMS	R
Encouraging group participation in making decisions	4.26	4.49	4.38	VH	1
Encouraging subordinates to innovate and promote continuous improvement	4.26	4.51	4.38	VH	2
Providing clear and motivating vision to achieve specific goals	4.21	4.34	4.28	VH	3
Employing different ways to build strong professional relationships and unity among subordinates	3.99	4.43	4.21	VH	4
Developing mutual agreement with subordinates before moving forward with task accomplishment	4.07	4.32	4.19	H	5
Overall Mean (OM)	4.16	4.42	4.29	VH	

to actively support school endeavors for the betterment of its performance. The results could be attributed to the school principals' encouragement for group participation in the decision making processes, as well as encourages their subordinates to innovate and promote schools' continuous improvement. The role of the school principals had been an important factor in leading teachers to be functional and responsive to their academic performance.

According to Peter Drucker theory on Management By Objectives (MBO) as cited by Mulder (2010), setting challenging but attainable objectives promotes motivation and empowerment of subordinates. By increasing commitment, they are given the opportunity to focus on new ideas and innovation that contribute to the development and objectives of organizations. But along this function, the

school principal needs to improve their way of building mutual agreement with subordinates for task accomplishments.

Leading Positive Change. Table 5G, illustrates the quality of management skills of the school principals along leading positive change. It could be gleaned from the table that the highest perceived rating of the respondents was on uses positive comments in giving feedback and communicating results rather than negative ones (4.36), communicates school goals and objectives clearly and kindly to subordinates was the next with an overall mean of 4.34. Among the indicators, engaging subordinates to commit to envision positive change for the school had the lowest overall mean of 4.11. The overall mean on leading positive change as perceived by the school principals and teachers was 4.27. It denoted that the school principals possessed a very high quality of management skills on this function.

On the positive note, school principals' quality of management in promoting positive change observed very high attention in using positive comments in giving feedback and communicating results than negative ones. It signified that school principals had a positive outlook in leading school in achieving excellence rather than putting blame to others when something didn't attain based on targeted goals. It was good to note also that school principals provided an open and clear communication of the school expectations. It indicated that they were able to provide blue print that guided school community in building the needed competence for schools' excellence performance.

Table 5G

**Quality of Management Skills of School Principal Along
Leading Positive Change**

Indicators	A	B	OM	QMS	R
Using positive comments in giving feedback and communicating results than negative ones	4.21	4.51	4.36	VH	1
Communicating school goals and objectives clearly and kindly	4.27	4.41	4.34	VH	2
Creating positive teamwork in school when interacts with subordinates	4.11	4.48	4.29	VH	3
Giving attention on building subordinates strengths, not just overcoming their weaknesses	4.06	4.39	4.23	VH	4
Knowing how to engage subordinates commit to envision positive change	4.19	4.03	4.11	H	5
Overall Mean (OM)	4.17	4.36	4.27	VH	

On the adverse note, they failed to develop engagement of their subordinates to commit to envisioned positive change for the school. Even though school principal positively envision in leading change for their institution, but when their subordinates were not purposively engage to commit to visualize positive change still the systems would not succeed. This idea was supported by Chester Barnard Systems Approach to Management Theory as cited by Chand (2010), when he state that management should be based on the generalization that everything is interrelated and interdependent. A system is composed of related and dependent element which when in interaction, forms a unitary whole. A system is simply an assemblage or combination of things or parts forming a complex whole.

In summary, the school principals' manifested a very high quality of management skills along the seven (7) core aspects; communicating directives, motivating and inspiring, empowering and delegating, managing stress and developing resiliency, managing conflicts, building effective teams and teamwork, and leading positive change in the performance of their duties and responsibilities as school leaders.

As presented in Table 5H, the quality of management skills of the school principals along the seven (7) aspects; managing stress and developing resiliency (4.30) rated the highest, followed by motivating and inspiring and building effective teams and teamwork (4.29), leading positive change and empowering and delegating (4.27), managing conflicts (4.25),

Table 5H

Summary Table of the Quality of Management Skills of School Principal

Indicators	A	B	OM	QMS	R
Managing Stress and Developing Resiliency	4.20	4.40	4.30	VH	1
Motivating and Inspiring	4.18	4.40	4.29	VH	2.5
Building Effective Teams and Teamwork	4.16	4.42	4.29	VH	2.5
Leading Positive Change	4.17	4.36	4.27	VH	4.5
Empowering and Delegating	4.14	4.40	4.27	VH	4.5
Managing Conflicts	4.07	4.43	4.25	VH	6
Communication Directives	4.10	4.36	4.23	VH	7
Overall Mean (OM)	4.15	4.40	4.27	VH	

lastly communicating directives (4.23). The overall mean showed that the school principals had a very high perception on their quality of management skills while the teachers perceived it as high.

In general, school principals manifested very high quality of management skills as showed by the overall mean they obtained along seven (7) core aspects that were considered in this study. In broad-spectrum, these results implied that the school principals' quality of management skills were convincingly very high, it only showed that they were really committed in the performance of their duties and responsibilities as school managers. These inferred also that they had already gained more knowledge on school leadership and management that could help in the effort of the Department of Education (DepEd) in bringing their respective schools into greater heights of achievement and excellence performance of the school children and the school community systems.

These idea was in congruent to the idea of Lee Tan Luck (2017), he pointed out that there are several critical elements in the school principal's managerial perspective. One has to have good educational background, which includes excellent management skills and knowledgeable. Among other elements are work environments and amicable public relations or communication among school principal and teachers within the educational institution and other educational institutions. These factors are considered as critical as professionalism and productivity are the essence of education

management. Principals in educational institutions are considered as successful when they managed to sustain high performance and productivity in the development of their organization. In doing so, teamwork and collective performance are needed in the effort of promoting remarkable services.

Furthermore, it is gratifying to note that school principals have a very high quality of management in all seven Adversity Quotient® and management skills as manifested by the given combined rating by their subordinates and themselves. Among the seven functions they excelled the highest in managing stress and developing resiliency a notification that they have an outstanding ability to productively cope with adversities and different stressors in the workplace and were able to cope and overcome it and developed resiliency primarily important in managing schools. They also had a very high quality of management skills along motivating and inspiring and building effective teams and teamwork respectively. It only showed that they had a very high ability in encouraging their teachers to enthusiastically perform and involve in academic actions and they gained an attitude of creating teamwork to effectively involve the community of teachers and stakeholders in the achievement of school goals and objectives. With respect to the seven functions, school principals quietly need to gain more knowledge in communicating directives to effectively provide school

directions and technical assistance to school personnel to efficiently attain institutional goals and objectives.

It was imperative for the school principals to be highly competent, highly efficient and effective and proactive leaders. They should possess the skills of motivating and inspiring subordinates to actively engage in the attainment of educational goals and objectives, communicate directives and do the right things in the right way to carry out DepED Mission and Vision. Had the ability to manage conflicts and stressors in the workplace, empowered school personnel to make them accountable, built effective teams to efficiently achieve targeted goals and led them to constructively transform school into a more competent institution that adhere holistic development of the learners.

Institutional Performance

Education institutions are considered successful when Principals managed to sustain high institutional performance and productivity. In doing so, teamwork and collective performance are needed in the effort of promoting remarkable services for the school clientele. One of the main objectives of this study was to determine the level of institutional performance anchored on School-Based Management (SBM) – ACCEs (A Child- and Community – Centered Education System) focused on its four guiding principles: leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources.

Leadership and Governance. The institutional performance as revealed by SBM Assessment Tool guided by the four principles of ACCESs along leadership and governance was shown in Table 6A.

It could be gleaned from the table, that schools were in its maturing level of practices on facilitating leadership network communication between and among school and community leaders for informed decision-making and solving of school-community wide-learning problems rated the highest of 1.68. Noticeably those schools were matured enough in organizing a clear structure and work arrangements that promoted shared leadership and governance and defined the roles and responsibilities of stakeholders (1.67). Continuity in the development and regular review of the School Improvement Plan (SIP) by the school community in order to keep it responsive and relevant to emerging needs, challenges and opportunities are in place (1.63). They are also practicing a long term program to address the training and developmental needs of school and community leaders and collaboratively developed SIP but on the lesser degree with a mean of 1.54 and 1.52 respectively. In overall, it was evident that schools in the Division of Camarines Sur were in maturing level of practice along leadership and governance as revealed by its mean of 1.61.

Overall, most of the indicators along leadership and governance were in “maturing” level of practice already. It meant that schools introduced and sustained continuous improvement processes that integrate wider community participation and significantly improve performance and learning outcomes. It

Table 6A

**Institutional Performance along Leadership
and Governance**

Indicators	Mean	Level of Practice	Rank
Facilitates communication between and among school and community leaders	1.68	Maturing	1
Organizing a clear structure and work arrangements	1.67	Maturing	2
Reviewed development plan (e.g SIP)	1.63	Maturing	3
Addresses the training and development needs of school and community leaders.	1.54	Maturing	4
Developed Development Plan (e.g SIP) collaboratively	1.52	Maturing	5
Mean	1.61	Maturing	

Legend:

Mean Range	Level of Practice
2.5 - 3.00	Advanced
1.5 – 2.4	Maturing
.5 – 1.4	Developing

indicated also that schools were obviously practicing participatory leadership and governance where stakeholders were tapped in the decision-making process that was indispensable to make them responsive and held accountable of the learning outcomes. School leaders developed the knowledge and abilities in adherence to the mandates of School – Based Management (SBM) in the ground level. Observing these concepts, school must be composed of sub-systems that supported each other to achieve common goals and objectives.

This idea was supported by the Systems Theory of Chester Barnard (as cited in Chand (2010), the theory viewed that an organization as an organic and open system, must be composed of interacting and interdependent parts, called subsystems. It was a generalization that everything in a system was interrelated and interdependent. A system was composed of related and dependent element which when in interaction, formed a unitary whole. A system was simply an assemblage or combination of things or parts forming a complex whole.

Curriculum and Instruction. Curriculum and instruction is the core of education system. It is the heart and soul that keep the school going and growing for the benefit of the school children. Effective principals play a major role in developing a 'professional community' of teachers who guides in improving curriculum and instruction, work effectively to improve achievement by focusing on the quality of instruction and promote high expectations and encourage continuous professional learning.

The results of the institutional performance along principles of curriculum and instruction were shown in Table 6B, school principals perceived Maturing level of practices in providing curriculum for the development needs of all types of learners in the school community and nurturing values and environments that were protective of all children and demonstrate behaviors consistent to the organizations vision, mission and goals with a mean of 1.57 and 1.56 respectively. The respondents perceived a developing level of practice on the localization of curriculum to make it

more meaningful to the learners and applicable to the community (1.48), collaborative monitoring using the appropriate tools to ensure the holistic development of the learners (1.46) and developing methods and materials to promote creative thinking and problem solving (1.43). Developing level of practice were noted but with lesser degree of mean obtained on applying appropriate assessment tools for teaching and learning and results were contextualized to the learners and local situation to attain relevant skills (1.39).

Table 6B

**Institutional Performance along Curriculum
and Instruction**

Indicators	Mean	Level of Practice	Rank
Curriculum provides development to all types of learners	1.57	Maturing	1
Learning managers and facilitators nurture values and environments that are protective of all children	1.56	Maturing	2
The implemented curriculum is localized to make it more meaningful	1.48	Developing	3
The learning systems are regularly and collaboratively monitored by the community	1.46	Developing	4
School and community stakeholders develops methods and materials for developing creative thinking and problem solving	1.43	Developing	5
Methods and resources are learner and community-friendly, enjoyable, safe, inclusive, and accessible to develop a self-directed learners	1.42	Developing	6
Appropriate assessment tools for teaching and learning are continuously reviewed and improved	1.39	Developing	7
Mean	1.47	Developing	

The grand mean of 1.47 denoted a developing level of practices of schools along curriculum and instruction. It was observed that a maturing level of practice on providing curriculum for the development needs of learners was established. However employing appropriate assessment tools and contextualizing the results of assessment into the learner and local situation to attain relevant life skills needed attention to be developed in accordance to the level of practice. Based on the prevailing results, school principals needed to spearhead the review of the existing assessment process in their respective schools to ensure its effectiveness in achieving their academic goals and objectives.

It could be inferred that curriculum and instruction implementation played a major role in the development of the learners; however in some circumstances schools found it difficult to effectively implement it in the ground level, considering the birth of the K to 12 Curriculum which challenged the capacity of the government to provide needed resources and the readiness of the school as well.

The principles of Management By Objectives by Peter Drucker as cited by Mulder (2010) closely supported the findings of this study that school principals should ensure effectiveness in achieving academic goals and objectives. Drucker suggested to determine joint objectives and to provide feedback on the results. Set challenging but attainable objectives that would promote motivation and empowerment of employees increasing commitment, managers are given

the opportunity to focus on new ideas and innovations that contribute to the development and objectives of organizations.

Accountability and Continuous Improvement. This principle provides a clear, transparent, inclusive and responsive accountability system is in place, collaboratively developed by the school community, which monitors performance and acts appropriately on gaps and gains.

As shown in Table 6C, results showed that school principal were effective in defining the roles and responsibilities of accountable person with the collaboration of the community and stakeholders and was rated the highest with a mean of 1.79. Recognizing achievement of goals based on the collaboratively developed performance accountability system; gaps addressed through appropriate actions (1.58) in place in maturing level of practice as second in their priorities. It could be noted from the results that the schools were in the developing level of practice in ensuring the accountability of the system owned by the community and was continuously enhanced to ensure that management structures and mechanisms were responsive to the emerging learners' needs and demands of the community (1.44). There was also a need to guarantee that the accountability assessment criteria and tools feedback mechanisms and information collection and validation techniques and processes were inclusive and collaboratively developed and agreed upon by the school and community (1.34). The lowest mean was obtained on the regular participatory

assessment of performance with the community and results which served as basis for the feedback, technical assistance, recognition and plan adjustment (1.19).

Table 6C

**Institutional Performance along Accountability
and Continuous Improvement**

Indicators	Mean	Level of Practice	Rank
Roles and responsibilities of accountable person/s and collective body/ies are clearly defined	1.79	Maturing	1
Achievement of goals is recognized based on collaboratively developed performance accountability system	1.58	Maturing	2
The accountability system is owned by the community and is continuously enhanced	1.44	Developing	3
Accountability assessment criteria and tools, feedback mechanisms, information collection and validation techniques are collaboratively developed and agreed upon.	1.34	Developing	4
Participatory assessment of performance is done regularly with the community	1.19	Developing	5
Mean	1.47	Developing	

With reference to the overall mean obtained of 1.47, the institutional performance of the schools in the Division of Camarines Sur in terms of accountability and continuous improvement was in developing level of practice. It could be deduced from the findings that schools needed to revisit their existing policy guidelines to developed performance that ensured management of structures and mechanisms responsive to the emerging

learning needs and demands of the community. A need to reexamine the school's processes and regular assessment of performance, results of which shall be considered as basis for the feedback giving and in providing technical assistance and plan adjustment as the case may be.

The findings were closely related with Dr. W. Edwards Deming (as cited in Troncone, (2011) concepts of Total Quality Management which states that by adopting appropriate principles of management, organizations can increase quality and simultaneously reduce costs (by reducing waste, rework, staff attrition and litigation while increasing customer loyalty). The key is to practice continuous improvement and think of services as a system, not as bits and pieces.

Management of Resources. Resources fueled the institution to stay on track to continuously render services to learners and the community. In the spirit of education institution resources shall be collectively organized, judiciously mobilized, and managed with transparency, effectiveness and efficiency to support targeted education outcomes.

From the collected responses of the respondents, it could be observed from Table 6D a maturing Level of practice of schools in engaging the community to developed management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate and effective use of resources (1.56). This meant that schools were very effective in motivating stakeholders to productively utilized locally known materials to efficiently develop

Table 6D

Institutional Performance along Management of Resources

Indicators	Mean	Level of Practice	Rank
Community-developed resource management system that drives appropriate behaviors of the stakeholders	1.56	Maturing	1
Conduct dialogue for planning and resource programming with stakeholders to support community education plans	1.49	Developing	2
Manages network and linkages to strengthen partnerships to improve resource management	1.48	Developing	3
Resource inventory is undertaken by learning managers, learning facilitators and community stakeholders	1.44	Developing	4
Collaboratively developed and implemented monitoring, evaluation and reporting processes of resource management	1.34	Developing	5
Mean	1.46	Developing	

the resources of the institution. It was evidently showed from the table were indicators along management of resources were still on the developing phase of level of practice such as; regular dialogue for planning and resource programming that is accessible and inclusive, continuously engage stakeholders and support implementation of community education plans (1.49), establishing a system that manage the network and linkages which strengthen and sustain partnerships for improving resource management (1.48), collaborative regular resource inventory of learning managers, learning facilitators and community stakeholders as basis for resource and mobilization process

(1.44) on the lesser degree mean of 1.34 which meant developing level of practice on the regular monitoring, evaluation and reporting processes of resource management were collaboratively developed and implemented by the learning managers, facilitators and community stakeholders.

Based from the overall mean of 1.46, it showed that schools level of practice along management of resources was in developing stage. It meant that evolving structures and mechanisms with acceptable level and extent of community participation and impact on learning outcomes were being practice by most schools in the Division of Camarines Sur. On that point, a need to conduct a regular dialogue for resource planning and management, inclusive and accessible engagement of stakeholders in education planning, regular monitoring and evaluation and reporting of resources management to anticipate any ambiguities and plan for an intervention to positively address problems is a must. Schools must continuously morph and develop on the basis of experience to meet the emerging needs of the learning community (DepEd Order No. 83 series 2012).

As shown in Table 6E, the institutional performance of schools along four principles manifested different level of practices. It was worth rewarding that institutional performance on leadership and governance had the highest mean of 1.61 having a Maturing level of practice, followed by equally important principles on accountability and continuous improvement and curriculum and instruction with a mean of 1.47 each, lastly management of resources (1.46). The general

average mean of the institutional performance in accordance to SBM – *ACCESS* along its four principles was 1.50 that denoted a Maturing level of practice.

Table 6E

Summary Table of the Institutional Performance

Indicators	Mean	Level of Practice	Rank
Leadership and Governance	1.61	Maturing	1
Accountability and Continuous Improvement	1.47	Developing	2.5
Curriculum and Instruction	1.47	Developing	2.5
Management of Resources	-1.46	Developing	4
Mean	1.50	Maturing	

In summary, the performance of the schools in the Division of Camarines Sur which manifested a maturing level of practice along leadership and governance was worth gratifying considering the attitudes of the school leaders were transparently adhering community and stakeholder participations. The developing level of practice along curriculum and developing on instruction, accountability and continuous improvement and management of resources was a notification that there was a need for a capacity building enhancement program to familiarize every school personnel on this principles.

In the totality, the institutional performance of the schools in the Division of Camarines Sur was in maturing level of practice. It signified that schools were able to introduce and sustain continuous improvement processes that integrated wider community participation and significantly improved performance and

learning outcomes. It was worth noting that amidst the different factors that were deterrent the implementation of the DepEd programs and projects, school leaders and the school community was able to achieve the maturing level of practice. It was evidently shown by the perceived mean on leadership and governance where community participation was given value and importance in the decision – making process, a wider perspective that community participation played a vital role in the improvement and performance of the school especially in the achievement of the learning outcomes. On the other hand, there were principles which fell under Developing level of practice because of the consideration that other schools had some technical and financial problems in the implementation of the mandates of SBM. The role of the school principals was crucial on how he/she managed to adapt in the prevailing implementation of accreditation of schools anchored to SBM level of practices. The context of SBM practice evolved within the context of “differentiated practice” as created and affected by the variations in the typology of the schools, leadership quality and characteristics of the school leaders, local resources, diversity of learners and extent and depth of community involvement to school programs and projects (Deped Order N0. 83. S. 2012)

It was understood that school principals facing complexities in manning their respective schools geared towards the mandates of SBM level of practice and the struggle was real for those who were not able to manage their resources and earn the participation of the community to actively engage in the school’s

endeavors. Financial constraint marked as one of the tremendous factors that affected the performance of the school vis a vis academic performance of the learners. Help and support system must be activated; be it from the parents, community and stakeholders, support system from the government to address the financial and operational needs of the schools to evolve in the level of practice that would gradually improve itself to better serve its learners and stakeholders. Functionality of the school community system would be helpful in the improvement of the school level of practice and its academic performance.

Influence of Adversity Quotient® and Management Skills to Institutional Performance

Development of an institution is a product of an effective leadership and management of school leaders. Their ability to face various difficulties and challenges in the workplace has a greater contribution on their management skills considerably as one of determining factors that influences institutional performance. School principal's level of Adversity Quotient® nowadays has a growing influence on institutional performance. Their complex world of myriad duties and functions contest their ability to handle difficulties in the workplace.

In this extent the significant influence of Adversity Quotient® and management skills to institutional performance been determined using the Spearman Rank Correlation Coefficient.

Adversity Quotient® and Institutional Performance. The extent of influence of school principals Adversity Quotient® to institutional performance

was determined using Spearman's Rank Correlation of Coefficient. The Adversity Quotient[®] and its CORE dimensions: control, ownership and origin, reach and endurance were used to determine the significant relationship with institutional performance along its four principles; leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources.

Shown in Table 7A were the correlation results of the school principals Adversity Quotient[®] along its CORE dimensions with institutional performance based on the identified parameters.

It could be inferred from the results that school principals AQ[®] profile in terms of control significantly influenced on institutional performance along leadership and governance (0.211, sig. of 0.046). However, AQ[®] profile in terms of control did not significantly influence curriculum and instruction and accountability and continuous improvement and management resources with a correlation coefficient of 0.015, 0.198, 0.083 and significance of 0.886, 0.061, 0.438 respectively.

These results revealed that school principal's AQ[®] profile in terms of control significantly influenced leadership and governance. It indicated that better institutional performance could be achieved through an effective leadership and governance of school principals who perceived a significantly controlled and influenced in adverse situations. Considering the adversities faced by the school principals every day, they tended to lose their control and results in

Table 7A

Relationship between Adversity Quotient® and Institutional Performance

(I) Adversity Quotient®	(J) Institutional Performance	(I-J) Correlation Coefficient	Sig.	Stat Sig
CONTROL	Leadership and Governance	0.211*	0.046	S
	Curriculum and Instruction	0.015	0.886	NS
	Accountability and Continuous Improvement	0.198	0.061	NS
	Management of Resources	0.083	0.438	NS
OWNERSHIP	Leadership and Governance	-0.073	0.496	NS
	Curriculum and Instruction	-0.088	0.410	NS
	Accountability and Continuous Improvement	0.030	0.776	NS
	Management of Resources	-0.142	0.182	NS
REACH	Leadership and Governance	0.108	0.309	NS
	Curriculum and Instruction	0.175	0.098	NS
	Accountability and Continuous Improvement	-0.004	0.968	NS
	Management of Resources	0.025	0.816	NS
ENDURANCE	Leadership and Governance	-0.166	0.118	NS
	Curriculum and Instruction	-0.362**	0.000	VHS
	Accountability and Continuous Improvement	-0.104	0.331	NS
	Management of Resources	-0.053	0.622	NS

Reference: Appendix G

Legend:

Sig. = $>.05$ – Not Significant (NS)

Sig. = $\leq .05$ – Significant (S)

Sig. = $\leq .01$ – Highly Significant (HS)

Sig. = $\leq .001$ – Very Highly Significant (VHS)

making unproductive decisions. School leaders who responded to adversity positively would have a greater performance in their management and able to develop resiliency and overcome adverse events and worse scenario encountered in the workplace.

On the contrary, school principals AQ[®] profile in terms of control did not significantly influence institutional performance predominantly on the implementation of curriculum and delivery of instruction that formed part as the core of education system. It could be construed that school principal's commitment in relations to accountability and continuous improvement and management of resources did not significantly influence by their level of control. It implied that institutional performance along curriculum and instruction, accountability and continuous improvement and management of resources was significantly affected by Adversity Quotient[®] Profile of the school principals. The results suggest that control was not a determinant of the performance of the institution on the implementation of curriculum and delivery of instructions; same was true in dealing with continuous improvement and management of school resources.

AQ[®] profile along ownership and reach of the school principals did not significantly influence the following principles; leadership and governance with correlation coefficient result of -0.073 and a significance of 0.496, curriculum and instruction with a correlation result of -0.088 and a significance of 0.410, accountability and continuous improvement with an effect size of 0.030 and a significance of 0.776 and management of resources with an effect size of -0.142 and a significance of 0.182.

These implied that the four principles of School – Based Management (SBM); leadership and governance, curriculum and instruction, accountability and

continuous improvement and management of resources were not dependent to the level of AQ[®] profile of school principals on ownership and origin. An imperative that school principals should take responsibilities for whatever outcomes of their actions as a value of being accountable in the performance of their school. AQ[®] profile on ownership did not factor the performance of the school along curriculum and instruction, accountability and continuous improvement as well as management of resources, these factors were primarily a topmost management concerns which were within their control.

AQ[®] profile in terms of reach dimension did not significantly influence in all the principles of SBM as determining factor of an institutional performance; leadership and governance (0.108, significance of 0.309), curriculum and instruction (0.175, significance of 0.098), accountability and continuous improvement (-0.004, significance of 0.968) and management of resources with an effect size of 0.025 and a significance of 0.816.

These outcomes were manifestations that the respectable performance of school along the SBM principles were not significantly affected by the AQ[®] profile of school principals in terms of reach dimension. These implied that school performance was not affected by how the school leaders perceived a good or bad events reaching into other areas of their lives. These further indicated that they built the ability to face adverse events, difficulties and challenges more manageable. Furthermore, the school performance was not affected by the level of AQ[®] profile in terms of reach of the school principals.

Endurance AQ[®] profile of the school principals signified very highly significant influence on curriculum and instruction principles of SBM on institutional performance with a correlation of -0.362 and a significance of 0.000. On the adverse note, there was no significant influence between AQ[®] profile of the school principals in terms of endurance in the three principles; leadership and governance, accountability and continuous improvement and management of resources with a correlation of -0.166, -0.104 and -0.053 and a degree of significance of 0.118, 0.331 and 0.622 respectively.

Findings revealed that the AQ[®] profile of the school principals in terms of endurance denoted a very highly significant influence to school performance in particular to the implementation of the curriculum and delivery of instruction. It denoted that school principals had a very highly enduring capacity to perceive good or bad events encountered in the implementation of curriculum and delivery of instruction considering the gap and loopholes in the birth of K to 12 in the Philippines. Aside from those difficulties, the acceptance of the parents and community school principals found it difficult to really champion this implementation but at the end of the day they were able to perceive positively over its consequences.

However, it could be noted that there was no significant influence between AQ[®] profile of the school principals in terms of endurance with these principles; leadership and governance, accountability and continuous improvement and management of resources. It suggested that endurance had

no relation in the school performance in management aspects, continuous improvement and the management of school resources. Management depended primarily on the genuine leadership ability of the school principals who had the responsibility to the consistent school improvement of resources and its core aspects.

In summary, AQ[®] profile along control endurance of the school principals showed a very highly significant influence and significant influence to curriculum and instruction and leadership and governance principles respectively. It proved that school principals with high AQ[®] along control would most likely develop a positively control over adverse events that improves leadership and governance for the achievement of institution performance in terms of curriculum and instruction in most aspects of education system. It further proved that endurance was indispensable to ensure that curriculum and instruction delivered accordingly to the community needs. In most parameters; Adversity Quotient[®] denoted a no significant influence with principles of institutional performance. It signified a less contribution of AQ[®] CORE dimensions to institutional performance principles that further enlightened that AQ[®] profile of school principals did not predominantly affect the achievement of school performance.

Quality of Management Skills and Institutional Performance.

Correlation identifies the interaction and direction of relationship of the two variables used in this study. The influence of the school principals' quality of

management skills and institutional performance is determined using the Spearman's Rank Correlation Coefficient.

Table 7B shows the relationship between school principals' quality of management skills and institutional performance.

The table showed that school principals' quality of management skills along communicating directives aspects significantly influenced leadership and governance principles with a correlation coefficient of 0.246 and a significance of 0.019. Significant influenced was noted also between communicating directives functions and principles of accountability and continuous improvement with an effect size of 0.253 and significance of 0.016. The obtained correlation coefficient of 0.252 and an effect size of 0.017 showed a significant influence between communicating directives and management of resources. However, communicating directives did not significantly influence curriculum and instruction with an effect size of 0.160 and significance of 0.131.

These findings revealed that the quality of management skills of the school principals on communicating directives significantly influenced leadership and governance. This meant that success of school principals leadership and management was coupled with a clear and effective communication of the school goals and objectives that guaranteed a more productive and positive outcomes of the school performance to be realized. Communicating directives significantly

Table 7B

Relationship between Quality of Management Skills and Institutional Performance

(I) Management Skills	(J) Institutional Performance	(I-J) Correlation Coefficient	Sig.	Stat Sig
Communicating Directives	Leadership and Governance	0.246*	0.019	S
	Curriculum and Instruction	0.160	0.131	NS
	Accountability and Continuous Improvement	0.253*	0.016	S
	Management of Resources	0.252*	0.017	S
Motivating and Inspiring	Leadership and Governance	0.021	0.848	NS
	Curriculum and Instruction	0.072	0.499	NS
	Accountability and Continuous Improvement	0.150	0.159	NS
	Management of Resources	0.172	0.104	NS
Empowering and Delegating	Leadership and Governance	0.165	0.120	NS
	Curriculum and Instruction	0.228*	0.031	S
	Accountability and Continuous Improvement	0.249*	0.018	S
	Management of Resources	0.272**	0.010	HS
Managing Stress and Developing Resiliency	Leadership and Governance	0.123	0.248	NS
	Curriculum and Instruction	0.169	0.110	NS
	Accountability and Continuous Improvement	0.229*	0.030	S
	Management of Resources	0.154	0.147	NS
Managing Conflicts	Leadership and Governance	0.102	0.339	NS
	Curriculum and Instruction	0.038	0.725	NS
	Accountability and Continuous Improvement	0.051	0.630	NS
	Management of Resources	0.041	0.700	NS
Building Effective Teams and Teamwork	Leadership and Governance	0.174	0.101	NS
	Curriculum and Instruction	0.139	0.191	NS
	Accountability and Continuous Improvement	0.116	0.275	NS
	Management of Resources	0.032	0.761	NS
Leading Positive Change	Leadership and Governance	0.132	0.214	NS
	Curriculum and Instruction	0.210*	0.047	S
	Accountability and Continuous Improvement	0.151	0.155	NS
	Management of Resources	0.114	0.284	NS

Reference: Appendix H

Legend:

Sig. = $>.05$ – Not Significant (NS)

Sig. = $\leq .05$ – Significant (S)

Sig. = $\leq .01$ – Highly Significant (HS)

Sig. = $\leq .001$ – Very Highly Significant (VHS)

influenced principles of accountability and continuous improvement, this meant correlation coefficient with leadership and governance (0.021, significance of 0.848), curriculum and instruction (0.072, significance of 0.499), accountability and continuous improvement (0.150, significance of 0.159) and management of resources (0.172, significance of 0.104).

This could mean that school principal quality of management skills specifically on motivating and inspiring effort had minor influence on achieving school performance especially on the four principles of SBM ACCESs in the Division of Camarines Sur. However, engagement and full participation of the subordinates within the organization could be gained through real motivating and inspiring attitudes of leaders. Well motivated people tend to do more what was expected from them to accomplish. Inspired one develop a character of willingness to do task without pressure or command from the superior. Logically, every person that was well motivated and inspired in the organization where they belonged would mean a more productive outcome and less interference from leaders. School principals who created a motivating and inspiring environment would be most likely to have a community of professional teachers who were working collaboratively geared towards school performance.

Empowering and delegating functions of the school principals manifested a highly significant influenced on school performance. In fact, it was very evident along management of resources with an obtained correlation coefficient on of 0.272 and significance of 0.010. Significant influences were exhibited along

curriculum and instruction with an effect size of 0.228 and significance of 0.031 and accountability and continuous improvement with an effect size of 0.249 and significance of 0.018. Nevertheless, it did not significantly influence leadership and governance with an effect size of 0.165 and significance of 0.120.

This implied that school principals manifested a highly significant degree of empowerment to their subordinates in the management of school resources. In this context, the school principals notably adhere to the mandates of school – based management on participatory governance that empowered every actor and actresses in the school community system to actively involved in management and decision making practice, thus school performance along management of resources productively succeeded.

School principals' quality of management skills along empowering and delegating significantly influenced curriculum and instruction implementation. These results showed the progressive connection between empowerment as an important factor in the implementation of curriculum and instruction aimed primarily to deliver quality basic education system suitable and applicable in the needs of the learners and the community. Highly productive school performance could be realized in a unique way in which community participation and involvement were recognized by the school to collaboratively develop performance accountability systems used to address gaps through appropriate action.

On the other hand, quality of management skills of school principals in empowering and delegating function did not significantly influence leadership and governance simply because these functions are primarily encompassed in their duties and responsibilities as school leaders.

Quality of management skills along managing stress and developing resiliency showed a significant influence on principles of accountability and continuous improvement with an obtained correlation of 0.229 and significance of 0.030. The obtained degree of correlation of 0.123, 0.169 and 0.154 and a significance of 0.248, 0.110 and 0.147 on leadership and governance, curriculum and instruction and management of resources respectively manifested a no significant influence of managing stress and developing resiliency on these three principles.

The significant influence of the quality of management skills of school principals along managing stress and developing resiliency with principles of accountability and continuous improvement provides a big canvass of a highly effective accountability system owned by the community and continuously enhanced to ensure that management structures and mechanisms were responsive to the emerging learning needs and demands of the community.

Managing stress and time is one of the most crucial, yet neglected, management skills in a competent leader's repertoire. Thus, not only do the results of stress negatively affect employees in the workplace, but they also drastically impede effective management behaviors such as listening, making

good decisions, solving problems effectively, planning, and generating new ideas. Developing the skill of managing stress, therefore, can have significant payoffs. The ability to deal appropriately with stress not only enhances individual self-development but can also have an enormous bottom-line impact on entire organizations (Whetten and Cameron, 2011).

Managing conflicts of the school principals manifests a no significant influence on leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources as shown by the obtained correlation coefficient of 0.102, 0.038, 0.051 and 0.041 and a significance of 0.339, 0.725, 0.630 and 0.700.

Managing conflicts did not significantly influence with the four principles of SBM as a determining factor for institutional performance; leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources. This implied that managing conflicts had no bearing in the achievement of school performance in all principles of SBM. School performance could be attained regardless of the quality of management skills of school principals along managing conflicts.

Managing conflicts is one of the major roles of school leaders indispensable to protect the integrity of every school personnel and to build a strong relationship and camaraderie in the school. It is the ability of the school principal to manage struggles in the workplace and stay in the middle ground of the situations or persons.

The four principles of SBM ACCESSs as an indicator used to determine the school performance, such as; leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources were not significantly influenced by the quality of management skills of the school principals along building effective teams and teamwork as reflected by the computed correlation coefficient of 0.174, 0.139, 0.116 and 0.032 and a significance of 0.101, 0.191, 0.275 and 0.761.

The above results showed that school principals' ability in building effective teams and teamwork did not contribute much in the school performance in terms of leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources. It could be assumed that there existed a highly commendable leadership performance that ensured a well-managed implementation of curriculum and instruction through continuous community participation and local resources noted in the school with less influence from the quality of management skills of school principals in building effective teams and teamwork.

Building effective teams and teamwork is the role of an effective leader in ensuring a unified approach to attain the expected outcomes. There are important attributes of an effective teams and teamwork; it must have an interdependent member; every members helps other members to efficient work together than unaccompanied; member's functions so well that they create their own magnetism; effective teams do not always have a same leader; members

care for and nurture each other; they boost each other and they have a high trust among each other.

Leading positive change for the institution is an important aspect to achieved better school performance, thus results of this study revealed that it has a significant influenced on the curriculum and instruction principles as shown by the correlation of 0.210 and significance of 0.047. However, it has no significant influence on the remaining principles on leadership and governance (0.132, significance of 0.214), accountability and continuous improvement (0.151, significance of 0.155) and management of resources (0.114, significance of 0.284).

Leading positive change significantly influence the implementation of curriculum and instruction as much to do because of the birth of the K to 12 Curriculum in the basic education system in the Philippines. The need to innovate as part of change is required to constantly develop an intervention in all the learning gaps encountered in this new curriculum. Curriculum could not always to be perfect as planned and expected, loopholes and struggles would arise as predictable. School principal's crucial role was to lead the contextualization of the curriculum and instructional mode of delivery that was academically accepted in the community to guarantee better learners performance outcomes and active engagement of the community for the curriculum and instruction fulfillment.

Leading change and managing stability of the school, creating vision and accomplishing objectives, breaking the rules and monitoring and evaluation,

although paradoxical, all are required to be successful. No longer do school principals and teachers have the luxury of holding on to the status quo; worrying about doing things right without also doing the right things; keeping the system stable without also leading change and improvement; maintaining current performance without also creating something new; concentrating on equilibrium and control without also concentrating on vibrancy and charisma.

Interrelationship among Adversity Quotient[®], Management Skills and Institutional Performance

This study dealt on the three main variables; Adversity Quotient[®] and quality of management skills as independent variables and institutional performance as dependent. This section explicates the interrelationships of these variables.

Multiple regression analyses were performed to determine the individual and combined effects of the aspects of Adversity Quotient[®] and management skills on the institutional performance of the respondent-schools. Results of the computations revealed that of the multiple correlations tested, only five individual correlations were noted to have statistical significance. They existed between the following: communicating directives and leadership governance ($B=.427$; $\text{Sig.}=.015$); motivating and inspiring and leadership governance ($B=-.305$; $\text{Sig.}=.048$); endurance and curriculum and instruction ($B=.427$; $\text{Sig.}=.015$); building effective teams and teamwork and curriculum and instruction ($B=.013$; $\text{Sig.}=.945$). These findings implied that of the variables covered along

Table 8

**Interrelationship among the Adversity Quotient[®], Management Skills
and Institutional Performance**

VARIABLES	Leadership and Governance			Curriculum and Instruction			Accountability and Continuous Improvement			Management of Resources		
	B	Sig.	I	B	Sig.	I	B	Sig.	I	B	Sig.	I
Control	.095	.157	NS	-.003	.965	NS	.083	.232	NS	.076	.294	NS
Ownership	-.067	.357	NS	.011	.895	NS	.041	.586	S	-.071	.365	NS
Reach	.006	.912	NS	.035	.579	NS	-.052	.375	NS	.014	.815	NS
Endurance	-.067	.249	NS	-.191	.004	HS	-.071	.235	NS	.001	.993	NS
Communicating Directives	.427	.015	S	.053	.783	NS	.169	.346	NS	.341	.070	NS
Motivating and Inspiring	-.305	.048	S	-.099	.563	NS	-.063	.692	NS	-.067	.683	NS
Empowering and Delegating	.106	.453	NS	.045	.778	NS	.129	.380	NS	.278	.072	NS
Managing Stress and Developing Resiliency	-.137	.346	NS	.133	.417	NS	.155	.305	NS	-.006	.970	NS
Managing Conflicts	-.086	.649	NS	-.214	.314	NS	-.186	.342	NS	-.023	.911	NS
Building Effective Teams and Teamwork	-.052	.755	NS	.013	.945	S	-.094	.586	NS	-.304	.095	NS
Leading Positive Change	.072	.593	NS	.238	.119	NS	.053	.704	NS	-.044	.760	NS
Multiple R	.429			.458			.398			.412		
R²	.184			.210			.159			.170		

Reference: Appendix I

Legend:

Sig. = $>.05$ – Not Significant (NS)

Sig. = $\leq .05$ – Significant (S)

Sig. = $\leq .01$ – Highly Significant (HS)

Sig. = $\leq .001$ – Very Highly Significant (VHS)

Adversity Quotient[®] and management skills only the preceding aspects manifested the highest correlations and thus had the most significant contributions to institutional performance. Furthermore, these data also meant

that improvement along those areas would definitely lead to improvement of institutional performance. The other remaining correlations, on the other hand, had shown no relationships at all, indicating that their changes would not in any way bring increase to institutional performance.

The multiple R or simply the combined effects of the Adversity Quotient® and management skills illustrated: .429, .458, .398, and .412 respectively for leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources. It could then be deduced from the given results that when all of the variables were combined, they could only bring medium sized effects.

Moreover, the correlation coefficient or the Multiple R showed that the aspects of Adversity Quotient® and management skills when combined could account for an 18.4, 21.0, 15.9, and 17.0 percent of variations on leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources. Hence, there were about 80% extraneous factors other than those identified which other researchers attempted to look into.

Proposed Model Program to Improve School Principal's Adversity Quotient® and Management Skills

The proposed model program presents a picture of how to improve school principals' Adversity Quotient® and management skills and when associated together would affect the performance of the institution.

Figure 4, displayed a model on how to improve school principals Adversity Quotient® based on the gathered facts and results. The illustration was a product of thorough analysis and interpretation of results of the study.

It was noted that school principal's level of Adversity Quotient® was in "low" score, denoting that they suffered unnecessarily in a number of ways. Their motivation, energy, vitality, health, performance, persistence, and hope could be greatly revitalized by learning and practicing the tools in raising Adversity Quotient®.

In this context, the researcher formulated a model to improve Adversity Quotient® of the school principals called **D-E-A-L on Adversity**, it connotes **Deal** on adversity positively – **Engage** in developing resiliency – **Analyze** difficulties – **Learn** to do something to overcome adversities.

Deal on adversity positively. School principal's ability to deal adversities in the workplace would improve their capacity to overcome and surpass it, thereby see adversity and problems as challenges and understand that problems are temporary, limited and external to themselves. Facing adversities develops resiliency of the people to positively provide self-better performance in any aspects of life. It entails a lot of understanding of the very nature of the complex world of every person when overcome makes a more precise improvement of his performance.

Engage in developing resiliency. Developing school principals level of understanding of the word resiliency will enable them to avert lessen and



Figure 3
Models to Improve School Principals Level of Adversity Quotient®

succeed through periods of adversity. Understanding how school principals positively adjust certain circumstances and emerge more resilient will help most promising questions of the performance of their countless duties and functions as school leaders. Consistently developing their level of resiliency will ensure greater performance overtime. Difficulties are a spice of life of school leaders, succeeding in their profession would mean overcoming it. Based on these facts,

school principals must know the sources of difficulties (internal or external), analyze how it prevails in the organizations, and develop mechanisms to improve the situations. Does nothing make anything, but doing something will mean everything fine.

Learn to do something to overcome adversities. School principals overcome number of adversities in their daily existence. Their day to day life requires a capacity, immense capability and greater measures to deal with the existing adversity. Complexities of their existence as leader, requires intense capacity to overcome adversities. Learning to deal with it makes sense of their living and performance and develop resiliency at the end of the day.

To develop school principals' level of Adversity Quotient® a 21st Century School Management and Leadership training course is necessary with the following program implementation content:

- Awareness on Personal Adversity Quotient® Profile;
- Inclusion of Adversity Quotient® in School Management and Leadership;
- Restructured Approaches on Effective Management of Adversity Quotient® both personally and professionally.
- Revitalization of School Principal's Range of Analytical Frameworks on Enhancing Adversity Quotient®.

To further strengthen the existing management skills of the school principals the Systematic Approach to Management model was crafted. This model provides more analytic principles of management of skills to elevate school principal's performance along their functions in manning the school, the people and even the resources. Systematic approach model to further strengthen the school principals management skills stated as follows; **S**kills Assessment, **S**kills Learning, **S**kills Analysis, **S**kills Practice and **S**kills Application.

Skills Assessment. School principals should be aware of their level of skills competency and willingness to improve themselves to benefit from it to see the track of their improvement. In the workplace they get little feedback from the people that surround them (subordinates, stakeholders, peers, etc.) about their level of skills. Feedbacks are always given in the form of performance evaluation conducted once a year through Office Performance Rating (OPR). The issue with all forms of assessment for school heads has a narrow scope and may fail to assess the most critical areas of their management functions. Therefore, in order to help school principals, understand what skills to improve and reasons why there is a need to improve, skills assessment is necessary component of management skills development. Consequently, by nature most people have a resistant behavior to change, using assessment instrument may increase their possibility of change in behavior by knowing their strengths and weaknesses.

Skills Learning. Knowing the strength and weaknesses of the school principals through skills assessment may improve their level of competence. It

will give way for a more productive understanding of their management skills. Skills learning competence of the school principals doesn't develop overtime it can also be acquired through authentic experiences in the performance of their duties and functions. Skills learning can also be acquired through training, seminars and attendance to graduate studies.

Skills Analysis. Skills analysis bridges the gap between philosophical understanding and developmental application of management skills, because evaluating school principal's performance in the realm of their functions as school leaders enhances understanding of their skill learning material. In this aspect, the school principal's management skills assessment results will be utilizing to know their level of skills. Through analysis of the management skills level of school principals with the use of situations that illustrate both the effective and ineffective application of developmental principles.

Skills Practice. In this stage, the school principals internalize skills assessment, skills learning, and skills analysis by actually role-playing in attempt to adapt the developmental principles to their personal skills in management. For example; assessment results revealed that empowering and delegating is one of the most identified problems they face. An action that school principals can do is to revisit the principles of School – Based Management (SBM) that promotes shared leadership and governance where all key players in the school had been given the chance to collaboratively supports in the decision making process in the school. After doing so, school principals may analysis the



Figure 4
Systematic Approach Model to Improve the Management Skills of School Principals

improvement of the practices through evaluation process and/or feedback giving from his subordinates to get ideas for improving and refining of their management skills.

Skills Application. The goal of this stage is to apply what is learned in the practice of the developmental principles of management outside their comfort zone. Without application the real essence of learning will not be realized and see if it helps to develop one's ability to lead and manage. Skills application takes the form of problem – centered intervention where school principals analyze a scenario and determine the degree of success of the implementation.

By combining the models to improve Adversity Quotient® and Management Skills the researcher came up with this model; DEAL on Adversity Quotient® and Systematic Approach in Management. By dealing adversities and difficulties in the workplace and in – placing Systematic Approach in management would dramatically improve Adversity Quotient® and management skills of the school principals. This model could be materialized also through training, seminars, lecture-discussion and application.

In the millennial epoch, the duties functions of school principals were continuously complicating in many aspects of their management functions. The need to reinvent the form of education to address the requirements of present education system to bridge the gap between the traditional standard transforming into the most applicable approaches.

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CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings of the study. Conclusions were drawn and proposed recommendations were given.

Summary

This study determined the Adversity Quotient® and management skills of the school principals and their influence on institutional performance in the Division of Camarines Sur for the School Year 2018-2019.

This study assessed the following: (1) principals' level of Adversity Quotient® along the four dimensions; Control, Ownership and Origin, Reach and Endurance; (2) quality of management skills of the School Principals along seven aspects; communicating directives, motivating and inspiring, empowering and delegating, managing stress and developing resiliency, managing conflicts, building effective teams and teamwork and, leading positive change; (3) institutional performance in terms of; leadership and governance; curriculum and instruction; accountability and continuous improvement; and management of resources; (4) significant effects of Adversity Quotient® and management skills to institutional performance; (5) interrelationship among the Adversity Quotient®, management skills and institutional performance; and (6) model program crafted based from the findings of this study.

This study was premised on the following assumptions: (1) Adversity Quotient[®] will determine the level of resiliency of the school principals along CORE dimensions; (2) Management of principals could be determined by a variety of skills; (3) Institutional performance is seen in the light of school management in terms of academics, financial, leadership and management.

It was anchored on the following tested hypotheses: (1) school principals' Adversity Quotient[®] significantly relates to their management skills; 2) school principals' Adversity Quotient[®] significantly affects institutional performance; 3) there is a significant relationship between the level of management skills and institutional performance; 4) Adversity Quotient[®], management skills and institutional performances are significantly interrelated.

This study used descriptive – correlational method type of research. The data gathering instrument were questionnaire. Data were treated using frequency count, percentage technique, weighted mean, rank order, Spearman's Rank Correlation Coefficient, Analysis of Variance (ANOVA) and Multiple Regression.

Salient findings, conclusions and recommendations were presented below based on the data gathered from this study to capture the robust insights of the results of this study.

Problem 1: What is the principals' level of Adversity Quotient® along the four dimensions; (a) Control, (b) Ownership and Origin, (c) Reach and (d) Endurance?

Findings

1. Along control dimension; 55 or 61.1% of the 90 school principals obtained a "low" score and 22 or 24.4% of them got an "average" score. However, 13 or 14.4% of the school principals obtained a "below average" and "high" scores respectively. The mean score of 32.0 falls behind the standard mean score of 41.0 reflected that the respondents perceived a "low" score.
2. Along ownership and origin dimension; majority or 90.0% of the school principals obtained a "low" score and five or 5.6% of the school principals got a "high" score along this dimension. However, 4 or 4.4 % of them got an "average" and "below average" scores. As a whole, the mean score of 28.0 was below the standard mean of 45.0.
3. On reach dimensions; 27 (30.0%) obtained a "below average" score followed by 24 (26.7%) who got an "average" score. However, 21 (23.3%), 14 (15.6%) and four (4.4%) of the respondents belonged to "low", "above average" and "high" groups respectively. In general, with a mean score of 28.0 this was below the standard mean score of 32.0.
4. It is worth noting that along reach dimension most (38.9%) of the school principals obtained a "below average" score followed by "low" and "average" scores with a mean of 31.3% and 14.5% respectively. Along this dimensions, "above average" and "high" score had the lowest obtained number with 11 or 12.2% and 3 or 3.3% of the respondents.

Conclusions

1. The low Adversity Quotient® score along control dimension of the school principal's pushes them to take negative actions over challenges and difficulties faced in the workplace.
2. With the low score of Adversity Quotient® along ownership and origin dimension concluded that school principals would most likely to blame others and composite a negative action when dealing with adversities.
3. The below average score of the school principals along reach dimensions evidently displayed that it affected other aspects of their lives leading to a bit frustration, bitterness, failure, misfortune and led to poor decision making.
4. The below average score of the school principals Adversity Quotient® along endurance dimensions could be concluded that they see adversities as a bit dragging on indefinitely, if not permanently.

Recommendations

1. School principals may revitalize their ability to face diverse people with a different perspective to positively respond over adversities.
2. School principals may revisit and reflect their major roles in management to further improve their responsibility and accountability system.
3. Widen school principal's perspective on reaching out of the extent of adversities in the workplace to engage them in more productive approach in overcoming adversities in life.

4. Capacity enhancement on enduring adversities was necessary to develop school principal's wider perspective in developing resiliency over adversities.

Problem 2: What is the quality of management skills of the School Principals along seven functions; (a) communicating directives, (b) motivating and inspiring, (c) empowering and delegating, (d) managing stress and developing resiliency, (e) managing conflicts, (f) building effective teams and teamwork and, (g) leading positive change?

Findings

1. The quality of management skills of the school principals along communicating directives manifested a very high performance on considering the subordinates when communicating (4.29) but manifested the least in devoting time to identify area of agreement on school issues with subordinates that has different opinion (4.15). The overall mean was 4.23 or very high.
2. Along motivating and inspiring, they strongly manifested a very high quality of management skills on their function to motivate and inspire subordinates (4.37), but manifested least in devoting time in motivating subordinates and inspire them to engage in school programs and (4.21). The overall mean of 4.29, qualitatively interpreted as very high QMS.
3. Along empowering and delegating having their subordinates feels confident when delegating obtained a mean of (4.39), while least on communicates school objectives clearly with an overall mean of 4.20. The overall mean was 4.27.

4. Along managing stress and developing resiliency, supports school priority programs and projects amidst different circumstances had a calculated mean of 4.52, while, positively and resiliently faces adversities, difficulties and stress aroused in the school had lowest overall mean of 4.20. The overall mean of 4.30 obtained along managing stress and developing resiliency denotes a very high quality of management skills.
5. Along managing conflicts. They demonstrate a very high quality of management skills on seeking additional information and asks for their subordinate's opinion before making any decisions with an overall mean of 4.39, but least consideration on avoiding making personal judgments on school or subordinates problems and attributing their self-serving intentions with an overall mean of 4.05. Under this function, the overall mean as perceived by school principals and teachers was 4.25 (very high).
6. The function of building effective teams and teamwork of the school principals observed an equally very high quality of management skills on encourages group participation in making decisions in school concerns and encourages subordinates to innovate as well as promote continuous improvement in school processes received the highest rating (4.38) respectively, while they needed to focused on developing mutual agreement with their subordinates before moving forward with task accomplishments received the lowest overall mean of 4.19. The overall

mean as perceived by school principals and teachers was 4.29 interpreted as very high QMS.

7. The quality of management skills of the School Principals along leading positive change manifested a very high performance on uses positive comments in giving feedback and communicating results rather than negative ones (4.36) but engaging subordinates to commit to envision positive change for the school has the lowest overall mean of 4.11. The overall mean on leading positive change as perceived by the school principals and teachers was 4.27.

Conclusions

1. School principals have a very high concern on communicating but least on devoting time to identify areas of agreement with their subordinates that has diverse opinion on school issues.
2. They performed well to motivate and inspires their subordinates to achieve professional goals but were least effective to devote time to motivate and inspire to engage in the implementation of school programs and projects.
3. School principals were confident enough in delegating task to their subordinates but needed improvement in communicating school objectives and expectations clearly.

4. School principals possessed a very high support on the implementation of school priority programs and projects but found challenges on facing adversities, difficulties and stress in the workplace.
5. Seek additional information and ask opinion of their subordinate's prior making decision commendably manifested by school principals but fell behind along providing professional judgments on school and subordinates problems.
6. They have a strong desire to encouraged participatory approach in decision making but achieved least on developing mutual agreement with their subordinates for task accomplishments.
7. School principal's used positive comments in giving feedback and communicating results but least on engaging their subordinates to commit to envision positive change for the school.

Recommendations

1. Regular and consistent communication with subordinates may be prioritized by the school principals to avoid disagreement and misunderstanding on school issues and concern.
2. School principal's may develop a motivating and inspiring environment to actively engage subordinates in the realization of school programs and projects and provide compliments in every school successes and achievements.

3. School principals may clearly communicate school objectives and expectations to ensure transparency and positive participation towards improved school performance.
4. School principals may develop an attitude of positivity and resiliency in facing adversities, difficulties and stress to constructively manage and overcome different challenges that might hinder school process.
5. They may avoid making personal judgments on school's or subordinates problems and attributing self-serving intentions to evade from making decisions bias to anyone.
6. School principals must develop mutual agreement with their subordinates to build effective teams and teamwork to accomplishments excellent school learning outcomes.
7. It is suggested that school principals may commit themselves to engage their subordinates to envision positive change for the school and to collaboratively support school processes to ensure positive academic outcomes.

Problem 3: What are the institutional performance in terms of; (a) leadership and governance; (b) curriculum and instruction; (c) accountability and continuous improvement; and (d) management of resources?

Findings

1. Institutional performance along leadership and governance results showed that facilitating communication between and among school and community leaders obtained the highest mean of 1.68 but, manifested

- the lowest on collaboratively develop School Development Plan (e.g SIP) (1.52) both interpreted as “maturing”. The overall mean of 1.61 denotes a “maturing” level of practice. It manifested that they sustain continuous improvement process that integrate wider community participation significantly necessary to improve performance and learning outcomes.
2. Along curriculum and instruction performance of the institutions had a “maturing” level of practice on ensuring that curriculum provides development to all types of learners with an obtained mean of 1.57 as the highest, while “developing” on in – placing appropriate assessment tools for teaching and learning with a mean of 1.39 the lowest. The overall mean of 1.47 denotes a “developing” level of practice. It implied that schools have a developing structures and mechanisms with an acceptable level of community participation and impact to learning.
 3. Along accountability and continuous improvement manifested high concern on defining clear roles and responsibilities of accountable person (1.79) signifies a “maturing” level of practice. On the other hand, least concern on participatory assessment of performance with an obtained mean of 1.19 means “developing” level of practice. The obtained overall mean of 1.47, connotes a “developing” stage of practice. It implied that there was a need to revisit the accountability systems of the community to school performance and processes.

4. Institutional performance along management of resources revealed that; community – developed resource management system that drives the appropriate behavior of stakeholders rated the highest (1.56) denoted a “maturing” level of practice, while collaboration on the development and implementation of the monitoring, evaluation and reporting processes of resource management with the lowest mean of 1.34 interpreted as “developing”. As reflected by obtained overall mean of 1.46 it showed a “developing” level of practice. Result showed that the governmental support were not adequate to ensure that resources are corresponding to the needs of the institution.

Conclusions

1. Along leadership and governance, the “maturing” stage of the schools in the Division of Camarines Sur determined a fully developed adherence on School – Based Management (SBM) ideals of shared leadership and governance that ensure collective accountability and responsibility.
2. The “developing” stage along curriculum and instruction could be concluded that familiarity of the curriculum implementation affected the performance of school.
3. It could be concluded that the “developing” stage on accountability and continuous improvement manifested an acceptable level of transparency, and in-place responsive accountability system, and collaboration in the processes.

4. Management of resources was in “developing” stage that could be attributed in the schools limited resources received and delimited outsourcing capacity under the mandates of the existing laws and regulations for public offices and officials.

Recommendations

1. School principals may impose sustainability and enrichment of the existing good practices to endure a more productive school performance and learning outcomes.
2. School principals may revitalize the implementation and contextualization of the curriculum to productively answer the needs of the learners and community.
3. School principals may in - place systems to actively engaged stakeholders and community in school processes to ensure ownership of the performance.
4. School principals may develop and create a more functional stakeholders and community participation and in-place transparency in the implementation school programs and projects.

Problem 4: Do principals’ Adversity Quotient® and management skills significantly affect institutional performance?

Hypotheses

1. There is a degree of relationship between Adversity Quotient® and school principals’ institutional performance.

2. There is a significant relationship between the level of management skills and institutional performance.

Findings

1. The correlation coefficient results of the extent of influence of Adversity Quotient® along CORE dimensions of school principals to institutional performance based on the four principles of school – based management;
 - a. AQ® Profile of school principals along control dimensions was significantly influenced institutional performance along leadership and governance as shown by obtained correlation coefficient of 0.211 as compared to significant value of 0.046. No significant influenced was noted between school principal's AQ® profile on this dimension to curriculum and instruction (0.015), accountability and continuous improvement (0.198) and management of resources (0.083).
 - b. Leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources were not significantly influenced by Adversity Quotient® scores along ownership and origin as shown by correlation coefficient of -0.073, -0.088, 0.030 and -0.142.
 - c. School principals Adversity Quotient® profile along reach dimensions was not significantly influenced the four principles of

institutional performance: leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources as shown by its obtained correlation coefficient of 0.108, 0.175, -0.004 and 0.025 respectively.

- d. Curriculum and instruction was very highly significantly affected by AQ[®] Profile on endurance as reflected by its correlation coefficient of 0.362 compared to its significance value of 0.000. On the other hand, these dimensions were not significantly influence leadership and governance, accountability and continuous improvement and management of resources (-0.166, -0.104 and -0.053).

2. The correlation coefficient results of the extent of influenced of management skills of school principals on institutional performance based on its principles as follows;

- a. The obtained correlation coefficient of 0.246, 0.253 and 0.252 as compared to the significant value of 0.019, 0.016 and 0.017 shows a significant influence of communicating directives to leadership and governance, accountability and continuous improvement and management of resources respectively. On the other hand, curriculum and instruction was not significantly influenced by these functions (0.160, 0.131).

- b. Motivating and inspiring showed no significant influenced on the four principles of institutional performance (0.021, 0.072, 0.150 and 0.172).
- c. Empowering and delegating manifested a high significant influenced on management of resources (0.272, 0.010). On the same note, these functions noted to have a significant influenced on curriculum and instruction and accountability and continuous improvement as shown by its correlation coefficient of 0.228 and 0.249 respectively.
- d. Managing stress and developing resiliency manifested a significant influenced on accountability and continuous improvement and no significant influence on leadership and governance, curriculum and instruction and management of resources as reflected by its obtained correlation coefficient of 0.229 and 0.123, 0.169 and 0.154 respectively.
- e. There was no significant influenced noted between managing conflicts and the four principles of institutional performance as reflected by the correlation coefficient obtained (0.102, 0.038, 0.051 and 0.041) respectively.
- f. The obtained correlation coefficient of 0.174, 0.139, 0.116 and 0.032 showed no significant influenced between building

effective teams and teamwork to the all the principles of institutional performance respectively.

- g. Leading positive change significantly influenced curriculum and instruction (0.210) and no significant influenced on the rest of the principles of institutional performance.

Conclusions

1. School principals Adversity Quotient® and its dimensions significantly influenced institutional performance along the following principles;
 - a. Control dimensions along principles of leadership and governance.
 - b. Endurance dimensions along curriculum and instruction.
2. Management skills of school principals significantly influenced institutional performance along the following principles;
 - a. Communicating directives along leadership and governance, accountability and continuous improvement and management of resources.
 - b. Empowering and delegating along curriculum and instruction, accountability and continuous improvement and management of resources.
 - c. Managing stress and developing resiliency along accountability and continuous improvement.
 - d. Leading positive change along curriculum and instruction.

Recommendations

1. It is suggested that school principals may further develop their resiliency to overcome adversities in the workplace to maintain their composure in the midst of difficulties and trials of school leadership and management.
2. School principals may consistently develop their management skills to guarantee a more productive institutional performance through an open and trusting communication with their subordinates.

Problem 5: What is the interrelationship among the Adversity Quotient®, management skills and institutional performance?

Hypothesis

5. Adversity Quotient®, management skills and institutional performances are significantly interrelated.

Findings

1. Results of the multiple correlations tested revealed that, only four individual correlations were noted to have statistical significance. It existed between the following: communicating directives and leadership and governance (B=.427; Sig.=.015); motivating and inspiring and leadership and governance (B=-.305; Sig.= .048); endurance and curriculum and instruction (B=.427; Sig.= .015); building effective teams and teamwork and curriculum and instruction (B=.013; Sig.= .945).

Conclusion

1. The variables covered along Adversity Quotient® and management skills only the preceding aspects manifested the highest correlations and thus had the most significant contributions to institutional performance.

Recommendation

1. Improvement of school principals along some areas of Adversity Quotient® and management skills will definitely lead to improvement of institutional performance.

Problem 6: What model program can be crafted based from the findings of this study?

The researcher crafted the following model program to improve Adversity Quotient® and management skills of the school principals called D-E-A-L on Adversity Quotient® and Systematic Approach in Management through 21st Century School Management and Leadership training course. The systematic approach in management aimed of enhancing the management skills of the school principals with the use of the following approaches; **S**kills Assessment, **S**kills Learning, **S**kills Analysis, **S**kills Practice and **S**kills Application.

Recommendations

In view of the findings of this study, the following recommendations the researchers offer;

1. School principals must clearly understand their level of Adversity Quotient[®] and constantly review their AQ[®]P as guide for their better performance.
2. School principals may further improve their level of management skills through systematic approach in management.
3. Seminars, trainings, programs, technical assistance from superior and the results of this study may help school principals enhance their level of competence.

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