International Journal for Multidisciplinary Research (IJFMR)
E-ISSN: 2582-2160 ● Website: www.ijfmr.com ● Email: editor@ijfmr.com

Personal and Organizational Change Management Skills of Public Elementary School Administrators: Basis for Enhancement Program

Democrito D. Juyamao Jr[1], Emee D. Juyamao[2]

[1]Associate Professor I, STI West Negros University
[2]Teacher, Minoyan Elementary School

Abstract

The main purpose of this study was to determine the nature of personal and organizational change management skills of public elementary school administrators,

21 out of 36 districts of Negros Occidental were chosen as samples. There are three hundred twenty-three (323) public elementary school administrators within the sample Districts who were considered as the participants of the study. These participants were categorized according to personal variables as to sex, age, marital status, educational attainment, present position, and length of service as school administrators. Specifically, this study determined the level of personal change management and organizational change management skills, whether they vary when grouped according to the said personal variables, and whether these two change management skills are significantly correlated. The study made use of a researcher-developed questionnaire which was subjected to validity and reliability. Results indicate high validity and reliability. Descriptive-correlational method of research was used. The mean, standard deviation, z-test, Analysis of Variance (ANOVA) and Pearson Product-Moment Correlation (P[iv]vere used to analyze data. Results revealed that public elementary school administrators have high to very high personal and organizational change management skills. Furthermore, it was found that personal variables as to age, marital status, educational attainment, present position, and length of service but not sex significantly vary.

Older, married, with higher educational attainment, in a higher position, and with a longer length of service administrators have higher personal and organizational change management skills. Findings also indicated that there was a significant high positive correlation between personal and organizational change management skills. Thus, the study concludes, that administrators with good personal ch nanagement skills also have good organizational change management skills. Based from the finding conclusions, the study recommends that school administrators should always be guided by their management skills. Middle/top level management is also recommended to develop enhancement activities through trainings, seminars and programs.

CHAPTER 1
THE PROBLEM AND ITS BACKGROUND

1.1 Introduction

Management is a significant factor in the formation of a decent school that occurs in an ever-changing

environment. While change is unavoidable, school administrators can be able to regulate, adjust, and exploit change towards school's expansion. The Department of Education (DepEd) depends on administrator as a dominant figure of the educational edifice. As the significant person of the establishment, this administrator, as the accredited and self-directed head, professionally manages the school in times of the requisite for change management.

The statistic that change is unavoidable, management of change is an inevitability. School administrators may practice modifications and variation to personal changes. These deviations can be in the form of psychological and physiological changes. In terms of personal change management, one needs to engross in the change to make a personal verdict he/she needs, founding on his/her essential inspiration. As Tearle (2011) sets it, one of the most suitable management skills nowadays is managing personal change. She jagged out further that to manage personal change one has to look at the three different standpoints from change management, namely: the intellect, the sentiment, and the emotion.

In the same method, school administrators may have proficient modifications and variation to organizational change. Skills in administrative, interpersonal, and conceptual components of organizational change management may have established either through preparation and familiarity. In the research conducted by Hallinger and Heck (2010), the school assessors are very much conscious of the outcome the school administrators have on the learning workstation, educational platforms and climate ideals of schools. The school administrators' organizational management educational technique and civic set reflect that it is vibrant to the completion or botch of academic programs and the learning products of students.

The prototype alteration of school-based management (SBM) of DepEd is appropriate for an academic scheme that is continuously hunting the alleyway to excellence and modernization. In negotiating this path, school administrators may have practiced some step of modification in the management of changes enforced in for its operation. Williams (2010), Rosenholtz (2009) and Stoltz (2007) quantified that school leaders are typically the inspiring forces and the key cause that endure the well-being of the school. The expansion in education and the evolution in academic as well as the presentation of the students are momentous in their situation.

With these several errands related with being the administrators, the conduit is often management of change skills – personal and organizational. In the direction to develop levels of prese 3 ns of school leaders, they must be well equipped with psychological, physiological, administrative, interpersonal and conceptual change management skills. With this notion, it is quite unclear whether school administrators possess the maximum degree of these skills to alter, acclimate and manage personal and organizational changes that come their way.

With the perceptions presented, the researcher was attracted to determine the Personal and Organizational Change Management Skills of Public Elementary School Administrators in the Division of Negros Occidental. It is reckoned indispensable similarly to conclude personal and organizational change management skills vary among administrators when personal variables are measured.

1.2 Conceptual/Theoretical Framework

The study's main concern was to explore the level of personal and organizational change management skills of public elementary school administrators.

This framework shows the interrelationships of school administrators' demographic profile to the Personal and Organizational Change Management skills of the target respondents. The demographic profile said to be momentous in this study includes: sex, age, marital status, length of service as school administrator and

school level administered. Variables such as sex and age have been used to foresee many manners, including management efficacy (Thompson, 2006). Marital status categorizes school administrators as unmarried and married leaders both bring negative and positive effects as to their performances.

Olian, Carroll, Giannantonio, and Feren (2008) stress the word 'sustenance system' f 4 ırried school administrators who receive assistance and maintenance from their momentous others. Equally, setting significances between profession and family can contest them on how to manage time successfully. The school heads' experiences totaled over years of service and school level controlled basically could distress the outcome of change management skills.

In this study, the personal and organizational change management level is reliant on variable. The principals' personal and organizational change management skills concludes how one reacts in the face of perplexing problems practiced in school which can be assumed, and improved. This personal and organizational change management skill begins with the individual's behavior and it encompasses four extents of control, possession, influence and fortitude. Control, agreeing to Podsakoff and Farh (2009) effects their performance confrontational circumstances. Possession and source have something to do with consultant, answerability and obligation which are effects of management. Reach dimension assesses how far personal and organizational change management skills influence areas of life usually distancing oneself to others that can influence management which hints to poor verdict making (Bandura, 2006).

With the schemes presented in every measurement of personal and organizational, the management skills of the school administrators are established. The various parts of being school administı 5 could wield more weight on their social and psychological welfare, which in seizure, could give the g ing presence of a school. Presently, a number of schools are confronted with many developing complications and matters with which educational managers must contract with. These developing misfortunes like parental complications, intimidation, drug compulsions, speculative problems, early gestation, and chastisement are the most common. In addition to this, bestowing to Senge (2009), improvements and variations in science and technology, international association, morals and environment hold a varied mixture of challenges and hardships in education. How a manager retorts to these misfortunes not only marks the manager's performance but also defy his/her change management skills in managing a school.

The level of change management skills of the school administrators' in this study can be measured by means of a questionnaire with some questions espoused from Peter Northouse (2011). The three (3) areas of presentation said to be very important in leading a school include: Administrative, Interpersonal, and Conceptual Skills which are indicated as Very True To Me, True To Me, Seldom True To Me, and Not True To Me.

In this study, the management engrossed on the administrative skills comprises operating, forecasting, establishing, connecting, figuring and programing where prioritizing and time management of tasks are being tested. To correctly implement errands, interpersonal skills have to be established. Professed as self-assured, tranquil, enigmatic, and enthusiastic, –the potentials that are often appealing or exciting to others. Conceptual skill, in contrast, is the ability to think about innovatively, investigate and recognize abstract and convoluted ideas.

Using a well-made and enhanced conceptual skill set, the highest level managers must to be able to look at their company in an all-inclusive thing, to know and to see the interrelationships between its partitions and grasp how the stable convulsions into and touches its general environment. This is generally because of their capability to develop creative approaches and comprehend the organization as a whole.

The degree of school administrators' change management skills can be professed by elementary school

administrators and can be scrutinized in relation to the following variables: sex, age, marital status, educational attainment, present position and length of service as school administrator. The interrelationships of these two (2) areas differ as to the recognized variables which will then afford data as personal and organizational change management skills.

The schematic diagram shown in Figure 1 displays the conceptual framework employed in this study.

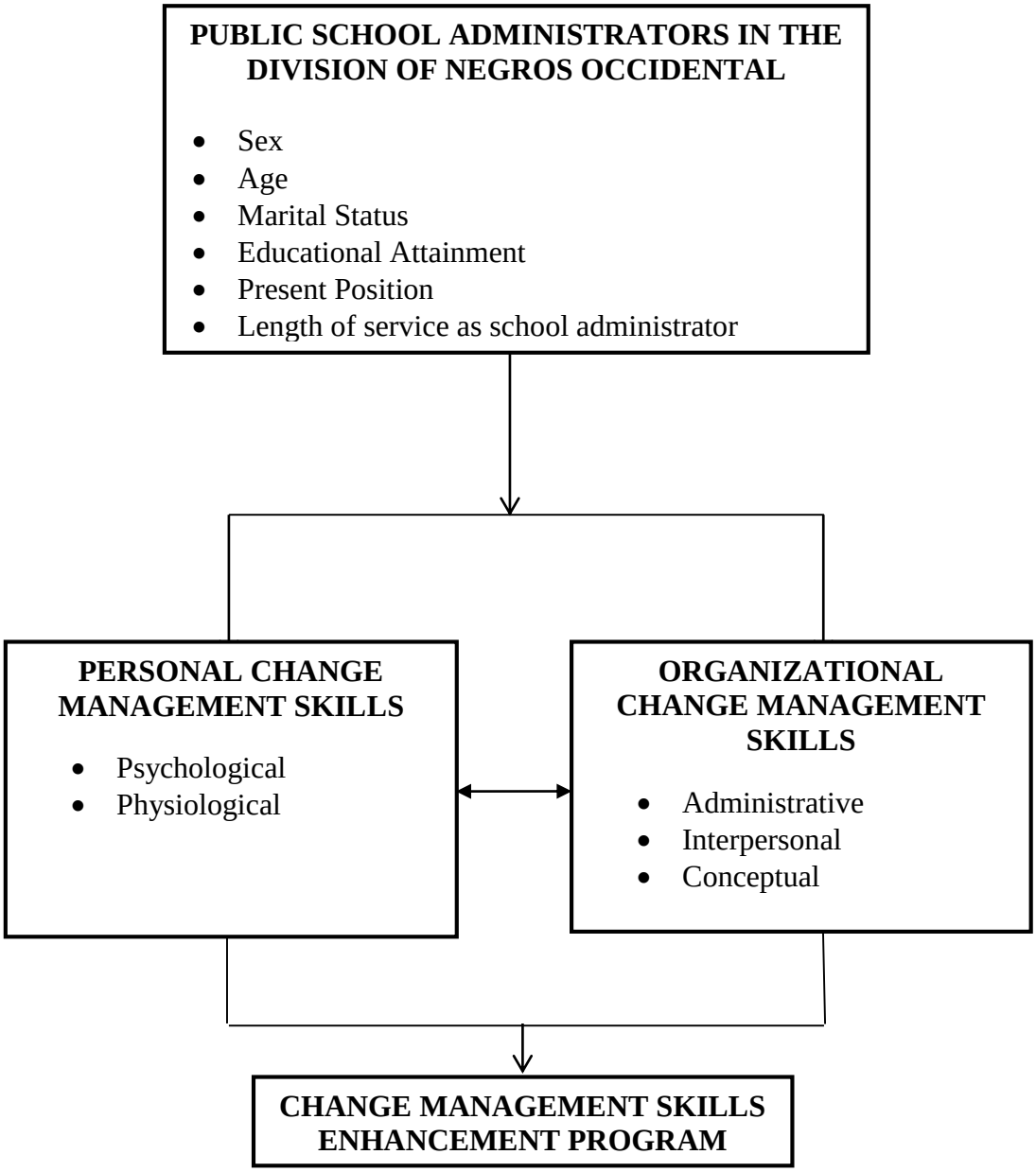

Figure 1

A Schematic Diagram Illustrating the Conceptual Framework of the Study

1.3 Statement of the Problem

Commonly, the researcher was interested to answer the question, What is the nature of personal and organizational change management skills of school administrators in the Negros Occidental Division? Precisely, this research study intended to answer the following questions:

1. What is the level of personal change management skills of school administrators in terms of psychological and physiological skills, when they are taken as a whole and categorized according to:

1.1 Sex
1.2 Age
1.3 Marital Status
1.4 Educational Attainment
1.5 Present position
1.6 Length of service as school administrator

2 What is the level of Organizational Change Management Skill of school administrators in terms of administrative, interpersonal and conceptual skills, when they are categoriz 9 ccording to aforementioned variables?

3 Is there significant difference in the level of personal change management skills of school administrators in terms of psychological and physiological skills, when they are grouped according to the above-stated variables?

4 Is there a significant difference in the level of organizational change management skills of school administrators in terms of administrative, interpersonal, and conceptual skills, when they are grouped according to the aforementioned variables?

5 What is the degree of correlation between personal and organizational change management skills of school administrators?

6 What management enhancement program should be developed for School administrators in the Division of Negros Occidental?

Statement of the Hypotheses

1. In the level of personal change management skills of school administrators in terms of psychological and physiological skills, there is no significant difference, when they are grouped according to the above-stated variables?
2. In the level of organizational change management skills of school administrators. there is no significant difference in terms of administrative, interpersonal, and conceptual ski 10 en they are grouped according to the aforementioned variables?

1.1 Significance of the Study

School administrators are the significant performers in the educational dome. They play indispensable heroes in the realization of the entire educational system. Henceforth, this study is beneficial to the following:

School Administrators. Distinguishing the skills and potentials of being operative managers, according to The University of Adelaide (2017), change management is a vibrant skill for anyone in a management purpose. Being a robust, well-organized and operative manager means being an active agent for change. Thus, this study can offer better judgments in understanding their capability to stay solid, stable and be observant in problems, thrilling parts and errands of being a manager. It will further support them advance job functions and obtain mental and physical welfare that could lead to the overall management excellence.

Teachers. Maughan and Wilson (2012) consider that school managers may offer teachers possession of facets of the change procedure. In this regard, teachers may be acquainted of the many management proficiency influenced by their school administrator. By this, they will be able to determine their parts and occupations in school and how they can support their school administrator in creating certain development in the school.

Pupils. As the primary clientele of the educational system, they will benefit from these services of the educational system led by well-organized, operative and proficient school managers who manage the enlargement and usefulness of the teachers and the school as a whole. Baer (2016) considers that the change management of school administrators exploits students' accomplishment.

Education Program Supervisors (EPS) and Public Schools District Supervisors (PSDS). Upon knowing the level of management skills of their aides, the PSDS can give to the school administrators' methodological assistance to develop his/her routine.

Parents and Community. Conferring to Wood (2016), parents are the utmost stakeholders in any school. As tough partners in the educational system, they will be able to distinguish the several management skills of the school administrators for well-ordered direction and association between the community and the school.

Human Resource Training and Development (HRTD). They can exploit the results of this study as a means for endorsing or hiring positive school head. Lunenberg (2010) contends that the school administrator is primarily responsible for administering all aspects of a school's operations. Thus, it is very crucial to select school administrators who have very good management skills which include their personal and organizational change management skills.

1.2 Scope and Limitations of the Study

The main purpose of this study was to determine the personal and organizational change management skills of public elementary school administrators in the Division of Negros Occidental for the School Year 2016-2017 in relation to their demographic

profiles: sex, age, gender, marital status, educational attainment, present position and length of service as school administrator. From the 36 districts, 21 districts were chosen randomly. These 21 districts are composed of three hundred twenty-three (323) public elementary school administrators which include the school principals, head teachers, and

teachers-in-charge. The three hundred twenty three (323) public elementary school administrators were then considered as the actual participants of this study.

The adjustment of the number of subject-participants was mainly because of the retirement, mostly the school administrators of which only teacher-in-charge were designated in certain schools. The examination of the outcomes was basically dependent on the responses of the respondents to the various items in the questionnaires. The Management Skills Questionnaire developed by Northouse (2011) and adopted by Baroa (2015) measured the three (3) broad types of management skills: administrative, interpersonal, and conceptual skills. These, likewise, regulate the strength and weaknesses of the school heads.

1.3 Definition of Terms

The following terms are defined conceptually and operationally to ensure clearer understanding of the research:

Personal Change Management Skill. Conceptually, this term refers to handling one or more people in a one-on-one basis, and not handling the sum as a single unit (Smith, 2013).

In this study, it is applying actionable frameworks to individual change that refers on disciplines like neuroscience and psychology.

Organizational Change Management Skill. Conceptually, this term refers to the influence of new changes in organizational structure of management, professional processes and within the innovativeness of cultural changes (Rouse, 2013).

In this study, this refer to the organizational management skills of school heads affecting the operations and implementation of the plans and programs of the school.

Change Management (CM). This term compacts with the technique, schemes and implementation to attain the indispensable occupational result in order to realize the people side of change (Creasey, 2009). In this study, it refers to any method of transitioning teams, folks and organizations using methods intended for budget distributions, venture procedure and funds that surely restructure an organization.

School Administrators. Conceptually, this term includes principals, head teachers, teachers-in-charge and other staff who help operate the school.

In this study, it refer to all school administrators of public elementary schools who are supervising and overseeing the schools in the division of Negros Occidental such as the teachers-in-charge, head teachers and principal during the School Year 2016-2017.

CHAPTER 2
REVIEW OF RELATED LITERATURE

This chapter presents the reviews and discussions of conceptual and research literatures that are deemed related to the present study. The aim of this review is to offer basic and relevant foundation and information which can support and give better understanding of how each of these studied information relate with the present investigation. This research shows the relationships between the personal and organizational change management skills of public elementary school administrators.

2.1 Conceptual Literature

On Personal Change Management

In this change management, the reflections on how people acquire the change and what they must change progressively are needed to understand. It needs deeper knowledge and understanding as to what will help people make a change successfully: what do people need, the messages to listen to when the ideal time to teach someone a new skill is, how to establish new behaviors to teach people, and what 15 ; changes in someone's work. Personal change management shows in disciplines like psychology and neuroscience and to initiate model that are needed to personal change. After years of studying how individuals experience and are influenced in times of change, the ADKAR® Model for individual change was developed by Prosci.

This model is developed by the Prosci founder Jeff Hiatt in 2006. According to this model, there are more or less five milestones that a person must achieve in order to achieve changes.

Applying the ADKAR model, awareness would answer the question, "Do you know the need to exercise?" Articles report that regular exercise may build awareness that describe the health benefits of human. Next is decision. This would answer the question, "Do you start exercising with personal motivation?" In other words, in personal change management, based on one's intrinsic motivation you need to make a personal decision to engage in the change one wants. To answer the knowledge questions, "Do you know how to be safe and effective in practicing?" In order to change effectively, one should know how. Ability would answer the question, "Can you put your knowledge to practice?" This means the application of what one learned with regards to the change one wants; thus developing new skills and behaviors. Lastly, reinforcement would answer the question, "Do you reinforce in certain place to prevent your old habits of changing you?" Reinforcement is one way of giving reward to one's self when one successfully implements the change one want for one's self. Or, it may be in the form of other persons which would

remind one to achieve the change one wants when the time comes that one will be tired of implementing it.

Pauleen (2009) suggested that personal change management is a way of self-improvement; a person is decisive in doing an environment with learning, organizational learning and knowledge management was supported.

Ahmed et al. (2006) argue that personal change management skill includes everyone in involving and distributing their interpretations, skills, intuitions, ideas, judgments, contents, motivations and experience.

Pauleen (2009) also suggested that in the world of the knowledge-driven society, it has widely become indispensable for individuals to develop, maintain and support their skills to be ready for any possibility in the market of competitive advantage.

Personal Management Skills – Managing Personal Change

According to Ruth Tearle (2011), one of the most valuable personal management skills today is managing personal change. She pointed out further that to manage individual change, it is greatly helpful to look at change management from three different viewpoints, namely: the brain, the heart, and the soul. For her, the brain is what one should use to implement the change. The heart, however, refers to how the one and so on would sense for the change he/she wants. This for her is known to be the emotional intelligence. Finally, the soul refers to accessing one's inner wisdom. She says it is becoming one's self. She further considers it as the spiritual intelligence.

On the other hand, SkillsYouNeed.com (2017) suggests simply that to successfully manage personal change, the key is how you view change, and your level of acceptance of uncertainty.

Meanwhile, Avery (2006) and Wiggins (2013) stated the different views and proposed that personal change management skill could be in a form of self-awareness development of their capabilities and limits, what individual knows and could perform. This awareness is an understanding of how much an individual's know, and how to access the things that individuals can be recognized. Coming from the data available and the various means for acquiring new data, own methods for specific learning and each individual maps out of his or her own areas of expertise in personal change management skill. Higgison (2006) considered personal change management as 'a way of facilitating individual ideas and data so that it is more colorful, quality and can be managed to the individuals; interactions, sustaining networks and communities.

On Organizational Change Management

Organizational change management (OCM), is a change in organizational structure or cultural changes within an enterprise and the framework for managing the effect of new business processes. Simply she adds, OCM addresses the change management of peoples' side. According to her, an approach that is systematic to OCM is useful when change requires people throughout an organization to learn new skills and behaviors. By formally setting expectations will remain committed to the change throughout any discomfort associated with it. Employing tools to improve communication and seeking proactive ways to reduce miscommunication and misinformation, stakeholders are more likely to buy into a change initially (Rouse, 2017).

She furthermore, gives OCM an idea which she believes to be successful. These include the following: sell the business case for change; agreement on a common vision for change and strong executive leadership to communicate the vision ; a concrete plan for how to measure whether or not the change is a success and follow-up plans for both unsuccessful and successful results; a strategy for educating

employees about how their day-to-day work will change; and rewards, both monetary and social, that encourage individuals and groups to take ownership for their new tasks and roles.

However, Bourda (2013) pointed out the effectiveness of the ADKAR model in organizational change management. She also reviewed an organizational change management to some major models. These include the change curve, Lewin's 3-stage model of change and Kotter's 8-step change model.

Kotter (2006) in his book "Leading Change" introduce the Kotter's 8-step model. He su 19 that to have a successful change, a company's management needs to buy into the change must be 75 percent and above. He introduces in this model an actionable eight-step process for implementing transformations to success. First, a sense of urgency is being established. He says that primarily, one has to support others to see that there is a need for change. In this way, they should be convinced to cooperate immediately. Second step is creating the guiding coalition. In this step, one's going to create a group with exact power to lead the effort for change.Moreover, you are going to give an encouragement to the team to work hand in hand.

Third, is a change vision to be developed. One is going to make a vision that support direct change effort and achieving the vision one created that one's to develop strategies. Fourth, it involves buy-in of communicating the vision. It means that one has to make sure that everybody in the change effort or group understands and accepts the vision and the strategies. Fifth step is empowering broad-based action. In this step, together with the group effort, one's going to remove the change which is obstacles, change frameworks that seriously hinder the vision. Sixth, is establishing short-term wins. This means, one is going to plan for achievements that are easily visible. Furthermore, one needs to follow with those who recognized and reward achievements of employees who were involved. Never letting up is the second to the last step. This suggests increasing credibility to change systems, policies and structures that are not aligned to the vision. Moreover, develop, promote and hire employees who can implement the vision. Lastly, incorporating changes into the culture. Kotter suggests that one has to articulate connections between leadership development and succession and new behaviors and organizational success.

According to Bourda (2013), the cornerstone model for organizational change was developed in 1947 by Kurt Lewin, a social scientist and physicist. His model refers to the three-stage process of change, known as Unfreeze–Change–Refreeze. He describes the organizational change using the analogy of the block of ice changing into shape. First stage is known as the unfreeze stage. In this stage, one's to develop and secure messages for why the existing way of doing things cannot be continued: break down existing status quo to build up a new way of operating; challenge the organizational beliefs, values, attitudes, and behaviors; expect uncertainty and prepare the organization to accept that change is necessary. In the second stage, look for new ways to do things known as the change stage and people begin to resolve their uncertainty. Masses start to believe and act in ways that support the new direction. They get into time to embrace and participate proactively in the change and the new direction and also understand the benefits. However, they realize that not everyone will fall in line just to support the change and its benefit. The third is the refreeze stage. This time and people embrace the new ways of working and changes begin to take shape. Moreover, consistent job descriptions, a stable organization chart include outward signs, and so on. Furthermore, institutionalized or internalized changes through incorporation into everyday business. A celebration of success of the change and acknowledgement of people's efforts reinforces their belief in the future will helps people find closure.

However, change curve, is based on the works of Elisabeth Kübler-Ross, a model originally developed to explain the grieving process. This model shows the stages of personal transition included in most organizational changes. It helps understand how people will react to change and just to make sure they

have help and support the need to provide assistance for their own personal transitions. This model consist of four stages. In stage one, the state is called as status quo. People would be shocked or deny the change. There is a tendency that they would negatively react to the change. However, the people would be given assistance for them to understand why the change is needed. They would be given enough time to answer their queries regarding the change. The second stage is known as disruption. In this stage, people's reaction would be anger and or fear. They would feel fear from the consequences of the change that would occur. This reaction might result to the unsuccessful implementation of change. However, to mitigate problems that people will experience, one should plan and prepare carefully and minimize the taken action. The third stage is known as the exploration stage. This is the time that the people gradually accept the change. In this stage, people tend to cover pessimism with optimism that the change that would occur is for the better. They tend to accept the changes now. Moreover, people begin to test and explore the impact of changes. As a result, supports and trainings will be provided. Finally, in the last stage, referred as rebuilding stage, people tend to offer commitment to the new change. They embrace and accept the changes and observe the organization begin to reap the benefits of change rebuild ways of working. Thus, in this stage, tracking of benefits occur, as to recording lessons learned and celebrating success of change. Diverse philosophies crop different knowledge locations from the altered levels of structural modification running ability, and investigators have designated that

Asian, Western and other American highest supervision have made numerous levels of knowledge in their administrations, subsequent in dissimilar stages of structural performance (Hofstede 2008; Waldman 2006). Consequently, to distinguish and appreciate the numerous ways in which highest organization accomplish and transmission information within their group, it is essential to discover how entities hearten their structural members to contribute in the group (Avery et al 2006; Mc Vanel-Viney 2008). Structural modification organization naturally stresses structural knowledge (Pauleen 2009).

The lively administrations of today require well-furnished overseers with good statement and preparation skills to administer the contact between approach, folks and schemes (Zeffane, 2006); lest there is a sturdy organization that mandatory variation that cannot be reached (Beer, Einsenstat and Spector, 2006). Zeffane (2006) contents that proficient organization is essential to blend system, staff and procedures and top managers can adopt change exemplifying it in their own behavior. Reminiscence form the study according to Senior and Fleming (2006). "Schemes, assemblies and the approach" leaders tend to emphasis more; however, leaders give more courtesy to 'soft' matters such as collective persistence and statement public issues, and impetus. They define organization as "managerial aims manipulating others in hunt of the success".

Change Management in Different Perspectives

With regards to masculinity, Paton and Dempster (2006) opine that masculinity matters in the workstation have also come. On the contrary, Tarinabo (2013) averred that both femininities prime and cope association modification have alterations. Nonetheless, rendering to Zenger and Folkman (2015), seeing the age of managers, younger ones are more willing than their elders to be the titleholders of change. Furthermore, it is more beneficial to have fresher managers for they contained change, they are daring to make tough vicissitudes.

Handling intentional change in an atmosphere where there is faith and reassurance for structural knowledge can only be accepted with capable leaders (Zeffane, 2006). Additionally, Pugh (2007) conditions that dealing with change involves directorial resolution comportment when there is the excellence, and hands-on necessary to effect change.

On Management Skills

An operative management is the key to an administration's realization. Managers must to be cognizant about themselves and how their activities are witnessed by those they prime and cope (Moment, 2007). Personnel will from time to time replicate the administrators' firmness. In the similar mode, Aghdaei (2008) expresses philosophy of "administrators' gumshoe," where the manager discloses the required conduct. He added that repeated exhibition of optimistic conduct stimulates people to track. Weiss (2006) highlighted that managers require typical tough work for staff. Moreover, Newcomb (2006), Hesselbein, Goldsmith, and Somerville (2006) stressed the role of administrators to endorse, arouse and enthuse an atmosphere where the cluster can generate new thoughts and resolutions to progress the association. Administrators have to exchange creativities and notions to execute paces that their teams can work on (Maddock and Viton, 2008). A manager has to undoubtedly link what is desired (Weiss, 2006). If the employee does not comprehend what to do, then the inventiveness is set up for disappointment. Operative managers must launch a culture of liability. There should be measurable goals for which everyone can be held accountable. Managers also need to distinguish how to switch and discourse disappointment.

Hesselbein, Goldsmith, and Somerville (2006) accentuate that "the absence of achievement can be the next step of knowledge and the jolt of extra new original awareness". Disappointment can be a wisdom involvement and would not essentially be penalized and by demanding disappointment, the staff may be more noticeable to advocate groundbreaking designs for fright of disappointment.

In addition, managers must combine and manage workforces. Although ingenuity demands the prepared outcomes of others (Hesselbein, Goldsmith, and Somerville, 2006), the outcome of not linking everybody is that augmented opposition to change can perform (Dooley & O'Sullivan, 2006). Gratton and Erickson (2007) report that a group's success or failure at collaborating replicates the philosophy of top managers in the association. Clubs do well when managers use to validate collective conduct themselves and backup social interactions. Managers want to be able to acclimate to "fluctuating situations" and handle with those deviations (Moment, 2007). Managers are significant

for endorsing moral criterions and endorsing it to employees and for exhibiting virtuous comportment (Stansbury, 2009).

Furthermore, leaders must be straightforward and be responsible for all their movements (Hesselbein, Goldsmith, & Somerville, 2006). Staff who exercise moral conduct need effort in a situation where that comportment is heartened and strengthened. (Duncan, 2006, p. 685). Authorities must be authentic and be liable and own their faults and in reoccurrence will get the same from their supporters (Hesselbein, Goldsmith, & Somerville, 2006).

The abilities tactic is a manager-centered lookout that highpoints the competencies of managers. In the three-skill tactic, operative administration depends on three basic private services: humanoid, procedural and theoretical. Though the three services are significant for managers, the prominence of each expertise contrasts between management stages. At inferior management stages, practical and humanoid services are devoted and for internal managers, the three different services are compatibly substantial. At higher management stages, theoretical and humanoid services are most significant, and practical services convert less significant. Managers are more operative when their services fit their management level (Mumford, Zaccaro, Harding, et al., 2006). A comprehensive skill-based model of administration was measured as a typical competence because it scrutinizes the connection amongst a manager's awareness and services (i.e., aptitudes) and the manager's enactment (Mumford, Zaccaro, Harding, et al., 2006, p. 12). Management aptitudes can be established over time by means of instruction and involvement. The

assistance method frames management as the competences (knowledge and skills) that make operative management conceivable. The skill-based typical of Mumford's cluster has five works: aptitudes, separable features, management products, conservation impacts and vocation practices. At the midpoint of the typical are three capabilities: understanding, problem-solving skills and communal verdict assistances. These three services are the significant elements of operative problem resolving and presentation, conservational inspirations, vocation practices, and though individual features all have effects on manager proficiencies.

Over exercises and work practice, managers can become enhanced solvers of problems and are more operative leaders, (Mumford, Zaccaro, Harding, et al., 2006). Managers can improve their capabilities by means of experience, according to the skills model. According to this model, there is 26 strength in theorizing management from the viewpoint of the skills. First, it is a manager-centered model that highlights the importance of the manager's capabilities, and it places learned skills at the core of effective management performance. Second, the skills approach defines management in a way that it makes it accessible to everyone. Skills are abilities that we all can learn to adopt and develop and become better. Third, the skills approach gives us a sophisticated map that explains how effective management performance can be reached. Based on the typical, investigators can develop multifaceted plans for reviewing the management process. Finally, this approach delivers a construction for management teaching and expansion platforms that cover imaginative problem resolving, struggle determination, collaboration and heed to the ideas of others. Besides, there are numerous diverse management services; they are often thought to be as cluster of services that are categorized into three sorts: intangible, relational and organizational skills.

Administrative skills refer to those skills a manager desires to manage an organization in order to achieve the organization's aims, resolutions and commitments. It is divided into three (3) arrays of skills: viewing practical aptitude, handling persons and managing properties. Interpersonal skills refer to those aptitudes that help a leader work meritoriously with others, factions, seniors to achieve the organization's aims.

It is shared into three (3) parts: being socially insightful, showing expressive intellect, and managing relational struggles. Conceptual skills include the discerning or intellectual features of management and are central to such belongings as creating a aim plot for an organization. It is divided into three (3) parts: making a dream, tactical forecasting and problem unraveling.

Nevertheless, Adenle (2012) considers that taking some variation management skills is also dynamic for frontrunners. Thus, highest management shows an significant part in inspiring the knowledge setting in the administrations and conveying information (Handy 2006). On behalf of this, those who are eager to work out the authoritative skills being transported and the skills of an organization can inspire donations from the communal errands of organizational members who need to be well-built (Carter 2009). The form of change must be 'tangible management' and the establishment of organizational information is extremely stimulating (Senge 2009).

2.2 Research Literature

Personal Change Management

The studies of Stoltz, Cooper and Sawaf (2007) require some assessments with the existing study for they also focus on the management skills/features of resiliency taking an inspiration on the personal and organizational change management skills of school heads.

Posner (2009), stated that the public are upcoming with diverse conditions that would have an advantage in education and are capable of thoughtful diverse situations on how to manage and possibly develop the

best top management. This transpires because they are extra prosperous manager, who are able to grow in an improved series of conditions than those more closely rigorous or restricted in their organization for change management. He also recommended that personal change management expansion is a learning procedure in itself. Henceforth, personal change management skill can be developed among individuals looking ways on how to manage excellently and employ their management skill in their workplace. Defensibly, an optimistic impact on personal management presentation emboldens the progress of top management (Mabey and Ramirez 2006). As with personal change management, assets in behavioral change must be allocated to take peril for emerging, refining and smearing the change management practice, infinitely assessing victory, collaborating during the change, distinguishing and gratifying products, and strengthening changes so that converts are entrenched in the culture (Auileva, Filatotchev, & Jackson, 2008)

Organizational Change Management

Kotter (2006) suggested that well-informed management is the sole most indispensable aspect in prosperous organizational change. The uppermost influence fact for changes to ascend because they are serious to establish the tactical way of the organization as well as to generate and preserve its culture in topmost management (Sidle 2006; Kotter 2006). Likewise, there is a thoughtful need to scrutinize this affiliation that researchers have stressed that management and presentation are two imperative and interconnected variables subsidizing to organizational enactment (Hadikin and O'Driscoll 2006; Tepper 2006) It displays that management is an ultimate for highest management in their prime to stake knowledge, and lift learnedness to workforces by means of fitting skills in dissimilar circumstances for the persistence of realizing organizational goals.

Still, Dawson and Adriopoulos (20014) dispute that gaining dissimilar stages of organizational change management skill presentation is significant to discuss under dissimilar forms of organizational assemblies. Henceforth, the stages of evolution of information in dissimilar organizations may be diverse, and this may impact the level of organizational change management skill routine.

Conferring to Virama (2013), in his study "Operative Change Management", it is seen as the process that is used to benefit all the workers regulate effectively to the changes that are pleasing in the organization. It is destined to swing the workers' mentality from their existing state to a preferred forthcoming state. The exit world is getting more interrelated and the markets and trades have become universal. Organizational change management on workers has also been denoted to as

organizational expansion and organizational renovation through social investment (Cummings and Worley, 2006).

Management Skills

In correlated inquiry, Hallinger and Heck (2010) emphasize that the foundation spectators are well conscious of the outcome the school administrators have on the education climate, educational platforms and workstation types of institutions. The educational procedure community considers that the heads' management is perilous to the realization or disappointment of pupils learning and educational platforms. The study also found that there is no direct influence of school heads management on pupil's awareness. Indications, though, ensured sustenance the confidence that school administrator can have subsidiary outcome on school usefulness.

According to Thomas (2012), in his investigation on management performances in combined atmospheres, management skills will be heightened by decent information and knowledge of his arena. His management latent will also depend on facets of his expressive mindfulness and level of unsolidified cleverness. The

operative school administrator reflects preparedness to heed and is exposed to the thoughts of others. This thoughtful heeding skill endorses a advanced level of belief when best making is being pooled.

The earlier studies are associated to the existing study since they focus on management skills having an outcome on school usefulness.

In the study of Mei-Liang Chen (2006), "The Effect of Management Skills, Parts and Purposes on Organizational Usefulness Competence of School Heads,

outcomes are exhibited on school administrators' competence in three (3) arrays of management, such as management purposes, characters and services, as measured by the district supervisors, school administrator and teachers. As specified by the school administrator, the partakers accepted the curricular platform.

The set of applicants also noted that school administrator constantly graded the educators' performance and act as organizer and originator of the exercise and education amenities and linked coaching instructional resources. The school administrators claim that they constantly made use of their methodological skills. They also influenced aptitude in teachers' skills. The instructors have articulated that they consider the proficiency skills of the teacher which is continuously on the awareness of the elementary school teachers. The coursing together of management skills, parts and purposes is a benign analyst of organizational effectiveness in relation to goal fulfillment and combination. The readings revealed that in relation to the management skills, accountability and occupations significantly influence the modernization, advancement and expansion of the school. Besides, the direction of anew engaged teachers on educational and managerial stuffs has preserved melodious relationship among co-teachers, parents and community. The teachers being given the appropriate designs on the occupation and prospects would benefit a good statement among them.

In the study of San Antonio (2006), "Participatory School Administration, Leadership and Management (PSALM): It's contrary on the Creation of Better Philippine Public Elementary Schools, findings indicate that relational skills and the methodological know-how on school management and governance is an significant skill for ASC members to be able to execute their errands excellently. Numerous retorts from the aspirants point to the need to learn skills in dealing with people such as exhibiting, inspiring backers, sympathetic other, generating a sociable environment, directing meetings, parents' engrossment, interactive skills and resounding out tasks.

Lastly, the outcomes of parallel analysis including the rational susceptibility of the shareholders to support and collaborate in evolving the organization and the PSALM with seven signs constructing generated information that consummation with the conformation of the ASC is plausible.

School managers are a significant issue to level up the eminence of edification (EDCOM 1992, as cited by Forbes, 2011). Rajesh and Chandrasekaran (2014) institute that women college students have lower interpersonal skills compared to men. Additionally, Rotich (2013) clinched that managers who are female as professed by their minions are able to transmit well with human dealings and male managers are decent at tactical level of management since they have the excellence of the theoretical skills when likened with their female complements as professed by their minions. Quarrie (2012) initiate that extent of service as school administrator is not a significant conjecturer of leadership products. Pooja and Kunar (2016) opine that momentous variances happened in the level of managerial and theoretical skills of administrators. Debatably, management is a key factor in making organizational way of information. This could be completed by placing up logic of obligation and enthusiasm among members of the organization founded on a collective dream and operation. Also, Draft (2006) also suggested that management is very significant

in organizations pointing to change themselves into learning organizations. Similarly, William et al. (2006) documented that even though everybody has the eminence to be a manager and suitable for all circumstances there is no solitary behavior. In the similar way, in handling there are accurate and improper; proficient and operative management skills must be matched to any organization considering for upgraded organizational performance (Bush and Glover 2012).

Resiliency/Adversity research linked to management

In terms of resiliency and adversity to management, Stoltz (2007) states that grownups tackled enormously adversative conditions in their lives and mended. Misfortune is viewed as peripheral to them and within their switch. He disputes that an individual's rejoinder to change management skills can be interjected and reformed. He visibly extricates the need for resiliency in management. He expresses fruitful managers as persons who are capable to turn unanticipated fuzzes into breaks for great degree of victory. Stoltz also deliberated the designs that recent organizational change management harvest anarchy through persistent change and that management skills of the extant and impending need to integrate these tasks to subsist and make use of scuffles.

Meanwhile, Cooper and Sawaf (2007) scrutinized management in shared locations and resolute a high need for resiliency and regeneration for administrators to endure in management situations. When fronting the trials these characters do not have an object personality, they do not detonate nor clatter. Relatively they are defined by Siebert as having features that backing them to find opportunity after a peripheral challenge seeing changes as having opportunities.

He realizes that the tough people as people who benefit their communities, have the advantage over other workforces, and are in fixed poles and satisfied more recurrently, mounting to leadership situations.

The literature and studies had supported the researcher in the conduct of this study. The researcher has to be directed in constructing a rigorous and valuable study that will significantly support initial concepts.

School managers must reply to the change that occurs on all three stages: from special family, to events happening outside the environment's limitations, to the pressure placed on education both nationwide and nearby for amplified responsibility and pupils' attainment. Victory in leading alterations to raise student attainment often hinged upon a school administrator's aptitude to make a donated vision within the school community and the realization in employing new organizational assemblies that engross teachers in collective decision- making.

Operative managers would, also, comprehend that change is a personal and a shared spectacle. As the school administrators progress awareness and thoughts base about the change sequence, they will converted more sanguine in managing staff fight and struggle (Chamley, Caprio, & Young, 2006). Based on several studies directed, those administrators who were faced with trials in their daily workstation events were momentously impacted and tested as to their school management and skills. Bestowing to Stoltz (2007), a person who standstill in spite of the confrontation and has the capacity to transcend it, will foretell who will beat challenges. A person should be responsive of their personal and organizational change management skills to promote progress and resiliency and to surge their capacity to vanquish misfortunes and admit challenges in life (Gozum, 2011) and by improving the personal and organizational change management skills of a person will lead to surge the capability to take challenges and flourish in difficulties (Ferrer, 2009).

The studies in this paper serve as means of evaluating and assessing the significance of personal and organizational change management skills of public elementary school administrators in order to affect enhancement in accomplishing their goals.

The literature and studies reviewed were found to be significant in undertaking the present study. These literature and studies guided the researcher in taking the steps to conduct the study. Moreover, the related studies provided insights on the various steps and skills in successfully implementing personal and organizational change. The insights gained provide this research with direction to investigate the vital contribution of the skills in managing personal change to the management of organizational change of school administrators.

CHAPTER 3
RESEARCH METHODS

In this chapter, it tells about the design of the research, research procedures, research participants, research locale, and instrument for data-gathering, data-gathering procedure and the statistical treatment data.

3.1 Research Design

In this study, the descriptive-correlational method of research was used by the researcher. This method is the most appropriate based on the nature of the study. The correlational method was also used in shaping the amount of correlation between Personal and Organizational Change Management Skills. Gay (2006) strains that "descriptive method of research comprises the collection of data to response queries concerning to the recent prestige of the matter under analysis." Similarly, he enhances that this technique is completed to increase evidence about the inclinations, arrogances, rehearses, apprehensions and even securities of groups of people.

3.2 Participants of the Study

The Division of Negros Occidental is composed of 36 districts. Entirely, there are 575 public elementary school administrators in the said Division. As a result, the researcher decided to apply sampling in order to get a smaller number of the elementary school administrators who would be the representative of the total population. From the 36 districts, 21 districts were chosen randomly. These 21 districts are composed of three hundred twenty-three (323) public elementary school administrators which include the school principals, head teachers, and teachers-in-charge. The said 323 public elementary school administrators were then considered as the actual participants of this study. These participants were grouped according to their demographic profile such as sex, age, marital status, educational attainment, present position, and length of service as school administrator. Table 3.1 enumerates the 21 districts and their corresponding number of elementary school administrators while Table 3.2 presents the distribution of the participants according to their demographic profile.

Table 3.1 The Participants per District

District	No. of Administrators	Percentage
1. Cauayan I	35	10.8%
2. Cauayan II	25	7.7%
3. Calatrava I	22	6.8%
4. Calatrava II	23	7.1%
5. E.B. Magalona	23	7.1%
6. Hinigaran I	12	3.7%
7. Hinigaran II	17	5.3%
8. Manapla	15	4.6%
9. Murcia II	14	4.3%

10.	Pulupandan	9	2.8%
11.	S. Benedicto	13	4.0%
12.	Sn. Enrique	9	2.8%
13.	Sipalay I	18	5.6%
14.	Sipalay II	16	5.0%
15.	Talisay I	8	2.5%
16.	Talisay II	5	1.5%
17.	Talisay III	11	3.4%
18.	Toboso	21	6.5%
19.	Valladolid	8	2.5%
20.	Victorias I	9	2.8%
21.	Victorias II	10	3.1%
Total		**323**	**100.0%**

Table 3.2 Demographic Profile of School Administrators

Demographic Profile	Frequency	Percentage
Sex		
Male	109	49%
Female	214	51%
Total	**323**	**100%**
Age		
Younger	142	19%
Older	181	81%
Total	**323**	**100%**
Marital Status		
Single	30	9%
Married	293	91%
Total	**323**	**100%**
Educational Attainment		
Bachelor's Degree	0	0%
M.A. Units	213	66%
Master's Degree	88	27%
Ph.D. Units	15	5%
Ph.D. Degree	7	2%
Total	**323**	**100%**
Present Position		
Principal I	126	39%
Principal II+	39	12%
Head Teacher I	22	7%
Head Teacher II	26	8%
Head Teacher III	66	20%
Teacher-in-Charge	44	14%

Total	**323**	**100%**
Length of Service as School Administrator		
Shorter	219	68%
Longer	323	32%
Total	**323**	**100%**

3.3 Setting of the Study

This study was conducted in the Division of Negros Occidental. The Division of Negros Occidental consists of thirty six (36) District Offices but twenty one (21) Districts were randomly sampled, namely: Calatrava I, Calatrava II, Cauayan I, Cauayan II, E.B. Magalona, Hinigaran I, Hinigaran II, Manapla, Murcia II, Pulupandan, Salvador Benedicto, Sn. Enrique, Sipalay I, Sipalay II, Talisay I, Talisay II, Talisay III, Toboso, Valladolid, Victorias I and Victorias II. Each of the twenty one (21) Districts has its own corresponding number of elementary school administrators. Negros Occidental is bounded on the north by the Visayas Sea, on the south by Silay City, on the west by Manapla and on the east by the City of Sagay. A map of the province of Negros Occidental showing the location of the Division of Negros Occidental and the map of Negros Occidental showing the locations of public elementary schools where the participants of the study are employed are shown on Appendix D.

3.4 Research Instrument

The research instrument used in this study was a researcher-made questionnaire. The 39 cher gained some ideas from previous researches and studies which led to the formulation of the questionnaire. To establish the reliability of the questionnaire used, it was pilot tested utilizing the school administrators in the District I of Murcia. These administrators were not included as actual participants of the study. From their responses to the items of the questionnaire, the reliability index that was computed through Cronbach's Alpha was 0.88. This value showed that the questionnaire developed by the researcher was highly reliable.

Some of the items were adopted from The Management Skills Questionnaire developed by Northouse (2011) assessing the three (3) extensive types of management skills: administrative, interpersonal and conceptual skills will identify the strength and weaknesses of the school administrator the study on difficulty and management skills of school administrators: basis for leadership enhancement program showed by Baroa (2015).

In this study, the descriptive-correlational method of research was used by the researcher. This method is the most appropriate because the study involved determining the level/extent of the school administrators' Personal and Organizational change management skills. The descriptive method was used in determining the level of leadership skills covering the two (2) areas: personal and organizational change management skills of the elementary school administrators.

The research survey cast-off in determining personal and organizational change management skills of public elementary school administrators was exposed to validity. It was unfilled to three jurors who were measured as specialists in the field of research and education. They went over the questionnaire and provided necessary corrections and suggestions. These corrections and suggestions given by the experts were undertaken by the researcher. Furthermore, the three experts rated the validity of the developed questionnaire according to the criteria set forth by Good and Scates in

emerging a valid research instrument. Based from their ratings, the calculated validity index of the questionnaire used in this study was 5.00. This indicates that the questionnaire developed by the researcher was valid to a very high degree.

Gay (2006) opposes that descriptive research comprises gathering data in order to response questions with respects to the recent status of the issue. He also added that this technique of research is conceded out to acquire information about the predilections, arrogances, applies, anxieties and even the comforts of some set of people.

To acquire the data needed to determine the public elementary school administrators' level of personal and organizational change management skills, the researcher made use of two sets of questionnaires.

Part I. School Administrators' Demographic Profile

Part I of the research instrument consisted of 6 items set to collect data on the personal and work-related background of the respondents. It included their sex, age, civil status, educational attainment, present position and length of service as school administrator.

Part II. Questionnaire on Change Management Skills of Public Elementary School Administrators of the Division of Negros Occidental

This is a 30-item self-rating questionnaire that measures the individual's personal change management skills with 12 items (6-Psychological and 6-Physiological) and 18 items for organizational change management skills (6-Administrative, 6-Interpersonal and 6-Conceptual) level in responding with different situations. The score range and its corresponding interpretation are presented in Table 3.2.

Each of the responses in the questionnaire was weighted as follows:

Interpretative Description	Weight
Not True To Me	1
Seldom True To Me	2
True To Me	3
Very True To Me	4

3.4 Data Gathering Procedure

In the conduct of the study, the researcher handed in a letter of permit to conduct the study to the Office of the Schools Division Superintendent of Negros Occidental and Office of the Public School District Supervisor of the different districts.

The administration of the survey questionnaires was dependent on the availability of the participants. Some picked to answer it personally while others brought the materials with them. Finally, collection, tabulation, and analysis of the data gathered were processed right away by the researcher with the assistance of a statistician for a more precise statistical result and analysis.

3.5 Data Analysis

In the process of the data obtained through the questionnaires, the researcher utilized the following statistical tools:

Frequency-Percentage

This was used in determining the profile of the respondents in terms of demographic variables (sex, age, marital status, educational attainment, present position and length of service as school administrator).

Mean

For problems on levels of Personal and Organizational Change Management Skills, the mean was used

for data analysis. The mean was used when the distribution is approximately normal. When the number of cases is large (>+30), the distribution approaches normality.
Together with the mean, the following scale was used:

Scale	Interpretation
3.40 – 4.00	Very High
2.81 – 3.40	High
2.21 – 2.80	Average
1.61 – 2.20	Low
1.00 – 1.60	Very Low

Z-test

Z-test was employed to determine significant differences in the level of personal and organizational change management skills of public elementary school administrators when they were grouped according to sex, age, marital status and length of service as school administrator.

Analysis of Variance (ANOVA)

ANOVA, however, was used to determine significant differences in the level of personal and organizational change management skills of public elementary school administrators when they were grouped according to their educational attainment and present position.

Pearson Correlation Coefficient (r)

Pearson r was used to determine degree of correlation between Personal and Organizational Change Management skills of elementary school administrators.

CHAPTER 4
PRESENTATION, ANALYSIS AND DATA INTERPRETATION

This chapter shows the data gathered and collated to realize the objectives of the study. The discussion of the results contains interpretation and analysis of the data gathered in connection to the specific problems and hypotheses stated in Chapter 1. The findings are presented in the following manner:

1. The level of Personal Change Management Skills of School Administrators in terms of Psychological and Physiological skills when taken as a whole and when categorized according to sex, age, marital status, educational attainment, present position and length of service as school administrators.

As a Whole

Table 4.1 shows that the level of school administrators' personal change management skills when taken as a whole is high (M=3.27, SD=0.44). Likewise, when individual skills were considered, school administrators' psychological (M=3.26, SD=0.48) and physiological (M=3.27, SD=0.44) skills in personal change management are high. From these results, it may be stated that school administrators might have managed well some personal changes of their lives; it may be a change in their lifestyle or any change as far as they are personally concerned. They may have successfully adapted to the current trends of the world. Or probably, the school administrators might have a positive view towards the change that may occur or they might have a high level of acceptance of uncertainty as these are the key in personal change management.

Table 4.1
Level of Personal Change Management Skills of School Administrators in Terms of Psychological and Physiological Skills When Taken as a Whole

Personal Change Management Skills		
Skills	**Mean**	**SD**
Psychological	3.26	0.48
Physiological	3.27	0.44
As a Whole	**3.27**	**0.44**

Note: 3.41-4.00, Very High; 2.81-3.40, High; 2.21-2.80, Moderate; 1.61-2.20, Low; 1.00-1.60, Very Low

According to Sex

Table 4.2 reveals that when grouped according to sex, the level of personal change management skills of male school administrators is high (M=3.29, SD=0.46); for the female it is similarly high (M=3.25, SD=0.42). Taking the skills individually, the level of psychological personal change management skill of male is high (M=3.28, SD=0.51) and female is high (M=3.25, SD=0.47). In like manner, the level of physiological personal change management skill of male is high (M=3.30, SD=0.46) and female is high (M=3.26, SD=0.42). Notwithstanding the fact that there has been petite or no research linking sex and change management (Paton and Dempster, 2006), outcomes in this regard may be occupied to mean that both male and female administrators are decent enough in managing personal change.

Table 4.2 Level of Personal Change Management Skills of School Administrators in Terms of Psychological and Physiological Skills When Categorized According to Sex

Personal Change Management Skills			
Skills	**Sex**	**Mean**	**SD**
Psychological	Male	3.28	0.51
	Female	3.25	0.47
Physiological	Male	3.30	0.46
	Female	3.26	0.42
As a Whole	**Male**	**3.29**	**0.46**
	Female	**3.25**	**0.42**

Note: 3.41-4.00, Very High; 2.81-3.40, High; 2.21-2.80, Moderate; 1.61-2.20, Low; 1.00-1.60, Very Low

According to Age

As Table 4.3 reflects, as a whole and in terms of age, the level of personal change management skills of younger school administrators is high (M=3.19, SD=0.44) and for older is also high (M=3.32, SD=0.43. In terms of the individual skill, the level of psychological personal change management skill of younger ones is high (M=3.18, SD=0.48) and for older is also high (M=3.32, SD=0.48). Similarly, the level of physiological personal change management skill of younger (M=3.20, SD=0.44) and older (M= 3.32, SD=0.43) school administrators are similarly high. These outcomes may mean that both younger and older school administrators managed their personal changes in life to a high level. This verdict reverses the

concepts of Zenger and Folkman (2015). It is stressed in their research that it is more beneficial having younger managers. They have the tendency to embrace change. They display valor to venture into difficult changes. They are more eager to be the champions of change than their elder complements.

Table 4.3 Level of Personal Change Management Skills of School Administrators in Terms of Psychological and Physiological Skills When Categorized According to Age

Personal Change Management Skills			
Skills	**Age**	**Mean**	**SD**
Psychological	Younger	3.18	0.48
	Older	3.32	0.48
Physiological	Younger	3.20	0.44
	Older	3.32	0.43
As a Whole	**Younger**	**3.19**	**0.44**
	Older	**3.32**	**0.43**

Note: 3.41-4.00, Very High; 2.81-3.40, High; 2.21-2.80, Moderate; 1.61-2.20, Low; 1.00-1.60, Very Low

According to Marital Status

Table 4.4 reflects that when taken as a whole and in terms of marital status, the level of personal change management skills of single (M=3.07, SD=0.43) and married (M=3.29, SD=0.43) school administrators are both high. In the same manner, the levels of psychological personal change management skill of single (M=3.02, SD=0.43) and married (M=3.28, SD=0.48) are similarly high. Likewise, the levels of physiological personal change management skill of single (M=3.12, SD=0.48) and married (M=3.29, SD=0.43 are high. Basing from these results, it may be said that both single and married administrators were good in personal change management. The finding shows that whether the school administrators are single or married, they possess similar level of personal change management skills.

Table 4.4 Level of Personal Change Management Skills of School Administrators in Terms of Psychological and Physiological Skills When Categorized According to Marital Status

Personal Change Management Skills			
Skills	**Marital Status**	**Mean**	**SD**
Psychological	Single	3.02	0.43
	Married	3.28	0.48
Physiological	Single	3.12	0.48
	Married	3.29	0.43
As a Whole	**Single**	**3.07**	**0.43**
	Married	**3.29**	**0.43**

Note: 3.41-4.00, Very High; 2.81-3.40, High; 2.21-2.80, Moderate; 1.61-2.20, Low; 1.00-1.60, Very Low

According to Educational Attainment

When school administrators were categorized according to their educational attainment, Table 4.6 shows that when taken as a whole, the levels of personal change management skills of school administrators who

are MA graduates (M=3.36, SD=0.42) and with MA (M=3.21, SD=0.47) or PhD units (M=3.40, SD=0.43) are all high. However, the level of personal change management skills of PhD graduate school administrators is very high (M=3.59, SD=0.32). Individually, the levels of psychological personal change management skill of school administrators with MA units (M=3.19, SD=0.49) and who 40 A graduates (M=3.36, SD=0.44) are high; school administrators with PhD units (M=3.44, SD=0.48) and who are PhD graduates (M=3.61, SD=0.34) have very high levels. Furthermore, the level of physiological personal change management skill of with MA units (M=3.22, SD=0.45), MA graduates (M=3.35, SD=0.40), and with

PhD units (M=3.35, SD=0.39) school administrators are high, while of PhD graduate (M=3.57, SD=0.32) is very high. From these, it can be deduced that PhD graduates school administrators have better personal change management skills than those with lower educational attainment. It is observed that as educational attainment became higher, the skills in managing personal change became better.

Table 4.5 Level of Personal Change Management Skills of School Administrators in Terms of Psychological and Physiological Skills When Categorized According to Educational Attainment

Personal Change Management Skills			
Skills	**Educational Attainment**	**Mean**	**SD**
Psychological	MA Units	3.19	0.49
	MA Graduate	3.36	0.44
	PhD Units	3.44	0.48
	PhD Graduate	3.61	0.34
Physiological	MA Units	3.22	0.45
	MA Graduate	3.35	0.40
	PhD Units	3.35	0.39
	PhD Graduate	3.57	0.32
As a Whole	**MA Units**	**3.21**	**0.47**
	MA Graduate	**3.36**	**0.42**
	PhD Units	**3.40**	**0.43**
	PhD Graduate	**3.59**	**0.32**

Note: 3.41-4.00, Very High; 2.81-3.40, High; 2.21-2.80, Moderate; 1.61-2.20, Low; 1.00-1.60, Very Low

Present Position

Table 4.6 shows that when school administrators were grouped according to their present position, the levels of personal change management skills of Teachers-in-Charge (M=3.01, SD=0.51), Head Teacher I (M=3.13, SD0.44), Head Teacher II (M=3.16, SD=0.38), Head Teacher III (M=3.19, SD=0.43), and Principal I (M=3.35, SD=0.43) administrators when taken as a whole are high. However, that of Principal II and above (M=3.48, SD=0.43) administrators is very high. Equivalently, in terms of the skills, the levels of psychological and physiological personal change management skills of Teachers-in-Charge, Head Teacher I, II and III, and Principal I school administrators are high. On the other hand, the levels of psychological (M=3.51, SD=0.42) and physiological (M=3.45, SD=0.44) personal change management skills of Principal II and above are very high. Interpreting these results may lead us to state that Principal II and have better skills in managing personal change. Similar to educational attainment, it is observed

that as the present position of administrators became higher, their skills in managing personal change became better.

Table 4.6 Level of Personal Change Management Skills of School Administrators in Terms of Psychological and Physiological Skills When Categorized According to Present Position

Personal Change Management Skills			
Skills	**Present Position**	**Mean**	**SD**
Psychological	Teacher in Charge	3.00	0.52
	Head Teacher I	3.09	0.46
	Head Teacher II	3.16	0.41
	Head Teacher III	3.16	0.46
	Principal I	3.36	0.45
	Principal II & Above	3.51	0.42
Physiological	Teacher in Charge	3.11	0.50
	Head Teacher I	3.17	0.42
	Head Teacher II	3.15	0.36
	Head Teacher III	3.21	0.41
	Principal I	3.34	0.41
	Principal II & Above	3.45	0.44
As a Whole	**Teacher in Charge**	**3.01**	**0.51**
	Head Teacher I	**3.13**	**0.44**
	Head Teacher II	**3.16**	**0.38**
	Head Teacher III	**3.19**	**0.43**
	Principal I	**3.35**	**0.43**
	Principal II & Above	**3.48**	**0.43**

Note: 3.41-4.00, Very High; 2.81-3.40, High; 2.21-2.80, Moderate; 1.61-2.20, Low; 1.00-1.60, Very Low

According to Length of Administrative Service

Based from Table 4.7, when school administrators were grouped according to their le 52 f service as school administrators, the levels of personal change management skills of those who have shorter (M=3.17, SD=0.44) and longer (M=3.38, SD=0.40) length of service when taken as a whole are high. In like manner, in terms of the individual skills, the levels of psychological personal change management skill of administrators who have shorter (M=3.15, SD=0.48) and longer (M=3.39, SD=0.46)
length of service are both high. In the same way, the levels of physiological personal change management skill of administrators who have shorter (M=3.19, SD=0.45) and longer (M=3.38, SD=0.39) length of service are similarly high. These results may mean that both shorter and longer in service administrators have high personal change management skills.

Table 4.7 Level of Personal Change Management Skills of School Administrators in Terms of Psychological and Physiological Skills When Categorized According to Length of Service as School Administrators

Personal Change Management Skills			
Skills	**Length of Service as School Administrators**	**Mean**	**SD**
Psychological	Shorter	3.15	0.48
	Longer	3.39	0.46
Physiological	Shorter	3.19	0.45
	Longer	3.38	0.39
As a Whole	**Shorter**	**3.17**	**0.44**
	Longer	**3.38**	**0.40**

Note: 3.41-4.00, Very High; 2.81-3.40, High; 2.21-2.80, Moderate; 1.61-2.20, Low; 53 .60, Very Low

2. **The level of Organizational Change Management Skills of school administrators in terms of administrative, interpersonal and conceptual skills, when taken as a whole and when categorized according to sex, age, marital status, educational attainment, present position, and length of service as school administrators.**

As a Whole

Table 4.8 reveals that when taken as a whole, the level of organizational change management skills of school administrators is very high (M=3.41, SD=0.48). However, when skills were considered individually, the level of administrative (M=3.38, SD=0.67) and conceptual (M=3.39, SD=0.48) skills of the administrators is high, while the level of their interpersonal skill is very high (M=3.47, SD=0.65). Interpersonal skills include socially perceptive, shows emotional stability, and manage interpersonal conflicts (Mumford, et al., 2000). In line with this, Campo (2014) claim that one of the characteristics of great, successful leaders is having effective interpersonal skill. Results presented may further mean that the administrators have very good skills in managing organizational change. Having some change management skills is very crucial for leaders (Adenle, 2012).

Table 4.8 Level of Organizational Change Management Skills of School Administrators in Terms of Administrative, Interpersonal and Conceptual Skills When Taken as a Whole

Organizational Change Management Skills		
Skills	**Mean**	**SD**
Administrative	3.38	0.67
Interpersonal	3.47	0.65
Conceptual	3.39	0.50
As a Whole	**3.41**	**0.48**

Note: 3.41-4.00, Very High; 2.81-3.40, High; 2.21-2.80, Moderate; 1.61-2.20, Low; 1.00-1.60, Very Low

According to Sex

Table 4.9 shows that when the school administrators were grouped according to sex, the levels of organi-

zational change management skills of both male (M=3.37, SD=0.41) and female (M=3.39, SD=0.38) school administrators are both high. In Baroa's study (2015) leadership skills of male and female school administrators were high. Likewise, when individual skills were considered, the levels of administrative and conceptual skills of male and female administrators are similarly high. On the other hand, contrary to Baroa, the level of interpersonal skills of female (M=3.45, SD=0.43) administrators is very high while of male (M=3.40, SD=0.44) administrators is only high. This result may mean that female administrators were more socially perceptive, shows more emotional stability, and better manage interpersonal conflicts. Corollary to this, in terms of students, Rajesh and Chandrasekaran study (2014) found out that male college students have higher interpersonal skills compared to their female counterparts.

Generally, results may be taken to mean that both male and female administrators have good managing skills in organizational change. However, from an academic standpoint, there are techniques and models that can be employed in approaching change. These models and techniques can be subjected to varying interpretations and acceptance that are dependent upon sex (Paton and Dempster, 2006).

Table 4.9 Level of Organizational Change Management Skills of School Administrators in terms of Administrative, Interpersonal and Conceptual Skills When Categorized According to Sex

Organizational Change Management Skills			
Skills	**Sex**	**Mean**	**SD**
Administrative	Male	3.36	0.45
	Female	3.32	0.44
Interpersonal	Male	3.40	0.44
	Female	3.45	0.43
Conceptual	Male	3.34	0.41
	Female	3.39	0.40
As a Whole	**Male**	**3.37**	**0.41**
	Female	**3.39**	**0.38**

Note: 3.41-4.00, Very High; 2.81-3.40, High; 2.21-2.80, Moderate; 1.61-2.20, Low; 1.00-1.60, Very Low

According to Age

As reflected in Table 4.10, when school administrators were categorized according to age, the level of organizational change management skills of the older ones (M=3.41, SD=0.39) is very high; while of younger ones (M=3.34, SD=0.38) is high. Considering the component skills, the level of administrative and conceptual skills of both younger and older administrators is high. On the contrary, the level of interpersonal skill of older administrators is very high (M=3.45, SD=3.40) whereas that of younger counterparts is high (M=3.40, SD=0.45). These results are contrary to the findings of Baroa (2015) for she found that younger and older administrators were high in all areas. Results of the present study may be interpreted to mean that older administrators have higher organizational change management skills compared to the younger ones. Furthermore, older administrators may be more socially perceptive, shows more emotional stability, and better manage interpersonal conflicts. As Zenger and Folkman (2015) younger administrators embrace change and have the courage to make difficult changes.

Table 4.10 Level of Organizational Change Management Skills of School Administrators in Terms of Administrative, Interpersonal and Conceptual Skills When Categorized According to A

Organizational Change Management Skills			
Skills	**Age**	**Mean**	**SD**
Administrative	Younger	3.28	0.44
	Older	3.38	0.45
Interpersonal	Younger	3.40	0.45
	Older	3.45	0.42
Conceptual	Younger	3.35	0.39
	Older	3.39	0.41
As a Whole	**Younger**	**3.34**	**0.38**
	Older	**3.41**	**0.39**

Note: 3.41-4.00, Very High; 2.81-3.40, High; 2.21-2.80, Moderate; 1.61-2.20, Low; 1.00-1.60, Very Low

According to Marital Status

As revealed in Table 4.11, when the school administrators were grouped according to marital status, the levels of organizational change management skills of both single (M=3.23, SD=0.39) and married (M=3.39, SD=0.38) administrators when taken as a whole are high. In similar way, in terms of the individual skills but not in interpersonal skill, the level of administrative and conceptual skills of both single and married administrators is high. However, the level of interpersonal skill of married administrators is very high (M=3.44, SD=0.43) while of single administrators is high (M 57 , SD=0.45). These results are completely contrary to the result of Baroa's (2015) study. According to her, single administrators registered higher range of skills in administrative, interpersonal and conceptual skills than married ones. This result may mean that both single and married administrators have good organizational change management skills.

However, married administrators are more socially inclined and show more emotional stability with good interpersonal conflict management skills.

Table 4.11 Level of Organizational Change Management Skills of School Administrators in terms of Administrative, Interpersonal, and Conceptual Skills When Categorized According to Marital Status

Organizational Change Management Skills			
Skills	**Marital Status**	**Mean**	**SD**
Administrative	Single	3.15	0.42
	Married	3.35	0.44
Interpersonal	Single	3.33	0.45
	Married	3.44	0.43
Conceptual	Single	3.20	0.42
	Married	3.39	0.40
As a Whole	**Single**	**3.23**	**0.39**
	Married	**3.39**	**0.38**

Note: 3.41-4.00, Very High; 2.81-3.40, High; 2.21-2.80, Moderate; 1.61-2.20, Low; 1.00-1.60, Very Low

According to Educational Attainment

Table 4.12 reflects that when the school administrators were grouped according to their educational attainment, the levels of organizational change management skills of administrators with MA units when taken as a whole is high (M=3.32, SD=0.41) while of administrators who are MA graduates (M=3.47, SD=0.32), with PhD units (M=3.52, SD=0.33), and who are PhD graduates (M=3.60, SD=0.26) is very high. Similarly, considering the skills, the level of administrative, interpersonal and conceptual skills of administrators who are MA graduates, with PhD units, and who are PhD graduates is very high while of administrators with MA units is only high in all the skills. Based from these results, it may be said that administrators with a lower level of educational attainment possess lesser skills in organizational change management. According to Besley and Montalvo (2011), educational attainment is important. Growth is increased by having leaders who are more highly educated. It can be further stated that administrators with higher educational attainment are better in managing people and material resources, problem solving, strategic planning and creating a vision. These administrators are more technically competent, more socially perceptive, more emotionally intelligence, and better interpersonal conflicts management.

Table 4.12 Level of Organizational Change Management Skills of School Administrators in Terms of Administrative, Interpersonal and Conceptual Skills When Categorized According to Educational Attainment

Organizational Change Management Skills			
Skills	**Educational Attainment**	**Mean**	**SD**
Administrative	MA Units	3.27	0.47
	MA Graduate	3.44	0.37
	PhD Units	3.43	0.42
	PhD Graduate	3.59	0.31
Interpersonal	MA Units	3.37	0.45
	MA Graduate	3.54	0.38
	PhD Units	3.58	0.38
	PhD Graduate	3.65	0.29
Conceptual	MA Units	3.32	0.41
	MA Graduate	3.44	0.37
	PhD Units	3.56	0.31
	PhD Graduate	3.57	0.43
As a Whole	**MA Units**	**3.32**	**0.41**
	MA Graduate	**3.47**	**0.32**
	PhD Units	**3.52**	**0.33**
	PhD Graduate	**3.60**	**0.26**

Note: 3.41-4.00, Very High; 2.81-3.40, High; 2.21-2.80, Moderate; 1.61-2.20, Low; 1.00-1.60, Very Low

According to Present Position

Table 4.13 shows that when taken as a whole and in terms of the school administrators' present position,

the level of organizational change management skills of Principal I (M=3.48, SD=0.34) and Principal II+ (M=3.58, SD=0.38) administrators is very high while of Teacher in Charge (M=3.18, SD=0.42), Head Teachers I (M=3.21, SD=0.32) II (M=3.26, SD=0.33) and III (M=3.31, SD=0.37) is only high. In the same manner, considering all skills except the interpersonal skill, the level of administrative and conceptual skills of Teacher in Charge and Head Teachers I, II and III is only high while of Principals I and II+ is very high. Considering the interpersonal skill, only Head Teachers whose level in this skill is high; while Teacher in Charge (M=3.59, SD=0.41), Principals I (M=3.55, SD=0.38) and Principals II and above (M=3.59, SD=0.41) have very high level of interpersonal skill. These results may mean that principals have better skills in managing organizational change. Accordingly, the management quality of school principals is considered a factor for improving the quality of education (EDCOM 1992, as cited by Forbes, 2011). It is also observed that as present position of administrators becomes higher; their organizational change management skills become better.

Table 4.13 Level of Organizational Change Management Skills of School Administrators in terms of Administrative, Interpersonal, and Conceptual Skills When Categorized According to Present Position

Organizational Change Management Skills			
Skills	**Present Position**	**Mean**	**SD**
Administrative	Teachers-in-Charge	3.15	0.47
	Head Teacher I	3.15	0.51
	Head Teacher II	3.21	0.38
	Head Teacher III	3.28	0.42
	Principal I	3.43	0.41
	Principal II and Above	3.48	0.43
Interpersonal	Teachers-in-Charge	3.59	0.41
	Head Teacher I	3.24	0.48
	Head Teacher II	3.27	0.33
	Head Teacher III	3.36	0.42
	Principal I	3.55	0.38
	Principal II and Above	3.59	0.41
Conceptual	Teachers-in-Charge	3.18	0.41
	Head Teacher I	3.22	0.35
	Head Teacher II	3.30	0.36
	Head Teacher III	3.31	0.38
	Principal I	3.46	0.37
	Principal II and Above	3.52	0.43
As a Whole	**Teachers-in-Charge**	**3.18**	**0.42**
	Head Teacher I	**3.21**	**0.42**
	Head Teacher II	**3.26**	**0.33**
	Head Teacher III	**3.31**	**0.37**
	Principal I	**3.48**	**0.34**
	Principal II and Above	**3.53**	**0.38**

Note: 3.41-4.00, Very High; 2.81-3.40, High; 2.21-2.80, Moderate; 1.61-2.20, Low; 1.00-1.60, Very Low

According to Length of Administrative Service

Table 4.14 reveals that when taken as a whole and in terms of the school administrators' length of service, the level of organizational change management skills of administrators who have longer (M=3.44, SD=0.37) length of service is very high while of administrators who have shorter (M=3.33, SD=0.39) length of service is only high. In the same way, considering all skills, the level of administrative (M=3.42, SD=0.41), interpersonal (M=3.48, SD=0.42), and conceptual (M=3.43, SD=0.39) skills of administrators who have longer length of service is very high. However, the level of administrative (M=3.26, SD=0.46), interpersonal (M=3.39, SD=0.44), and conceptual (M=3.32, SD=0.41) skills of administrators who have shorter length of service is only high. These findings fully negate Baroa's (2015) finding that both administrators with shorter and longer length of service have only high level of leadership skills when taken as a whole and when individual skills are considered. Results of the present study may be interpreted to mean that administrators with longer length of service have better skills in managing organizational change. Furthermore, it may be stated that administrators with longer length of service are better in managing people, managing resources, problem solving, strategic planning and creating a vision. In addition, they may be considered having more technical competence. They are more socially perceptive. They show more emotional intelligence. They have better manage interpersonal conflicts.

Table 4.14 Level of Organizational Change Management Skills of School Administrators in Terms of Administrative, Interpersonal, and Conceptual Skills When Categorized According to Length of Service as School Administrators

Organizational Change Management Skills			
Skills	**Length of Service as School Administrators**	**Mean**	**SD**
Administrative	Shorter	3.26	0.46
	Longer	3.42	0.41
Interpersonal	Shorter	3.39	0.44
	Longer	3.48	0.42
Conceptual	Shorter	3.32	0.41
	Longer	3.43	0.39
As a Whole	**Shorter**	**3.33**	**0.39**
	Longer	**3.44**	**0.37**

Note: 3.41-4.00, Very High; 2.81-3.40, High; 2.21-2.80, Moderate; 1.61-2.20, Low; 1.00-1.60, Very Low

3. Differences in the Level of Personal Change Management Skills of School Administrators in Terms of Psychological and Physiological Skills when taken as a whole and when categorized according to sex, age, marital status, educational attainment, present position, and length of service as school administrators.

According to Sex

Table 4.15 reports that when z-test was computed, it was found that when taken as a whole, there is no

significant difference between the level of personal change management skills of male and female administrators (z-value=0.713). Likewise in similar finding, is indicated between the level of psychological (z-value=0.576) and physiological (z-value=0.798) skills of male and female administrators. The hypothesis, therefore, is accepted.

Despite what Paton and Dempster (2006) believed, (cited in Gordon, 2009) that management styles may influence the way in which the sexes approach and manage change, the results in this study points to the fact that male and female administrators may approach and manage personal change in the same manner and at the same level.

Table 4.15 Differences in the Level of Personal Change Management Skills of School Administrators in Terms of Psychological and Physiological Skills When Taken as a Whole and When Categorized According to Sex

Personal Change Management Skills					
Skills	**Sex**	**N**	**Mean**	**SD**	**z-value**
Psychological	Male	109	3.28	0.51	0.576
	Female	214	3.25	0.47	
Physiological	Male	109	3.30	0.46	0.798
	Female	214	3.26	0.42	
As a Whole	**Male**	**109**	**3.29**	**0.46**	**0.713**
	Female	**214**	**3.25**	**0.42**	

Note: If z≥1.96, then reject Ho.

According to Age

Table 4.16 indicates that when taken as a whole, there is a significant difference between the level of personal change management skills of younger and older administrators (z-value=-2.577). Similarly, there is a significant difference between the level of psychological skill of younger and older administrators (z-value=-2.455). In similar way, there is a significant difference between the level of physiological skill of younger and older administrators (z-value=-2.437). The hypothesis is rejected.

It can be noted that significance of the differences are all in favor of the older school administrators. Despite the claim that Zenger and Folkman (2015) made that it is more advantageous to have younger managers for they embraced change, in terms of skills, older administrators have higher personal change management skills compared to the younger ones. Furthermore, older administrators' psychological and physiological skills in managing personal change are significantly higher compared to the younger ones.

Table 4.16 Differences in the Level of Personal Change Management Skills of School Administrators in Terms of Psychological and Physiological Skills When Taken as a Whole and When Categorized According to Age

Personal Change Management Skills					
Skills	**Age**	**N**	**Mean**	**SD**	**z-value**
Psychological	Younger	140	3.18	0.48	-2.455*
	Older	183	3.32	0.48	
Physiological	Younger	140	3.20	0.44	-2.437*
	Older	183	3.32	0.43	

As a Whole	**Younger**	**140**	**3.19**	**0.44**	**-2.577***
	Older	**183**	**3.32**	**0.43**	

Note: If z≥1.96, then reject Ho.

According to Marital Status

Table 4.17 shows that when taken as a whole, a significant difference exists between the level of personal change management skills of single and married administrators (z-value=-2.612). Considering the skills, the difference between the level of psychological skill of single and married administrators is statistically significant (z-value=-3.137) in favor of the married ones. The hypothesis stated in this regard is rejected. On the other hand, there is no significant difference between the level of physiological skill of single and married administrators (z-value=-1.879). The hypothesis in this regard is accepted.

From these results, it may be stated that married administrators have significantly higher skills than single ones in managing personal change. Likewise, they have significantly higher psychological skills. However, single and married administrators have the same level of physiological skill.

Table 4.17 Differences in the Level of Personal Change Management Skills of School Administrators in Terms of Psychological and Physiological Skills When Taken as a Whole and When Categorized According to Marital Status

Personal Change Management Skills					
Skills	**Marital Status**	**N**	**Mean**	**SD**	**z-value**
Psychological	Single	30	3.02	0.43	-3.137*
	Married	293	3.28	0.48	
Physiological	Single	30	3.12	0.48	-1.879
	Married	293	3.29	0.43	
As a Whole	**Single**	**30**	**3.07**	**0.43**	**-2.612***
	Married	**293**	**3.29**	**0.43**	

Note: If z≥1.96, then reject Ho.

According to Educational Attainment

Table 4.18 shows that when Analysis of Variance (ANOVA) was computed, it was found that when taken as a whole, there is a significant difference in the level of personal change management skills of administrators with MA units, who are MA graduates, with PhD units and who are PhD graduates (F=4.98, p=0.002). The hypothesis in this regard is rejected. Results may imply that those administrators who have higher educational attainment have higher personal change management skills. Likewise, they significantly differ in psychological and physiological skills for managing personal change. There is therefore a need to determine in which paired groups a significant difference exists. An a-posteriori t-test, hence, is required.

Table 4.18 Differences in the Level of Personal Change Management Skills of School Administrators in Terms of Psychological and Physiological Skills When Taken as a Whole and When Categorized According to Educational Attainment

Personal Change Management Skills					
Skills	**Educational Attainment**	**Mean**	**SD**	**F**	**P**
Personal Change Management	**MA Units**	**3.21**	**0.47**	**4.98**	**0.002***
	MA Graduate	**3.36**	**0.42**		
	PhD Units	**3.40**	**0.43**		
	PhD Graduate	**3.59**	**0.32**		

Note: If p<=0.05, then reject Ho. * sig. @0.05

On Psychological Skills

Table 4.18.1 shows a significant difference in the Psychological Skills of school administrators when they are grouped according to Educational Attainment (F=5.259, P=0.001). Because there is significance in the difference, further analysis was done to determine in which pair of educational attainment groups where significant difference exists. The analysis was done through the a-posteriori t-test. 67

Table 4.18.1a shows the paired comparison of the educational attainment groups of school administrators. It can be noted that there are significant differences in all pairs of educational attainment groups. For those with MA Units vs. MA Graduate there is significant difference (t=-6.48, P=0.000); MA Units vs. Ph.D. Units (t=-9.56, P=0.000);

MA Units vs. Ph.D (t=-16.01, 0.000); MA Graduate vs. Ph.D Units (t=-3.08, P=0.001); MA Graduate vs. Ph.D (t=9.53, P=0.000); and Ph.D Units vs. Ph.D (t=-6.45, P=0.000). The hypothesis in this regard is, therefore, rejected. All results point to the fact that as Educational Attainment progresses, school administrators' personal change management skills in terms of psychological skills increase. This goes to show that education and training are important for school administrators to possess the highest degree of psychological skills.

Table 4.18.1 Differences in the Level of Personal Change Management Skills of School Administrators in Terms of Psychological Skills when Categorized According to Educational Attainment

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	3.558	3	1.186	5.259	0.001*	2.633
Within Groups	71.940	319	0.226			
Total	75.497	322				

Note: If p<0.05, then reject Ho. * sig. @0.05

Table 4.18.1.a A Multiple Comparison of the Paired Categories of Educ'l. Attainment (a-posteriori t)

Pairs	Mean 1	Mean 2	MD	t	P
MA Units vs. MAGrad	3.187	3.359	-0.172	-6.48	0.000*

MA Units vs. PhDUnits	3.187	3.440	-0.253	-9.56	0.000*
MA Units vs. PhD	3.187	3.611	-0.424	-16.01	0.000*
MAGrad vs. PhDUnits	3.359	3.440	-0.082	-3.08	0.001*
MAGrad vs. PhD	3.359	3.611	-0.252	-9.53	0.000*
PhDUnits vs. PhD	3.440	3.611	-0.171	-6.45	0.000*

Note: If p<0.05, then reject Ho. * sig. @0.05

On Physiological Skills

Table 4.18.2 presents that there is significant difference in the physiological skills of school administrators when they are grouped according to Educational Attainment (F=3.79, P=0.011). Because there is significance in the difference, further analysis was done to determine in which pair of educational attainment groups the significant difference exists. The analysis was done through the a-posteriori t-test.

Table 4.18.2a shows the paired comparison of the educational attainment groups of school administrators. It can be noted that there are significant differences in all pairs of educational attainment groups. For those with MA Units vs. MA Graduate, there is significant difference (t=-5.64, P=0.000); MA Units vs. Ph.D. Units (t=-5.29, P=0.000); MA Units vs. Ph.D (t=-14.85, 0.000); MA Graduate vs. Ph.D (t=-9.21, P=0.000); and Ph.D Units vs. Ph.D (t=-9.56, P=0.000). The hypothesis is rejected. However for those with MA Graduate vs. Ph.D Units there is no significant difference (t=-3.08, P=0.001) observed. The hypothesis is accepted.

All results point to the fact that the greater the gap between educational attainments of school administrators, the greater the difference in their personal change management skills in terms of physiological skills. This goes to show that education that educational attainment should be one of the criteria for the promotion of school administrators.

Table 4.18.2 Differences in the Level of Personal Change Management Skills of School Administrators in Terms of Physiological Skills when Categorized According to Educational Attainment

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	2.099	3	0.700	3.790	0.011*	2.633
Within Groups	58.878	319	0.185			
Total	60.977	322				

Note: If p<0.05, then reject Ho. * sig. @0.05

Table 4.18.2.a A Multiple Comparison of the Paired Categories of Educational Attainment (a-posteriori t-test)

Pairs	Mean 1	Mean 2	MD	T	P
MA Units vs. MAGrad	3.219	3.353	-0.135	-5.64	0.000*
MA Units vs. PhDUnits	3.219	3.345	-0.127	-5.29	0.000*
MA Units vs. PhD	3.219	3.574	-0.356	-14.85	0.000*
MAGrad vs. PhDUnits	3.353	3.345	0.008	0.34	0.366

MAGrad vs. PhD	3.353	3.574	-0.221	-9.21	0.000*
PhDUnits vs. PhD	3.345	3.574	-0.229	-9.56	0.000*

Note: If p<=0.05, then reject Ho. *****
sig. @0.05

According to Present Position

Table 4.19 presents the result of the Analysis of Variance (ANOVA) to determine w 70 significant difference exists in the when school administrators are grouped according to their present position. It was found out that when taken as a whole, there is a significant difference in the level of personal change management skills of administrators with MA units, who are MA graduates, with PhD units and who are PhD graduates (F=6.91, p=0.000). The hypothesis is rejected.

This result points to the fact that those administrators who have higher administrative positions have higher personal change management skills. Likewise, they have significantly higher psychological and physiological skills in managing personal change.

Table 4.19 Differences in the Level of Personal Change Management Skills of School Administrators When Categorized According to Present Position

Personal Change Management Skills					
Skills	**Present Position**	**Mean**	**SD**	**F**	**P**
Personal Change Management	**Teacher in Charge**	**3.01**	**0.51**	**6.91**	**0.000***
	Head Teacher I	**3.13**	**0.44**		
	Head Teacher II	**3.16**	**0.38**		
	Head Teacher III	**3.19**	**0.43**		
	Principal I	**3.35**	**0.43**		
	Principal II and Above	**3.48**	**0.43**		

Note: If p<=0.05, then reject Ho. *** sig. @0.05**

On Psychological Skills

When each of the components of Personal Change Management Skills were taken individually, Table 4.19.1 shows that when the participants were grouped according to present position, they vary significantly in their Psychological Skills (F=8.234; p=0.000). The hypothesis is rejected. 71

Table 4.19.1a shows the paired comparison of the educational attainment groups of school administrators. It can be noted that there are significant differences in call pairs of educational attainment groups. For those with the position of TIC vs. HT1, there is significant difference (t=-3.54, P=0.001). Similarly, TIC vs. HT2 (t=-6.29, P=0.000); TIC

vs. HT3 (t=-6.55, 0.000); TIC vs. P1 (t=-14.42, P=0.000); TIC vs. P2 & Above (t=-19.99, P=0.000); HT1 vs. HT2 (t=-2.75, P=0.003); HT1 vs. HT3 (t=-3.01, P=0.001); HT1 vs. P1 (t=-10.78, P=0.000); HT1 vs. P2 & Above (t=-16.45, P=0.000); HT2 vs. P1 (t=-8.03, P=0.000); HT2 vs. P2 & Above (t=-13.70, P=0.000); HT3 vs. P1 (t=-7.77, P=0.000); HT3 vs P2 & Above (t=-13.44, P=0.000); and P1 vs. P2 & Above (t=-5.67, p=0.000) showed significant differences in the administrators' psychological skills for personal change management. All these differences are in favor those with higher position in the pair. The hypothesis in this regard is rejected. However, for HT2 vs. HT3, there is no significant difference (t=-0.26, P=0.398). The hypothesis is accepted.

It can be gleaned from the data presented that the greater the gap in the present positions of the paired group, the greater the difference in favor of those with higher position. Notably, there is a pattern shown in this presentation points to the fact that there is a psychological impact of higher position on the personal change management skills of school administrators. This finding is supported by the concept that organizational commitment plays an important role in attaining desired changes such that if there is low "psychological commitment" within an institution, the response to change will be noticeably slow, if not totally rejected (Burke, 2006, Robbins and Judge, 2007). As Aladwani (2006) found out that when group leaders are influenced to participate in the implementation process, they develop a feeling of being key decision-makers, display strong commitment, and engage in convincing co-workers.

Table 4.19.1 Differences in the Level of Personal Change Management Skills of School Administrators in Terms of Psychological Skills when Categorized According to Present Position

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	8.678	5	1.735	8.234	0.000*	2.242
Within Groups	66.818	317	0.211			
Total	75.497	322				

Note: If p<=0.05, then reject Ho. *
sig. @0.05

Table 4.19.1.a A Multiple Comparison of the Paired Categories of Present Position (a-posteriori t)

Pairs	Mean 1	Mean 2	MD	t	P
• TIC vs. HT1	2.996	3.087	-0.09	-3.54	0.001*
• TIC vs. HT2	2.996	3.157	-0.16	-6.29	0.000*
• TIC vs. HT3	2.996	3.164	-0.17	-6.55	0.000*
• TIC vs. P1	2.996	3.363	-0.37	-14.32	0.000*
• TIC vs. P2 & Above	2.996	3.508	-0.51	-19.99	0.000*
• HT1 vs HT2	3.087	3.157	-0.07	-2.75	0.003*
• HT1 vs. HT3	3.087	3.164	-0.08	-3.01	0.001*
• HT1 vs. P1	3.087	3.363	-0.28	-10.78	0.000*
• HT1 vs P2 & Above	3.087	3.508	-0.42	-16.45	0.000*
• HT2 vs. HT3	3.157	3.164	-0.01	-0.26	0.398
• HT2 vs. P1	3.157	3.363	-0.21	-8.03	0.000*
• HT2 vs. P2 & Above	3.157	3.508	-0.35	-13.70	0.000*
• HT3 vs. P1	3.164	3.363	-0.20	-7.77	0.000*
• HT3 vs. P2 & Above	3.164	3.508	-0.34	-13.44	0.000*
• P1 vs. P2 & Above	3.363	3.508	-0.15	-5.67	0.000*

Note: If p<=0.05, then reject Ho. *
sig. @0.05

On Physiological Skills

When the Physiological component of personal change management skills was taken into consideration, Table 4.19.2 shows that when the participants were grouped according to present position, they vary significantly (F=4.39; p=0.001).

Table 4.19.1a shows the paired comparison of the present position groups of school administrators. It can be noted that there are significant differences in call pairs of present position groups. For those with the position of TIC vs. HT1, there is significant difference (t=-2.55, P=0.005). Likewise with TIC vs. HT2 (t=-1.77, P=0.038); TIC vs. HT3 (t=-4.57, 0.000); TIC vs. P1 (t=-9.76, P=0.000); TIC vs. P2 & Above (t=-14.64, P=0.000); HT1 vs. HT3 (t=-2.01, P=0.022); HT2 vs. HT3 (t=-2.80, P=0.003); HT1 vs. P1 (t=-7.21, P=0.000); HT1 vs. P2 & Above (t=-12.09, P=0.000); HT2 vs. P1 (t=-8.00, P=0.000); HT2 vs. P2 & Above (t=-12.87, P=0.000); HT3 vs. P1 (t=-5.20, P=0.000); HT3 vs P2 & Above (t=-10.07, P=0.000); and P1 vs. P2 & Above (t=-4.87, p=0.000) showed significant differences in the administrators' physiological skills for personal change management. All these differences are in favor those with higher position in the pair. The hypothesis in this regard is rejected. However, between HT1 and HT2, there is no significant difference (t=-0.78, P=0.217). The hypothesis related to this pair is accepted.

It can be gleaned from the data presented that the greater the gap in the present positions of the paired group, the greater the difference in favor of those with higher position. Notably, there is a pattern shown in this presentation points to the fact that there is a physiological impact of higher position on the personal change management skills of school administrators. Presumably, freedom of expression is often given to school administrators. Encouraging freedom of expression is a often considered as significant physiological support. It is an important source of energy for managing change (Pugh, 2007).

Table 4.19.2 Differences in the Level of Personal Change Management Skills of School Administrators in Terms of Physiological Skills when Categorized According to Present Position

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	3.949	5	0.789	4.390	0.001*	2.242
Within Groups	57.027	317	0.1798			
Total	60.976	322				

Note: If p<=0.05, then reject Ho. *** sig. @0.05.**

Table 4.19.2.a A Multiple Comparison of the Paired Categories of Present Position (a-posteriori t-test)

Pairs		Mean 1	Mean 2	MD	t	p
•	TIC vs. HT1	3.106	3.167	0.06	-2.55	0.005*
•	TIC vs. HT2	3.106	3.148	0.04	-1.77	0.038*
•	TIC vs. HT3	3.106	3.214	0.11	-4.57	0.000*
•	TIC vs. P1	3.106	3.337	0.23	-9.76	0.000*
•	TIC vs. P2 & Above	3.106	3.452	0.35	-14.64	0.000*
•	HT1 vs HT2	3.167	3.148	-0.02	0.78	0.217
•	HT1 vs. HT3	3.167	3.214	0.05	-2.01	0.022*
•	HT1 vs. P1	3.167	3.337	0.17	-7.21	0.000*

• HT1 vs P2 & Above	3.167	3.452	0.29	-12.09	0.000*
• HT2 vs. HT3	3.148	3.214	0.07	-2.80	0.003*
• HT2 vs. P1	3.148	3.337	0.19	-8.00	0.000*
• HT2 vs. P2 & Above	3.148	3.452	0.30	-12.87	0.000*
• HT3 vs. P1	3.214	3.337	0.12	-5.20	0.000*
• HT3 vs. P2 & Above	3.214	3.452	0.24	-10.07	(75
• P1 vs. P2 & Above	3.337	3.452	0.12	-4.87	(

Note: If p<=0.05, then reject Ho. * sig. @0.05

According to Length of Administrative Service

Table 4.20 shows that when z-test was computed and when administrators were grouped according to length of service, it was found out that there is a significant difference between the level of personal change management skills of school administrators who have shorter and longer length of service (z-value=-4.91). The hypothesis in this regard is rejected. When skills were considered, it was found that there is also a significant difference between the level of psychological skill of administrators who have shorter and longer length of service (z-value=-4.659). Equivalently, there is a significant difference between the level of physiological skill of administrators who have shorter and longer length of service (z-value=-4.004). The hypothesis is rejected.

From these results, it may be stated that school administrators with longer length of service have significantly higher skills in managing personal change. Similarly, they have significantly higher psychological and physiological skills in managing personal change compared to the ones who have shorter length of service.

Table 4.20 Differences in the Level of Personal Change Management Skills of School Administrators in Terms of Psychological and Physiological Skills When Taken as a Whole and When Categorized According to Length of Service as School Administrators

Personal Change Management Skills					
Skills	**Experience**	**N**	**Mean**	**SD**	**z-value**
Psychological	Shorter	179	3.15	0.48	-4.659*
	Longer	144	3.39	0.46	
Physiological	Shorter	179	3.19	0.45	-4.004*
	Longer	144	3.38	0.39	
As a Whole	**Shorter**	**179**	**3.17**	**0.44**	**-4.591***
	Longer	**144**	**3.38**	**0.40**	

Note: If z≥1.96, then reject Ho. * sig. @0.05

4. Differences in the Level of Organizational Change Management Skills of School Administrators in Terms of Administrative, Interpersonal and Conceptual Skills when taken as a whole and when categorized according to sex, age, marital status, educational attainment, present position, and length of service as school administrators.

To determine whether significant difference exists in the organizational change management skills of school administrators when they are categorized according the variables considered in this study, z-test

for independent means for bi-variates and analysis of variance (ANOVA) for multi-variates. They are presented as follows:

According to Sex

Table 4.21 shows that there is no significant difference between the level of organizational change management skills of male and female administrators (z-value=-0.420). In the same manner, when skills were considered, there is no significant difference between the level of administrative (z-value=0.658), interpersonal (z-value=-0.934) and conceptual (z-value=-0.962) skills of male and female administrators. The hypothesis stated related the variable of sex is accepted.

Results in this regard may be taken to mean that both male and female administrators h 77 same level of skills in managing organizational change. The present finding is contrary to Tarinabo (2015) who found that there are variations in the way both sexes lead and manage organization change. However, results of the present study reveal that male and female administrators do not differ in terms of their administrative, interpersonal and conceptual skills. This result negates Pooja and

Kunar (2016) because they found out that there are significant differences in the level of administrative and conceptual skills of administrators. Moreover, Rotich (2013) concluded that subordinates perceive female managers as being able to relate well with people (human relations skills) and male managers are good at the level of strategic management skills. This is so because they possess more of the conceptual skills when compared with their female counterparts as perceived by their subordinates. However, results of the present study may mean that male and female administrators are both good in managing people, managing resources, and showing technical competence. Likewise, both are socially perceptive, emotionally intelligent, and good in managing interpersonal conflicts. In addition, male and female administrators are good in problem solving, strategic planning, and creating a vision. Pooja and Kunar (2016) found that female employees were more effective organizational change managers as compared to their male counterparts.

Table 4.21 Differences in the Level of Organizational Change Management Skills of School Administrators in Terms of Administrative, Interpersonal and Conceptual Skills When Taken as a Whole and When Categorized According to Sex

Organizational Change Management Skills					
Skills	**Sex**	**N**	**Mean**	**SD**	**z-value**
Administrative	Male	109	3.36	0.45	0.658
	Female	214	3.32	0.44	
Interpersonal	Male	109	3.40	0.44	-0.934
	Female	214	3.45	0.43	
Conceptual	Male	109	3.34	0.41	-0.9 78
	Female	214	3.39	0.40	
As a Whole	**Male**	**109**	**3.37**	**0.41**	**-0.420**
	Female	**214**	**3.39**	**0.38**	

Note: If z≥1.96, then reject Ho. *** sig. @0.05**

According to Age

Table 4.22 shows that when z-test was used, it was found that there is no significant difference between the level of organizational change management skills of younger and older school administrators (z-

value=-1.472). In similar way, considering the skills except in administrative skill, there is no significant difference found between the level of interpersonal (z-value=-0.995) and conceptual (z-value=-0.928) skills of younger and older administrators. The hypothesis in this regard is accepted. On the contrary, it was found that the difference between the level of administrative skill of younger and older administrators is statistically significant (z-value=-2.032). The hypothesis stated in this regard is rejected.

These results may imply that the younger and older school administrators have the same level of skills in organizational change management. Specifically, their interpersonal and conceptual skills are of the same level. However, in terms of the administrative skill, older administrators outperform the younger ones. This may mean that older administrators have higher administrative skills compared to the younger ones. In other words, it may be stated that older administrators are better in managing people, managing resources, and showing technical competence. Nevertheless, Zenger and Folkman (2015) believe that younger managers are more willing than their elders to be the defenders of change.

Table 4.22 Differences in the Level of Organizational Change Management Skills of School Administrators in Terms of Administrative, Interpersonal and Conceptual Skills When Taken as a Whole and When Categorized According to Age

Organizational Change Management Skills					
Skills	**Age**	**N**	**Mean**	**SD**	**z-value**
Administrative	Younger	140	3.28	0.44	-2.032*
	Older	183	3.38	0.45	
Interpersonal	Younger	140	3.40	0.45	-0.995
	Older	183	3.45	0.42	
Conceptual	Younger	140	3.35	0.39	-0.928
	Older	183	3.39	0.41	
As a Whole	**Younger**	**140**	**3.34**	**0.38**	**-1**.80
	Older	**183**	**3.41**	**0.39**	

Note: If z≥1.96, then reject Ho *** sig. @0.05**

According to Marital Status

When taken as a whole, there is a significant difference between the level of organizational change management skills of single and married administrators (z-value=-2.284). Likewise, when individual skills were taken but not in interpersonal skill, it was found that the differences between the level of administrative (z-value=-2.508) and conceptual (z-value=-2.347) skills of single and married administrators are statistically significant. However, there is no significant difference between the level of interpersonal skill of single and married administrators (z-value=-1.355). Results may mean that married administrators have significantly higher skills in managing organizational change. They have better administrative and conceptual skills. It may be said that married administrators are better in managing people, managing resources, and showing technical competence. They may be better in problem solving, strategic planning, and creating a vision. It may be stated further that both single and married administrators are socially perceptive, showing emotional intelligence, and managing interpersonal conflicts.

These results are completely contrary to Baroa (2015) for she found that single and married administrators have good organizational change management skills. However, married administrators are more socially

perceptive, emotionally stable, and good at managing interpersonal conflicts.

Table 4.23 Differences in the Level of Organizational Change Management Skills of School Administrators in Terms of Administrative, Interpersonal and Conceptual Skills When Taken as a Whole and When Categorized According to Marital Status

Organizational Change Management Skills					
Skills	**Marital Status**	**N**	**Mean**	**SD**	**z-value**
Administrative	Single	30	3.15	0.42	-2.508*
	Married	293	3.35	0.44	
Interpersonal	Single	30	3.33	0.45	81 -1
	Married	293	3.44	0.43	
Conceptual	Single	30	3.20	0.42	-2.347*
	Married	293	3.39	0.40	
As a Whole	**Single**	**30**	**3.23**	**0.39**	**-2.284***
	Married	**293**	**3.39**	**0.38**	

Note: If z≥1.96, then reject Ho. *** sig. @0.05**

According to Educational Attainment

Table 4.24 reveals that when ANOVA was used, it was found that when taken as a whole and when grouped according to educational attainment, there is a significant difference between the level of organizational change management skills of school administrators (F=5.35, p=0.001). Besley and Montalvo (2011) believed that educational attainment is important. Growth is enhanced by having leaders who are more highly educated. The present results may be interpreted to mean that administrators who have higher educational attainment have significantly higher skills in managing organizational change. Moreover, those who have higher educational attainment may also have higher administrative, interpersonal and conceptual skills. Thus, they may be better in managing people, managing resources, and showing technical competence. In addition, they may be better in problem solving, strategic planning, and creating a vision. In the same manner, they may be more socially perceptive, showing more emotional intelligence, and better managers of interpersonal conflicts.

Table 4.24 Differences in the Level of Organizational Change Management Skills of School Administrators When Categorized According to Educational Attainment

Organizational Change Management Skills					
Skill	**Educational Attainment**	**Mean**	**SD**	**F**	**p**
Organizational Change Management	**MA Units**	**3.32**	**0.41**	**5.35**	**0.001***
	MA Graduate	**3.47**	**0.32**		
	PhD Units	**3.52**	**0.33**		
	PhD Graduate	**3.60**	**0.26**		

Note: If p<=0.05, then reject Ho. *** sig. @0.05**

On Administrative Skills

ANOVA showed that there is significant difference in the level of administrative skills of administrators

when they were grouped according to their educational attainment. Table 4.24.1 presents that the obtained results (F=4.628, P=0.003) are significant at 0.05 level. This means that school administrators vary in their administrative skills when they are grouped according to educational attainment. The result requires of a paired comparison to determine in which of the paired group significant difference exists. An a-posteriori t-test is then computed.

Table 4.24.1a presents the paired comparison of groups of administrators in terms of educational attainment. The results showed that between MA Units and MA Graduate there is significant difference (t=-7.07, P=0.000). Similarly, between MA Units and Ph.D. Units (t=-6.54, P=0.000); MA Units and Ph.D (t=-13.28, 0.000); MA Graduate and Ph.D (t=-6.22, P=0.000); and Ph.D Units and Ph.D (t=-6.74, P=0.000). The hypothesis is rejected. However, no significant difference is noted between MA Graduate vs. Ph.D Units (t=0.53, P=0.336). The hypothesis related to this paired group is accepted.

Results showed that there is more significant difference in the administrative skills between groups with greater gap in educational attainment in favor of those who have higher attainment.

Table 4.24.1 Differences in the Level of Organizational Change Management Skills of School Administrators in Terms of Administrative Skills when Categorized According to Educational Attainment

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	2.645	3	0.882	4.628	0.003*	2.633
Within Groups	60.772	319	0.191			
Total	63.417	322				

Note: If p<=0.05, then reject Ho. *** sig. @0.05**

Table 4.24.1.a A Multiple Comparison of the Paired Categories of Present Position (a-posteriori t-test)

Pairs	Mean 1	Mean 2	MD	t	p
MA Units vs. MAGrad	3.270	3.441	-0.172	-7.07	0.000*
MA Units vs. PhDUnits	3.270	3.429	-0.159	-6.54	0.000*
MA Units vs. PhD	3.270	3.593	-0.323	-13.28	0.000*
MAGrad vs. PhDUnits	3.441	3.429	0.013	0.53	0.299
MAGrad vs. PhD	3.441	3.593	-0.151	-6.22	0.000*
PhDUnits vs. PhD	3.429	3.593	-0.164	-6.74	0.000*

Note: If p<=0.05, then reject Ho. *** sig. @0.05**

On Interpersonal Skills

The computed ANOVA showed that there is significant difference in the level of interpersonal skills of administrators when they were grouped according to their educational attainment. Table 4.24.2 presents that the obtained results (F=4.80, P=0.003) are significant at 0.05 level. This means that school administrators vary significantly in their interpersonal skills when they are grouped according to educational attainment. The result requires a paired comparison to determine in which the paired group have significant difference. An a-posteriori t-test was computed.

Table 4.24.2a presents the paired comparison of groups of administrators in terms of educational attainment. The results showed that all paired groups have significant differences: M 84 ts and MA Graduate (t=-7.13, P=0.000); MA Units and Ph.D. Units (t=-9.10, P=0.000); MA Units and Ph.D (t=-11.84, 0.000); MA Graduate vs. Ph.D Units (t=-1.97, P=0.025); MA Graduate and Ph.D (t=-4.71, P=0.000); and Ph.D Units and Ph.D (t=-2.74, P=0.000). The hypothesis stated in this regard is, therefore, rejected.

Results showed that there is more significant difference in the interpersonal skills between groups with greater gap in educational attainment in favor of those who have higher attainment.

Table 4.24.2 Differences in the Level of Organizational Change Management Skills of School Administrators in Terms of Interpersonal Skills when Categorized According to Educational Attainment

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	2.603	3	0.868	4.800	0.003*	2.633
Within Groups	57.671	319	0.181			
Total	60.274	322				

Note: If p<=0.05, then reject Ho. *** sig. @0.05**

Table 4.24.2.a A Multiple Comparison of the Paired Categories of Present Position (a-posteriori t-test)

Pairs	Mean 1	Mean 2	MD	T	p
• MA Units vs. MAGrad	3.368	3.537	-0.169	-7.13	0.000*
• MA Units vs. PhDUnits	3.368	3.583	-0.216	-9.10	0.000*
• MA Units vs. PhD	3.368	3.648	-0.281	-11.84	0.000*
• MAGrad vs. PhDUnits	3.537	3.583	-0.047	-1.97	0.025*
• MAGrad vs. PhD	3.537	3.648	-0.112	-4.71	0.000*
• PhDUnits vs. PhD	3.583	3.648	-0.065	-2.74	0.000*

Note: If p<=0.05, then reject Ho. *** sig. @0.05**

85

On Conceptual Skills

Table 4.24.3 showed whether a significant difference among the levels of conceptual skills of school administrators when they were grouped according to their educational attainment. The obtained results (F=4.80, P=0.003) are significant at 0.05 level. This means that school administrators vary significantly in their conceptual skills when they are grouped according to educational attainment. This result requires a paired comparison to determine in which of the paired group have significant difference. An a-posteriori t-test was computed.

Table 4.24.3a presents the paired comparison of groups of administrators in terms of educational attainment. The results showed that most of the paired groups have significant differences: MA Units and MA Graduate (t=-5.37, P=0.000); MA Units and Ph.D. Units (t=-10.87, P=0.000); MA Units and Ph.D (t=-11.53, 0.000); MA Graduate vs. Ph.D Units (t=-5.51, P=0.025); MA Graduate and Ph.D (t=-6.16, P=0.000). The hypothesis related to these paired groups is rejected. However, the result showed that the

computed values (t=-0.66, P=0.225) are not significant at 0.05. The hypothesis stated in this regard is, therefore, accepted.

Results showed that there is more significant difference in the conceptual skills between groups with greater gap in educational attainment in favor of those who have higher attainment.

Table 4.24.3 Differences in the Level of Organizational Change Management Skills of School Administrators in Terms of Conceptual Skills when Categorized According to Educational Attainment

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1.839	3	0.613	3.891	0.009*	2.633
Within Groups	50.255	319	0.158			
Total	52.094	322				

Note: If p<=0.05, then reject Ho. * sig. @0.05

Table 4.24.3.a A Multiple Comparison of the Paired Categories of Present Position (a-posteriori t-test)

Pairs	Mean 1	Mean 2	MD	t	p
• MA Units vs. MAGrad	3.32	3.44	-0.119	-5.37	0.000*
• MA Units vs. PhDUnits	3.32	3.56	-0.241	-10.87	0.000*
• MA Units vs. PhD	3.32	3.57	-0.255	-11.53	0.000*
• MAGrad vs. PhDUnits	3.44	3.56	-0.122	-5.51	0.000*
• MAGrad vs. PhD	3.44	3.57	-0.136	-6.16	0.000*
• PhDUnits vs. PhD	3.56	3.57	-0.015	-0.66	0.255

Note: If p<=0.05, then reject Ho. * sig. @0.05

According to Present Position

Table 4.25 reveals that when ANOVA was used, it was found that when taken as a whole and when grouped according to educational attainment, there is a significant difference between the level of organizational change management skills of school administrators (F=7.75, P=0.000). With this result, it is imperative that the analysis by component is must be introduced in the succeeding sections.

Table 4.25 Differences in the Level of Organizational Change Management Skills of School Administrators When Categorized According to Present Position

Organizational Change Management Skills					
Skills	**Present Position**	**Mean**	**SD**	**F**	**P**
As a Whole	**Teacher in Charge**	**3.18**	**0.42**	**7.75**	**0.000***
	Head Teacher I	**3.21**	**0.42**		
	Head Teacher II	**3.26**	**0.33**		
	Head Teacher III	**3.31**	**0.37**		

Principal I	**3.48**	**0.34**
Principal II and Above	**3.53**	**0.38**

Note: If p<=0.05, then reject Ho. *** sig. @0.05**

On Administrative Skills

When the Administrative Skill component of Organizational Change Management was taken into consideration, Table 4.25.1 shows that when the participants were grouped according to present position, they vary significantly (F=5.360; p=0.000).

Table 4.25.1a shows the paired comparison of the present position groups of school administrators' administrative skills. For those with the positions of TIC vs. HT1, there is no significant difference (t=-0.28, P=0.397). The hypothesis related to this paired groups is accepted. However, in the following paired groups, TIC vs. HT2 (t=-2.87, P=0.005); TIC vs. HT3 (t=-5.64, 0.000); TIC vs. P1 (t=-11.92, P=0.000); TIC vs. P2 & Above (t=-13.82, P=0.000); HT1 vs. HT2 (t=-2.54, P=0.006); HT1 vs. HT3 (t=-5.36, P=0.000); HT1 vs. P1 (t=-11.64, P=0.000); HT1 vs. P2 & Above (t=-13.54, P=0.000); HT2 vs. HT3 (t=-2.82, P=0.003); HT2 vs. P1 (t=-9.10, P=0.000); HT2 vs. P2 & Above (t=-11.00, P=0.000); HT3 vs. P1 (t=-6.28, P=0.000); HT3 vs P2 & Above (t=-8.18,
P=0.000); and P1 vs. P2 & Above (t=-1.90, p=0.029) showed significant differences in the administrators' administrative skills for organizational change management. All these differences are in favor those with higher position in the pair. The hypothesis in this regard is, therefore, rejected.

Table 4.25.1 Differences in the Level of Organizational Change Management Skills of School Administrators in Terms of Administrative Skills when Categorized According to Present Position

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	4.943	5	0.989	5.360	0.000*	2.242
Within Groups	58.473	317	0.184			
Total	63.417	322				

Note: If p<=0.05, then reject Ho. *** sig. @0.05**

Table 4.25.1.a A Multiple Comparison of the Paired Categories of Present Position (a-posteriori t-test)

Pairs		Mean 1	Mean 2	MD	t	p
•	TIC vs. HT1	3.145	3.152	-0.01	-0.28	0.397
•	TIC vs. HT2	3.145	3.213	-0.07	-2.82	0.003*
•	TIC vs. HT3	3.145	3.280	-0.14	-5.64	0.000*
•	TIC vs. P1	3.145	3.431	-0.29	-11.92	0.000*
•	TIC vs. P2 & Above	3.145	3.476	-0.33	-13.82	0.000*
•	HT1 vs HT2	3.152	3.213	-0.06	-2.54	0.006*
•	HT1 vs. HT3	3.152	3.280	-0.13	-5.36	0.000*
•	HT1 vs. P1	3.152	3.431	-0.28	-11.64	0.000*
•	HT1 vs P2 & Above	3.152	3.476	-0.32	-13.54	0.000*
•	HT2 vs. HT3	3.213	3.280	-0.07	-2.82	0.003*

•	HT2 vs. P1	3.213	3.431	-0.22	-9.10	0.000*
•	HT2 vs. P2 & Above	3.213	3.476	-0.26	-11.00	0.000*
•	HT3 vs. P1	3.280	3.431	-0.15	-6.28	0.000*
•	HT3 vs. P2 & Above	3.280	3.476	-0.20	-8.18	0.000*
•	P1 vs. P2 & Above	3.431	3.476	-0.05	-1.90	0.029*

Note: If p<=0.05, then reject Ho, @0.05 ***sig.**

On Interpersonal Skills

The Interpersonal Skill component of Organizational Change Management was also analyzed. Table 4.25.2 shows that when the participants were grouped according to present position, they vary significantly (F=5.892; p=0.000).

Table 4.25.2a shows the paired comparison of the present position groups of school administrators' administrative skills. For those with the positions groups of TIC vs. P2 & Above (t=0.000, P=1.00) and HT1 vs. HT2 (t=-1.31, P=0.085), there are no significant differences. The hypothesis related to this paired groups is accepted.

Quite interestingly, in the following paired groups, TIC vs. HT1 (t=15.67, P=0.000); TIC vs. HT2 (t=14.36, P=0.000); TIC vs. HT3 (t=10.42, 0.000); TIC vs. P1 (t=1.95, P=0.025) a significant difference was observed. The hypothesis in this regard is rejected. Notably, school administrators with lower position group have stronger interpersonal relationship than the higher ones but quite decreasing difference as the paired groups have wider gaps.

For position groups of HT1 vs. HT3 (t=-5.25, P=0.000); HT1 vs. P1 (t=-13.72, P=0.000); HT1 vs. P2 & Above (t=-15.67, P=0.000); HT2 vs. HT3 (t=-3.94, P=0.001); HT2 vs. P1 (t=-12.41, P=0.000); HT2 vs. P2 & Above (t=-14.36, P=0.000); HT3 vs. P1 (t=-8.47, P=0.000); HT3 vs P2 & Above (t=-10.42, P=0.000); and P1 vs. P2 & Above (t=-1.95, p=0.025) showed significant differences in the administrators' interpersonal skills for organizational change management. All these differences are in favor of those with higher position in the pair. The hypothesis in this regard is, therefore, rejected.

It is interesting to note that the pattern shows the decreasing difference higher interpers(ills in favor to the lower position groups down to the middle paired groups and shift increasingly higher in favor of the higher position groups. It is presumably that from the Teacher-in-Charge groups, interpersonal relationship is high, however, pressures of administrative policies, school administrators have the tendency to shift their focus from relationship to task orientations. The pattern goes to show that as their position goes higher, they have adjusted to task pressures. By then, they can balance their task with relationship orientations.

Table 4.25.2 Differences in the Level of Organizational Change Management Skills of School Administrators in Terms of Interpersonal Skills when Categorized According to Present Position

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	4.718247	5	0.944	5.892	0.000*	2.243
Within Groups	49.97008	312	0.160			
Total	54.68833	317				

Note: If p<=0.05, then reject Ho *** sig. @0.05**

Table 4.25.2.a A Multiple Comparison of the Paired Categories of Present Position (a-posteriori t-test)

Pairs		Mean 1	Mean 2	MD	t	p
•	TIC vs. HT1	3.591	3.239	0.35	15.67	0.000*
•	TIC vs. HT2	3.591	3.269	0.32	14.36	0.000*
•	TIC vs. HT3	3.591	3.357	0.23	10.42	0.000*
•	TIC vs. P1	3.591	3.547	0.04	1.95	0.025*
•	TIC vs. P2 & Above	3.591	3.591	0.00	0.00	1.000
•	HT1 vs HT2	3.239	3.269	-0.03	-1.31	0.085
•	HT1 vs. HT3	3.239	3.357	-0.12	-5.25	0.000*
•	HT1 vs. P1	3.239	3.547	-0.31	-13.72	0.000*
•	HT1 vs P2 & Above	3.239	3.591	-0.35	-15.67	0.000*
•	HT2 vs. HT3	3.269	3.357	-0.09	-3.94	0.000*
•	HT2 vs. P1	3.269	3.547	-0.28	-12.41	0.000*
•	HT2 vs. P2 & Above	3.269	3.591	-0.32	-14.36	0.000*
•	HT3 vs. P1	3.357	3.547	-0.19	-8.47	0.000*
•	HT3 vs. P2 & Above	3.357	3.591	-0.23	-10.42	0.0 91
•	P1 vs. P2 & Above	3.547	3.591	-0.04	-1.95	0.025

Note: If p<=0.05, then reject Ho. *** sig. @0.05**

On Conceptual Skills

When the conceptual skill component of organizational change management was also analyzed, the following are presented. Table 4.25.3 shows that when the participants were grouped according to present position, they vary significantly (F=6.07; p=0.000) in their conceptual skills.

Table 4.25.3a shows the paired comparison of the present position groups of school administrators' Conceptual skills. When positions groups were compared HT2 vs. HT3 (t=-0.49, P=0.320), there is no significant difference. The hypothesis related to this paired groups is accepted.

However, in the following paired groups, TIC vs. HT1 (t=-2.19, P=0.018); TIC vs. HT2 (t=-5.51, 0.000); TIC vs. HT3 (t=-6.00, P=0.000); TIC vs. P1 (t=-12.99, P=0.000); TIC vs. P2 & Above (t=-15.87, P=0.000); HT1 vs. HT2 (t=-3.32, P=0.001); HT1 vs. HT3 (t=-3.81, P=0.001); HT1 vs. P1 (t=-10.80, P=0.000); HT1 vs. P2 & Above (t=-13.67, P=0.000); HT2 vs. P1 (t=-7.58, P=0.000); HT2 vs. P2 & Above (t=-10.35, P=0.000); HT3 vs. P1 (t=-6.99, P=0.000); HT3 vs P2 & Above (t=-9.86, P=0.000); and P1 vs. P2 & Above (t=-2.88, p=0.002) showed significant differences in the administrators' conceptual skills for organizational change management. All these differences are in favor of those with higher position in the pair. The hypothesis in this regard is, therefore, rejected.

Table 4.25.3 Differences in the Level of Organizational Change Management Skills of School Administrators in Terms of Conceptual Skills when Categorized According to Present Position

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	4.523	5	0.905	6.027	0.000*	2.242
Within Groups	47.572	317	0.150			
Total	52.094	322				

Note: If p<=0.05, then reject Ho. *** sig. @0.05**

Table 4.25.3.a A Multiple Comparison of the Paired Categories of Present Position (a-posteriori t-test)

Pairs	Mean 1	Mean 2	MD	t	p
• TIC vs. HT1	3.177	3.225	-0.047	-2.19	0.018*
• TIC vs. HT2	3.177	3.296	-0.119	-5.51	0.000*
• TIC vs. HT3	3.177	3.307	-0.130	-6.00	0.000*
• TIC vs. P1	3.177	3.458	-0.280	-12.99	0.000*
• TIC vs. P2 & Above	3.177	3.520	-0.343	-15.87	0.000*
• HT1 vs HT2	3.225	3.296	-0.072	-3.32	0.001*
• HT1 vs. HT3	3.225	3.307	-0.082	-3.81	0.001*
• HT1 vs. P1	3.225	3.458	-0.233	-10.80	0.000*
• HT1 vs P2 & Above	3.225	3.520	-0.295	-13.67	0.000*
• HT2 vs. HT3	3.296	3.307	-0.011	-0.49	0.320
• HT2 vs. P1	3.296	3.458	-0.161	-7.48	0.000*
• HT2 vs. P2 & Above	3.296	3.520	-0.224	-10.35	0.000*
• HT3 vs. P1	3.307	3.458	-0.151	-6.99	0.000*
• HT3 vs. P2 & Above	3.307	3.520	-0.213	-9.86	0 93
• P1 vs. P2 & Above	3.458	3.520	-0.062	-2.88	0

Note: If p<=0.05, then reject Ho. *** sig. @0.05**

According to Length of Administrative Service

Table 4.26 shows that when z-test was used, it reported that there is a significant difference between the level of organizational change management skills of administrators who have shorter and longer length of service (z-value=-2.810). In the same manner, considering the skills except in interpersonal skill, it was found that there is a significant difference between the level of administrative (z-value=-3.217) and conceptual (z-value=-2.507) skills of administrators who have shorter and longer length of service. The hypothesis stated in this regard is rejected. However, there is no significant difference found between the level of interpersonal skill of administrators who have shorter and longer length of service (z-value=-1.890). The hypothesis is accepted.

Quarrie (2012) found that school administrator's length of service does not significantly predict leadership outcomes. Basing from the results of the present study, it may be said that school administrators who have

longer length of service have significantly higher skills in managing organizational change. Similarly, they have higher administrative and conceptual skills which may mean that administrators who have longer length of service are better in managing people, managing resources, showing technical competence, problem solving, strategic planning, and creating a vision. However, both administrators who have longer and shorter length of service are socially perceptive, showing emotional intelligence, and managing interpersonal conflicts.

Table 4.26 Differences in the Level of Organizational Change Management Skills of School Administrators in Terms of Administrative, Interpersonal and Conceptual Skills When Taken as a Whole and When Categorized According to Length of Service as School Administrators

Organizational Change Management Skills					
Skills	**Experience**	**N**	**Mean**	**SD**	**z-value**
Administrative	Shorter	179	3.26	0.46	-3.217*
	Longer	144	3.42	0.41	
Interpersonal	Shorter	179	3.39	0.44	-1.890
	Longer	144	3.48	0.42	
Conceptual	Shorter	179	3.32	0.41	-2.507*
	Longer	144	3.43	0.39	
As a Whole	**Shorter**	**179**	**3.33**	**0.39**	**-2.810***
	Longer	**144**	**3.44**	**0.37**	

Note: If z≥1.96, then reject Ho. *** sig. @0.05**

5. The Degree of Correlation between Personal and Organizational Change Management Skills of School Administrators.

Table 4.27 reports the degree of correlation between the personal and organizational change management skills of school administrators. The table also shows whether the correlations found are statistically significant or not.

As reported in this table, psychological skill has a statistically significant moderate positive correlation to all organizational change management skills, namely: administrative (r=0.56, t=12.18, p=0.000); interpersonal (r=0.51, t=10.56, p=0.000); and conceptual (r=0.55, t=11.73, p=0.000). Moreover, psychological skill has a statistically significant very high correlation to physiological skill (r=0.81, t=24.78, p=0.000) and to overall personal change management skills (r=0.96, t=58.82, p=0.000). Furthermore, psychological skill has a statistically significant high positive correlation to the overall organizational change management skills (r=0.69, t=17.07, p=0.000).

Similar to psychological skill, physiological skill has a statistically significant moderate positive correlation to all organizational change management skills, namely: administrative (r=0.54, t=11.53, p=0.000); interpersonal (r=0.53, t=11.21, p=0.000); and conceptual (r=0.58, t=12.76, p=0.000). In addition, physiological skill also has a statistically significant very high positive correlation to overall personal change management skills (r=0.95, t=52.25, p=0.000). Also similar to psychological skill, physiological skill has a statistically significant high positive correlation to overall organizational change management skills (r=0.70, t=17.63, p=0.000).

The table further suggests that administrative skill has a statistically significant low positive correlation to interpersonal skill (r=0.39, t=7.49.18, p=0.000). However, administrative skills has a statistically

significant moderate positive correlation to conceptual skill (r=0.42, t=8.40, p=0.000) and to the overall personal change management skills (r=0.58 t=12.77, p=0.000). Furthermore, administrative skill has a statistically significant high positive correlation to the overall organizational change management skills (r=0.80, t=23.73, p=0.000).

Like the administrative skill, interpersonal skill has a statistically significant moderate positive correlation to conceptual skill (r=0.43, t=8.59, p=0.000) and to the overall personal change management skills (r=0.54, t=11.64, p=0.000). Moreover, like the administrative skill, interpersonal skill has a statistically significant high positive correlation to the overall organizational change management skills (r=0.79, t=22.96, p=0.000).

Similar to administrative and interpersonal skills, conceptual skill has a statistically significant moderate positive correlation to the overall personal change management skills (r=0.59, t=13.15, p=0.000). Also like the administrative and interpersonal skills, conceptual skill has a statistically significant high positive correlation to the overall organizational change management skills (r=0.75, t=20.32, p=0.000).

Finally, the table reveals that personal change management skills and organizational change management skills are statistically highly correlated (r=0.73, t=19.17, p=0.000).

Results presented above may be taken to mean that as psychological skill of school administrators increases, there is a high tendency that their physiological skill will also increase or vice versa. Likewise, as administrative skill of administrators increases their conceptual skill also tends to increase. However, as their administrative skill increases, there's only a low tendency that their interpersonal skill will also increase. On the other hand, as interpersonal skill increases there's a moderate tendency that conceptual skill will also increase.

Clearly revealed by the results, when any organizational change management skill increases, there's a moderate tendency that the psychological and physiological skills will also increase. Interestingly, it may be stated from the results further, that an increase of any organizational change management skill, in a moderate tendency, will also lead to an increase of the overall personal change management skills. However, an increase of any personal change management skill, in a high tendency, will also lead to an increase of the overall organizational change management skills.

Generally, as personal change management skills increases, organizational change management skills also tend to increase, and vice versa.

Table 4.27 Degree of Correlation between Personal and Organizational Change Management and among the Component Skills of School Administrators

Skills Correlated	N	r	Int	t	p
• Psychological vs. Physiological	323	0.81	VH	24.78	0.000*
• Psychological vs. Administrative	323	0.56	M	12.18	0.000*
• Psychological vs. Interpersonal	323	0.51	M	10.56	0.000*
• Psychological vs. Conceptual	323	0.55	M	11.73	0.000*
• Psychological vs. Personal Change Mgt.	323	0.96	VH	58.82	0.000*
• Psychological vs. Organizational Change Mgt.	323	0.69	H	17.07	0.000*
• Physiological vs. Administrative	323	0.54	M	11.53	0.000*
• Physiological vs. Interpersonal	323	0.53	M	11.21	0.000*

• Physiological vs. Conceptual	323	0.58	M	12.76	0.000*
• Physiological vs. Personal Change Mgt.	323	0.95	VH	52.25	0.000*
• Physiological vs. Organizational Change Mgt.	323	0.70	H	17.63	0.000*
• Administrative vs. Interpersonal	323	0.39	L	7.49	0.000*
• Administrative vs. Conceptual	323	0.42	M	8.40	0.000*
• Administrative vs. Personal Change Mgt.	323	0.58	M	12.77	0.000*
• Administrative vs. Organizational Change Mgt.	323	0.80	H	23.73	0.000*
• Interpersonal vs. Conceptual	323	0.43	M	8.59	0.000*
• Interpersonal vs. Personal Change Mgt.	323	0.54	M	11.64	0.000*
• Interpersonal vs. Organizational Change Mgt.	323	0.79	H	22.96	0.000*
• Conceptual vs. Personal Change Mgt.	323	0.59	M	13.15	0.000*
• Conceptual vs. Organization Change Mgt	323	0.75	H	20.32	0.000*
• **Personal Change Mgt. vs. Org'l Change Mgt.**	323	**0.73**	**H**	**19.17**	**0.000***

Note: Degree of Correlation is interpreted as: 0-±0.20, Very Low and No Correlation for 0; ±0.21-±0.40, Low; ±0.41-±0.60, Moderate; ±0.61-±80, High; ±0.81-±1.00, Very Hig Perfect Correlation for 1

Note: If p<=0.05, reject H_o

CHAPTER 5
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter shows the summary of findings gathered in connection to the research problems and their corresponding hypotheses, conclusions, implications which were drawn from the findings in Chapter 4.

This study is purposely conducted to determine the nature of personal and organizational change management skills, differences among the categories of selected variables, and the correlation of the two major variables of public elementary school heads in the Division of Negros Occidental during the School Year 2016 – 2017.

5.1 Summary of Findings

After vigilant data analysis, it was found that when taken as a whole the level of personal change management skills of school administrators was high. Correspondingly, the level of psychological and physiological skills of the administrators was high. In terms of sex and when taken as a whole, the level of skills on personal change management of both sexes was high.

In the same way, the level of psychological and physiological skills of school administrators of both sexes was high. In relations of age and when taken as a whole, the level of personal change management skills of younger and older administrators was high. Congruently, the level of psychological and physiological skills of younger and older administrators was high. In terms of marital status and when taken as a whole, the level of personal change management skills of single and married administrators was high. Equivalently, considering the skills, the level of psychological and physiological skills of single and married administrators was high.

When grouped according to educational attainment and when taken as a whole, the level of personal

change management skills of school administrators who are PhD graduates was very high while that of administrators with MA or PhD units and who are MA graduates was only high. Considering the individual skills, the level of psychological skills of administrators who have PhD units and are PhD graduates was very high while that of administrators who have MA units and are MA graduates was only high.

Moreover, the level of physiological skills of administrators who are PhD graduates was very high while that of administrators who have MA or PhD units and are MA graduates was only high. In terms of the administrators' present position and when taken as a whole, the level of personal change management skills of administrators who are Principal II+ was very high while that of administrators who are Teacher in Charge, Head Teachers and Principal I was only high.

In the same way, the level of psychological and physiological skills of administrators who are Principal II and above was very high while that of the administrators who are Teachers-in-Charge, Head Teachers and Principal I was only high. When the administrators were grouped according to their length of service and when taken as a whole, the level of personal change management skills of administrators who have shorter and longer length of service was high. Likewise, the level of psychological and physiological skills of administrators who have shorter and longer length of service was high.

Findings also revealed that when taken as a whole, the level of organizational change management skills of public elementary school administrators was very high. Similarly, when taken as a whole, the level of interpersonal skill of administrators was very high while the level of their administrative and conceptual skills was only high.

In terms of sex and when taken as a whole, the level of organizational change management abilities of both genders was high. In the same manner, when individual skills were considered, the level of administrative and conceptual abilities of these two genders was high.

However, the level of interpersonal skill of female administrators was very high while that of male administrators was only high. In terms of age and when taken as a whole, the level of organizational change management skills of older administrators was very high while that of younger administrators was only high. Considering the skills, the level of administrative and conceptual skills of younger and older administrators was high.

On the other hand, the level of interpersonal skill of older administrators was very high while that of younger administrators was only high. In terms of marital status and when taken as a whole, the level of organizational change management skills of single and married administrators was high. Considering the skills, the level of administrative and conceptual skills of single and married administrators was high. On the contrary, the level of interpersonal skill of married administrators was very high while that of single administrators was only high. When the public school administrators were grouped according to their educational attainment and when taken as a whole, the level of organizational change management skills of administrators who are MA or PhD graduates and with PhD units was very high while that of administrators who only have MA units was only high.

Similarly, when individual skills were taken, the level of administrative, interpersonal and conceptual skills of administrators who are MA or PhD graduates and with PhD units were very high while that of administrators who only have MA units was only high in all the skills. In terms of the present position of the administrators and when taken as a whole, the level of organizational change management skills of principals was very high while that of Teachers-in-Charge and Head Teachers was only high. In the same manner, considering the skills, the level of administrative and conceptual skills of principals was very high while that of Teachers-in-Charge and Head Teachers was only high.

However, the level of interpersonal skill of Teachers-in-Charge and Principals was very high while that of Head Teachers was only high. In terms of length of service and when taken as a whole, the level of organizational change management skills of administrators with longer length of service was very high while that of administrators who have shorter length of service was only high. Likewise, when individual skills were considered, the level of administrative, interpersonal and conceptual skills of administrators with longer length of service was very high while that of administrators with shorter length of service was only high in all the skills.

Furthermore, findings indicate that when taken as a whole, no significant difference was observed between the personal change management skills of male and female administrators. Likewise, the difference is not significant between the psychological and physiological skills of these administrators of both sexes. However, in terms of age, it was found that when taken as a whole there was a significant difference between the level of personal change management skills of younger and older administrators.

Similarly, there was a significant difference between the psychological and physiological skills of younger and older administrators. Considering marital status, it was found that when taken as a whole, significant difference is present between the level of personal change management skills of single and married administrators. Taking the skills individually, it was found that the difference is significant between the level of psychological skill of single and married administrators. On the other hand, there was no significant difference between the level of physiological skill of single and married administrators.

When grouped according to educational attainment, it was found that when taken as a whole, the difference in the level of personal change management skills of administrators with the different educational attainment is significant. Likewise, considering the skills, it was found that the difference between the psychological and physiological skills of administrators with the different educational attainment is significant. In terms of present position, when taken as a whole, the difference in the personal change management skills of administrators with the different present positions is significant.

Considering the skills, the difference in the level of psychological and physiological skills of administrators with the different present positions is significant. In terms of length of service, it was found that when taken as a whole there the difference is significant between the level of personal change management skills of school administrators with shorter and longer length of service. Likewise, the psychological and physiological skills of shorter and longer administrators vary significantly.

It was found further that when taken as a whole, tthe level of organizational change management skills of male and female administrators do not vary significantly. Likewise, the same is observed between the level of administrative, interpersonal and conceptual skills of male and female administrators. When taken as a whole, the difference between the organizational change management skills of younger and older administrators is not significant. Considering the skills, the difference is found significant only between the administrative skill of younger and older administrators. In terms of marital status, when taken as a whole, it was found that there was a significant difference between the level of organizational change management skills of single and married administrators. Considering the skills, significant difference was found between the level of administrative and conceptual skills but in interpersonal skill of single and married administrators. When grouped according to educational attainment, when taken as a whole, the level of organizational skills significantly varies in favor of Ph.D. When skills were considered, the difference was found significant in all the skills of administrators with different educational attainment. In terms of present position, it was found that when taken as a whole, the difference in the level of organizational skills of administrators with the different positions is significant. When skills were

considered, significant difference was found in all the organizational change management skills. In terms of length of service, it was found that there was a significant difference between the level of organizational change management skills of administrators with shorter and longer length of service. In terms of the skills, significant difference was found in the administrative and conceptual skills but not in interpersonal skill.

Findings also indicate that the psychological, physiological, administrative, interpersonal and conceptual skills have statistically significant low to very high positive correlation with one another. Finally, it was found that personal change management skills and organizational change management skills have a statistically significant high positive correlation.

5.2 Conclusions

Based from the findings, the study concludes that the public elementary school administrators have good personal and organizational change management skills. Furthermore, it is concluded that personal variables as to age, marital status, educational attainment, present position, and length of service but not sex significantly influence administrators' personal and organizational change management skills where older, married, with higher educational attainment, in a higher position, and with a longer length of service administrators have higher personal and organizational change management skills compared to the younger, single, with lower educational attainment, in a lower position, and with a shorter length of service administrators.

It is concluded, moreover, that the skills in personal and organizational change management are interrelated with one another.

Finally, the study concludes that administrators with good personal change management skills also have good organizational change management skills.

5.3 Recommendations

Centering from the investigation of the outcomes of this study, the researcher recommended a Management Skills Enrichment Platform, called "GREAT" which stands for: G-Give valor and comprehend; R-Recommend and redefine managers; E-Encourage and guarantee reliability of teachings; A-Attract and distinguish; T-To modify from decent to prodigious leader. Underneath are the advocated undertakings understood to be advantageous in evolving and cultivating the level of Change Management Skills of School Administrators:

1. Conduct Consciousness Seminar on Change Management Skills to all elementary school administrators.
2. Insertion of Stress-Management Seminar throughout Summer INSET.
3. Endure and preserve the deportment of School Administrators' Induction Program/Training to newly hired elementary school administrators.
4. Conduct of In-Service Trainings for Elementary School Administrators concerning inclinations and disputes regarding their rudimentary role as 'AURA'- authority, responsibility and accountability.
5. Conduct of Tutoring and Team Constructing events for Elementary School Administrators.
6. Exercise and provide Recompenses, Appreciation and Enticements System for elementary school administrators' development by right, just and healthy working relationship.

In linking to the outcomes of the study, the researcher deals the following acclamations:

Elementary School Administrators must openly comprehend individual's personal and organizational change management skills and must regularly review their own management skills guide for healthier management performance.

Elementary School Administrators should always be focused by their management skills to be associated to apply use in their workstation taking into contemplation their leadership fortes and faintness.

Human Relation Department will give reputation to change management skills in the routine or in the management of human organization especially in employing/promotion process thereby making them sensible to deal with management inherent in their jobs. They may comprise management skills in their design of performance assessment.

Middle/highest level management will improve enrichment events through platforms, drills, and seminars/workshops or simply extend technical assistance to elementary school administrators from the data bagged in this research.

Researcher/s may facsimile studies using experimental method or any suitable method which will center on how to boost one's management level.

Send all elementary school administrators to more trainings, seminars/workshops and development programs in order to nurture their management skills and manage impediments directly.

REFERENCES

1. Adenle, C. (2012). Change Management: Critical Skill for Leaders. http://catherinescareercorner.com/2012/05/18/change-management-critical-skill-for-leaders/
2. Ahmed M. et al. (2006). Personal Change Management Skill comprises Individuals Linking and Distributing
3. Armenakis, F., Harris D., & Mossholder V. (2006). Changes occur across the Spectrum and include Strategic, Structural, Operational, Process and Cultural Change. International Journal of Research In Social Sciences. 2013-2016 IJRSS & K.A.J. www.ijsk.org/ijrss
4. Atkinson, P.(2006, Spring).Managing Resistance to Change.Management Services,14-19.
5. Avery C. et al (2006), Mc Vanel-Viney, B. (2008).
6. Various Ways of Organizational Change Management
7. Auileva E., Filatotchev, M., & Jackson T, (2008).
8. Personal Change Management: Resources in Behavioral Change must be assigned to take responsibility. International Journal of Research In Social Sciences. 2013-2016 IJRSS & K.A.J. www.ijsk.org/ijrss
9. Babbie, G. (2006). The Managers who have difficulties to
10. What, and How questions. International Journal of Research In Social Sciences. 2013-2016 IJRSS & K.A.J. www.ijsk.org/ijrss
11. Baer, L. (2016). The Role of Change Management in Student Success. https://www.civitaslearningspace.com/StudentSuccess/2016/03/09/the-role-of-change-management-in-student-success/
12. Balogun, R. and Hailey, T. (2006). Change in Initiatives: Far from easily Accomplished. International Journal of Research In Social Sciences. 2013-2016 IJRSS & K.A.J. www.ijsk.org/ijrss
13. Bandura, A. (2006). Guide for constructing self-efficacy scales. In F. Pajares & T. Urdan
14. (Eds.), Self-efficacy beliefs of adolescents (Vol. 5, pp. 307–337). Greenwich, CT:
15. Information Age Publishing.
16. Bantang, F. O. A., Bianes, N. J. S., Caguingin, M. P., Estrella, P. M. C. ,Macanlalay, C. K. M. (2013, March). The Relationship of Personal Characteristics and Job Satisfaction to Change

International Journal for Multidisciplinary Research (IJFMR)
E-ISSN: 2582-2160 ● Website: www.ijfmr.com ● Email: editor@ijfmr.com

Management Skills of Police Officers in Manila Police District. Polytechnic University of the Philippines
17. Baroa, E. D. (2015). "Adversity Quotient and Leadership Skills of School Administrators:
18. Basis for Leadership enhancement Program." Retrieved in September, 2015,
19. from: http://www.peaklearning.com/documents/PEAK_GRI_baroa.pdf
20. Bass, B. (2006). Different Skills: Develop Different Ways of encouraging employees
21. Besley, T. and Montalvo, Jose (2011). Do educated leaders matter?
22. Beer, N., Einsenstat, K. and Spector, C. (2006). Change cannot be Achieved unless there is Strong Management. International Journal of Research In Social Sciences. 2013-2016 IJRSS & K.A.J. www.ijsk.org/ijrss
23. Bourda, F. M. (2013) Change Management Theories and Methodologies [online] available from <http://www.tcs.com/SiteCollectionDocuments/White%20Papers/EntSol-Whitepaper-Change-Management-Theories-Methodologies-0213-1.pdf&gt.
24. Burke, R. and Litwin, G., & Line, P. (2006). People prefer a higher level of Variety in their task, so the changes that processes job enrichment are more likely to be accepted. International Journal of Research In Social Sciences. 2013-2016 IJRSS & K.A.J. www.ijsk.org/ijrss
25. Bush, F. and Glover, K. (2012). Effective Management Skills: Improved Organizational Performance
26. Bye, S. (2007). Organizational Change Management: Inevitable Today. http://www. Spinger.com
27. Canivel, L. (2010). " Personal and Organizational Change Management style, performance and best practices" Retrieved in August, 2012, from http://www.peaklearning.com/documents/PEAK_GRI_canivel.pdf
28. Carter, N. (2009). The Skills of an Organization: Encourage contributions from the collective responsibilities. http://www. Spinger.com
110
29. Carter, L. (2008). Best Practices In leadership. International Journal of Research in Social Sciences. 2013-2016 IJRSS & K.A.J. www.ijsk.org/ijrss
30. Chamley, J. D., McFarlane, F.R., Young, R.L., & Caprio, E.M. (2006). Overcoming the
31. superprincipal complex: Shared and informed decision making. NASSP Bulletin 76 (540), 1-8.
32. Chen, M. L. (2006). The Influence of Management Skills, Roles and
33. Functions on Organizational Effectiveness Competence of school heads.
34. Cooper, K. C., & Sawaf, A. (2007). Executive EQ: Emotional intelligence in leadership
35. and organizations. New York: Grosset Putnam.
36. Creasey, T. (2009). Defining change management: Helping others understand change management in relation to project management and organizational change. www.change-management.com/tutorial-definition-2009.htm
37. Choen, W. (2008, August). Effective Management. Management Excellence , 25 (8).
38. Cura, J., & Gozum, J. (2011). Correlational Study on Management Styles and the Mathematics Achievement of Sophomore Students of College of Engineering and Technology in Pamantasan ng Lungsod ng Maynilaw Retrieved in August, 2012, from http://www.peaklearning.com/documents/PEAK_GRI_gozum.pdf
39. Cummings, H. and Worley, P. (2006). Organizational Change Management: Referred to as Organizational Development and Organizational Transformation. International Journal of Research In Social Sciences. 2013-2016 IJRSS & K.A.J. www.ijsk.org/ijrss

40. Dawson, F. and Adriopoulos, L. (20014). Different forms of Organizational Structures: Acquire different levels of organizational change management skill performance
41. Dooley, L., & O'Sullivan, D. (2006). Structuring Innovation: A Conceptual Model and Implementation
42. Duncan, T. (2006). IMC: Using Advertising & Promotion to Build Brands. New York:
43. McGraw-Hill.
44. Fasih, T., Patrinos, H.A., and Osorio, F.B. (2009, June). Decentralized Decision-Making in Schools: The Theory and Evidence on School-Based Management
111
45. Ferrer, M. (2009). Relationship Of Personal Characteristics, Leadership Styles, And Job Satisfaction To Management skills Of Academic Heads Of Selected State Colleges And Universities In The National Capital Region Unpublished PhD Dissertation, Polytechnic University of Philippines http://peaklearning.com/documents/PEAK_GRI_ferrer.pdf Retrieved October 2009
46. Forbes, G. M. (2011). Trends and Issues: Roles of School Heads as Instructional Leader, Administrator and Manager. http://school-principal.blogspot.com/2011/02/trends-and-issues-roles-of-school-heads.html
47. Fernando, F.G. (6/18/2012). An Overview: School Based Management Assessing the Effectiveness of School Leaders: New Directions and Process (2009). The Wallace Foundations.
48. Golden, B. (2002-2013). Dare To Live Without Limits.
49. Gozum, J. (2011). A Correlational Study in the Adversity Quotient® and the Mathematics Achievement of Sophomore Students of College of Engineering and Technology in Pamantasan ng Lungsod ng Maynila.
50. Hadikin, L. and O'Driscoll, C. (2006); Tepper B. (2006). Scholars Emphasized: Management and Performance are two important and interrelated variables contributing to organizational performance
51. Handy, L. (2006) Top Management: Plays a key role in Transferring Knowledge
52. Hallinger, P., and Heck, R. (2010). Collaborative leadership and school improvement: understanding the impact on school capacity and student learning. School Leadership and Management: Formerly School Organisation, 30(2), 95 - 110.
53. Hayes, D. (2007). Personal Change Management: Comprises many aspects such as analyzing the individual effectiveness and revealing the required changes, p.30. International Journal of Research In Social Sciences. 2013-2016 IJRSS & K.A.J. www.ijsk.org/ijrss
54. Hesselbein, F., Goldsmith, M., & Somerville, I. (2006). Leading For Innovation and Organizing for Results. San Francisco: Jossey-Bass.
55. Hiatt, J. M. (2006). Prosci founder, ADKAR® Model for individual change. The employee's survival guide to change, Change Management Learning Center, Prosci, Loveland, CO, http://www.change-management.com/survival-guide.htm.
56. Higgison, R. (2006). Personal Change Management as 'a concept of facilitating personal knowledge
57. Hofstede, H. (2008); Waldman, S. et al. (2006) Asian, American and other Western top Management resulting in different levels of organizational performance.
58. Hrebiniak, L. G. (2006). Making Strategy Work. New Jersey: Wharton School Publishing. http://education-portal.com/academy/lesson/systems-thinking-in-management-definition- theory-model.html#lesson

59. http://dx.doi.org/10.1596/978-0-8213-7969-1
60. http://mdk12.org/process/leading/p_indicators.html
61. http://www.adversityadvantage.com/index.html
62. http://www.forbes.com/sites/kevinkruse/2013/04/09/what-is-leadership/2/
63. https://www.prosci.com/change-management/what-is-change-management
64. http://www.ramergroup.com/pdfs/Concepts-of-Leadership.pdf
65. http://www.sagepub.com/upm-data/59372_Chapter_6.pdf
http://www.skillsyouneed.com/leadership-skills.html#ixzz3QCHv2Npt
66. Improving School Management The Toolkit, 2009, Organisation For Economic Co-Operation And Development (OECD) Publications
67. Jaros (2010). Increased Competition and the need for Strategic Flexibility and Adaptability brought on Globalization. International Journal of Research In Social Sciences. www.ijsk.org/ijrss
68. Kruse, K. (2013, March 9). Forbes, Lazaro-Capone, A. R. (2006), 'Adversity Quotient & the Performance Level of Selected Middle Managers of the Different Departments of the City of Manila as Revealed by the 360 Degree Feedback System; Paper presented at the 5th Regional Asian Conference of the International Industrial Relations Association at Seoul, Korea June 23-26 http://peaklearning.com/documents/PEAK_GRI_capones.pdf Retrieved June 20 113
69. Kotter, J. P. (2006). Leading Change. Boston: Harvard Business School Press. International Journal of Research In Social Sciences. 2013-2016 IJRSS & K.A.J. www.ijsk.org/ijrss
70. Kothari (2006), Descriptive Design is the Precise Measurement and Reporting of the Characteristics of the Phenomena under Investigation, and Describes Phenomena, Situations and Events
71. Lamb, L. F. and McKee, K. B. (2006). Applied Public Relations: Cases in Stakeholder Management. Mahwah. New Jersey.
72. Learn.org.com
73. Lovallo, D., & Kahneman, D. (2006). Delusions of Success. Harvard Business Review , 56-63.
74. Lunenberg, Fred C. (2010). The Principal and the School: What Do Principals Do?
National Forum of Educational Administration and Supervision Journal Volume 27, Number 4, 2010.
75. Mabey, D. and Ramirez R. (2006). Personal Change Management Skill; They may utilize their management skill to manage under any circumstances.
76. Maddock, M., & Viton, R. L. (2008). Why Companies Lack Successful Innovation. Retrieved
77. Matta, N. F., & Ashkenas, R. N. (2006, September). Why Good Projects Fail Anyway. Harvard Business Review , 109-114.
78. Maughan, S, Teeman, D. and Wilson, R. (2012). What leads to positive change in teaching practice? Windsor:NFER
79. Mirza, B. (2009). Organizational Change Starts With Individual Employees. HRMagazine , 34, 31-32.
80. Moment, R. (2007, August 6). Top 7 Management Skills for Business Success. Retrieved July 18, 2009
81. Mumford, M.D. et al. (2006), Development of leadership skills, experience & timing The Management Quarterly; 11 (1): 87-1

82. Napire, J.N. (2013, March). Management Style in Relation to the Demographic Profile of the Elementary School Principals in the Second Congressional District of Camarin 114 . University of Northeastern Philippines http://www.peaklearning.com/documents/PEAK_GRI_napire.pdf
83. Newcomb, K. (2006, November/December). Transfomational Leadership: Four Keys to Help You and Your Organization. Debt , 34-36.
84. Northouse, P. G. (2007). Leadership: Theory and practice (4thed.). Thousand Oaks, CA: Sage.
85. Northouse, Peter G. (2011). Introduction to Management (Concepts and Practices): 2nd edition.
86. Olian, J. D., Carroll, S. J., Giannantonio, C. M., & Feren, D. B. 2008. What do protégés look for in a mentor - Results of 3 experimental studies. Journal of Vocational Behavior, 33(1): 15-37.
87. Okoroma, N. S. (2006). School Supervision and Teacher Effectiveness in Secondary Schools in Rivers State. The Nigerian Journal ofResearch and Production Volume 6 No 2, April 2006.
88. Paton, R. & Dempster, L. (2006). Managing change from a gender perspective. European Management Journal, 20(5), 539–548. Retrieved from http://iag_puc_2007.msimoes.com/textos/Administracao/ADM_2825-Organizacoes/artigos/paton%20e%20dempster.pdf
89. Pauleen, H. (2009). Organizational change management typically emphasizes organizational knowledge
90. Personal Change Management|SkillYouNeed.com, 2011-2017
91. Pooja, J. K. and Kunar, A. (2016). Effect Of Social Skills Training Programme On Self Concept And Administrative Effectiveness Of The Head Of The Institution.
92. Priyanka, J. (2013), "Development of a Programmme for Enhancing Change Management Skills with Students." Retrieved from http://www.peaklearning.com/documents/PEAK_GRI_priyankaJain.pdf
93. Pugh, L. (2007). Freedom of Expression: Vital Psychological and Physiological support and an important source of energy in personal managing change. http://www.spinger.com
94. Quarrie, V. L. (2012). The Predictive Roles of the Personal Variables and the Leader Attributes and Behaviors of Department Chairpersons Regarding the 115
95. Outcomes of Leadership as Perceived by Department Members in Selected Jamaican Universities. Dissertations. Paper 645.
96. Rajesh, V. R. and Chandrasekaran, V. (2014). A Study on Interpersonal Skills of College Students. https://www.academia.edu/10202591/A_Study_On_ Interpersonal_Skills_Of_College_Students
97. Rosenholtz, S. J. (2009). Teachers' Workplace: The Social Organization of Schools. New York
98. City: Teachers College Press.
99. Rotich, E. C. (2013). Employees perceptions of differences in human relations and conceptual skills among male and female managers at the department of cooperative development and marketing. http://erepository.uonbi.ac.ke/handle/11295/59596
100. Rouse, W.B. (2013), "Necessary competencies for transforming an enterprise", Journal of Enterprise Transformation , Vol. 1 No. 1, pp. 71-92. [Google Scholar] [CrossRef] [Infotrieve]
101. San Antonio, Diosdado (2006). Effective Participatory School Administration, Leadership, and Management: Does It Affect The Trust Levels of Stakeholders? http://files.eric.ed.gov/fulltext/EJ1066691.pdf
102. Senge, P. (2009). The dance of change: The challenges to sustaining Momentum in learning organizations. New York, NY: Doubleday.

103. Senior, D. and Fleming, S. (2006). Management is about Influencing Others in Pursuit of the Achievement of Organizational Goals. International Journal of Research In Social Sciences. 2013-2016 IJRSS & K.A.J. www.ijsk.org/ijrss
104. Siebert, A. (2006). "Strengthening Workforce Resiliency in the Public Sector." The Public Manager. Volume 35 Number 3.
105. Sidle, C. (2006). Top Management: Provide the Highest Leverage Point for Changes
106. SkillsYouNeed.com (2017)
107. Smith, C. (2013). Difference Between Organizational and Individual Change Management. http://change.walkme.com/difference-between-organizational-and-individual-change-management/
108. Stansbury, J. (2009, January). Reasoned Moral Agreement:
109. Applying Discourse Ethics with Oranizations.Business Ethics Quarterly , 33-56 116
110. Stoltz, P.G. and Weihenmayer, E. (2008). (The Adversity Advantage). Fireside, a division of Simon & Schuster.
111. Stoltz, P. G. (2007). Management Skills: Turning Obstacles into Opportunities. United States: John Wiley and Sons, Inc.
112. Strebel, P. (2006, May). Why Do Employees Resist Change? Harvard Business Review , 86-92.
113. Swan, P. et al.(2009). Organizations Contribute by Promoting, Developing, Valuing and Managing its employees as Individuals
114. Tarinabo, J. O. (2013). A gendered approach to organizational change management: differences in the way men and women manage organizational change in Nigeria. Doctoral Workshop paper. http://www.ufhrd.co.uk/wordpress/tarinabo-j-o-a-gendered-approach-to-organizational-change-management-differences-in-the-way-men-and-women-manage-organizational-change-in-nigeria/.
115. Tearle, R. (2011). Personal Management Skills – Managing Personal Change. https://changedesignsportal.worldsecuresystems.com/public/me/apply/The-essence-of-personal-change.html
116. Thompson, R. (2006). Social, emotional, and personality development. 6th ed. Vol. 3. John Wiley & Sons Inc.; Hoboken, NJ, US: The Development of the Person: Social Understanding, Relationships, Conscience, Self. Handbook of child psychology; pp. 24–98.
117. Top 7 Business: http://top7business.com/?Top-7-Leadership-Skills-for-Business-Success
118. Tracy, B. (2014, March 7). How to Achieve Great Success While Dealing With Adversity
119. Virama, S. (2013). Effective Change Management. International Journal of Research In Social Sciences. 2013-2016 IJRSS & K.A.J. www.ijsk.org/ijrss
120. Webster's New World College Dictionary
121. Weiss, W. (2006, August). Effective Leadership: What are the Requisites? Supe 117 , 61(8).
122. Williams, M. (2010). The Relationship between Principal Response to Management and Student Achievement Unpublished Ed D dissertation, Cardinal Stritch University,
123. http://peaklearning.com/documents/PEAK_GRI_williamsAbstract.pdf Retrieved June 2008
124. Wood, H. F. (2016). Parents are the greatest stakeholders in any school.
125. Zenger, J. and Folkman, J. (2015). What Younger Managers Should Know About How They're Perceived. https://hbr.org/2015/09/what-younger-managers-should-know-about-how-theyre-perceived

126. Zeffane, H. (2006). Dynamic Organizations: Equipped Managers with Good Communication and Planning Skills. International Journal of Research In Social Sciences. 2013-2016 IJRSS & K.A.J. www.ijsk.org/ijrss