

Original Paper

Management Skills and Learning Strategies among University of Southern Philippines Foundation Graduands

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Received: February 13, 2022 Accepted: February 22, 2022 Online Published: March 1, 2022
doi:10.22158/jetss.v4n1p26 URL: <http://dx.doi.org/10.22158/jetss.v4n1p26>

Abstract

Graduands in the Philippines are most likely pursuing education while working for their own merit in any workplace like schools, industries, and other companies. At University of Southern Philippines Foundations, graduands who are enrolled in educational management are not only concentrating on their quest for higher education but also for their desire to achieve promotion, stability, and prestige. Two hundred sixty-three (263) respondents answered the questionnaires on management skills and learning strategies and the results made an overall impression that these graduands are always in the loop of good management skills with motivating and communicating having aggregate means of 3.43 and 3.37 respectively with the same interpretation as always. Likewise, the result revealed that these graduands are using different learning strategies with a grand mean of 3.16 interpreted as agree. A significant relationship was established between management skills and learning strategies which rejected the statement of the null hypothesis. The higher the management skills of a graduand the higher and better is his or her learning strategies. It was concluded that though graduands are highly skillful in management, there is a need to improve their learning strategies. Thus, the researcher recommends L.E.A.P. or Learning Enhancement and Practice.

Keywords

management skills, learning strategies, graduands, challenges

1. Introduction

Pursuing higher education while working is no easy task. Professionals alike are into a strata of complexities once they decide to embark into another quest for knowledge through higher education. Management skills and learning strategies are essential in order for these professionals to survive and thrive in this challenging aspect of their life and career. The target goal of graduands is to strategically position themselves in the industry or any institution good enough to get the promotion or perhaps the

influence. It would be an added feather in their cap. According to Harrison (2022), people pursue graduate school because it is another milestone, one that will take him to new heights in terms of career and personal growth. Obtaining a bachelor's degree is already a great accomplishment but it's just a scratch on the surface of your education. In order for someone to have an edge to be part of a competitive job and to gain a hands-on experience, going back to school to participate in graduate school matters. Most of those who are pursuing graduate studies wants to be an expert in their field. They want to have a more in-depth understanding of their profession. It is considered as a starting point of a career leap with an amount of freedom to grow and expand his expertise. With expertise comes money. Moreover, pursuing a graduate study will make you achieve self-sustainability and employability.

Laura (2021) discussed that pursuing a graduate study is like investing in the future. In order for students to have the right knowledge at the right time and place, enrolling in a grad school is the key. It will make the person earn the right elements since it serves as an academic version of professional training. Le Corre (n.d.) talks about the transformation that graduate studies does to students. Other than expanding your limits, students will also feel proud that he has achieved something that is long term like managing stress, developing autonomy, strong spirit of analyzing and synthesizing, and adopting a work ethic. Furthermore, it will lead to influencing your future through your research and allow you to have the pride of self-actualization.

Although a master's course is relatively short compared to an undergraduate degree, the program allows students to be more independent while working on achieving projects and other requirements. It will also develop one's management skills since you really have to balance studies, work, and research. You will be taught to focus on topics that would most interest you. Pursuing a graduate study also develops your critical thinking and analytical thinking since you will be encouraged to challenge existing theories and beliefs. You will have the chance to engage critically with the whatever material is available, analyze the information found, and develop your own argument.

2. Literature Review

Management skills are considered as important components of an individual. Whether you are a fulltime student or engaged in different occupations and fields, management skills have to be inculcated into one's way of fulfilling specific tasks in an organization. For an organization to succeed and achieve its goals and objectives, management skills must come into play. Good management skills lead to success. It will position you to becoming a great leader who will have passion to serve others, manage people, resolve conflicts, inspire others and a lot more and this will radiate and translate into something tangible that people around you will notice. According to Williams (2020), it is important for students to learn management skills. Good management skills will make students advance in an ever changing and dynamic world. Students having good management skills will help them secure their careers in the future and get ahead no matter what level they have started in their professional life. Goal-setting for

example is very important among students. It will help in understanding the relevance of things and their purpose. Moreover, it will encourage students to track the progress of what they have started. Another thing that needs mastery is communication skills. A good communicator will make him more connected with others. A person who knows how to manage his skills in communication will have a better relationship with others and the person will be more productive in whatever endeavor he is pursuing. Problem-solving is another aspect that students must know how to execute. With the right skills in managing problems or challenges in life be it in school or on the workplace, problem-solving skills will help the person gauge more on the problem, address issues with analytical skills and flexibility, and interpret situations in a manner that is correct. It will help managers to be on top of things and be better prepared problems even if they too critical to handle. Another aspect of management skills is financial management skills. With the current crisis that the world is facing, many people will not be able to manage finances in a manner that will help them survive. People must learn how to manage expectations based on budget. If you are good in financial management, you will be able to work even with a tight budget and come up with sound decisions. It will help you understand the importance of planning and utilization control over resources. Management skills will help students know how to work with honesty and integrity. It will develop their professionalism. It will help them identify their strengths and weaknesses and perform to the best of their abilities. Moreover, it will be help them understand other's limitations. Graduands are faced with unforeseen challenges. They have to learn how to adapt to changing demands. When they are faced with unlikely situations, for example unprecedented issues, they will do some troubleshooting and adjust to the situation to come up with the expected outcome the best possible way.

According to Career Builder (2021), good management skills will help you position better in any company. It will position you for success if you possess skills in motivation, problem-solving, professionalism, communication, technical, and innovation. People who are good at motivating their employees are assets of the company. They will not only inspire others but promote productivity and satisfaction. Moreover, these people will set as examples that even through the toughest of times life goes on. Through motivation, a clear and achievable goals can be set. A person who is good in motivating others can empower employees to take ownership of what they have done, create a dynamic and highly inspired workplace, appreciate accomplishments even those who are least recognized, support workmates who are under extreme stress, and provide rewards or incentives to those who are performing well. Souders (2021) explains the importance of motivation in a workplace. An increased motivation is crucial in changing behavior, developing competencies, being creative and innovative, setting goals, growing interests, making plans, developing talents from employees, and boosting engagement among employees to act and participate in any activities. If we are motivated, the benefits become visible. Most likely, when we are challenged in accomplishing tasks and taking control over them, we tend to give up too quickly (Peterson, Maier, & Seligman, 1993). Abdul (2018) discussed reasons why we should be motivating other people. Motivating others will leave an impact into

people's lives and will lead them to the pathway of success. Through motivation good things are attracted to you. If you are the head of the company, you will become the success because others are becoming successful as well. In return, you will be loved by many and appreciation will be overwhelming because you have motivated them. This phenomenon is called the Echo Effect.

Professionalism is one of the crucial skills for stronger managers. A manager holds himself to the highest standards so that others will see and have a clear example of what they should strive for to achieve. Telling them what to do is no match to showing them what to do. Good management skills come with professionalism and if you are able to carry this proactively, you will be able to provide exceptional customer service with the right attitude, identify diplomatic solutions to any arising conflicts in the company, exhibit strong moral values that will influence others to do good and be good, show initiatives whenever options are running out, attend professional development seminars with the belief that these seminars will help them grow. For someone to be great in management, that person must know how to identify, face, and solve problems. In the workplace there could be overlapping problems and if you are poor in managing them, you might end up exhausted and unwilling to them. A good problem solver must know how to demonstrate resourcefulness in the face of a problem like tapping others who can help you do the job or simply seeking other's advice on certain matters, anticipate potential issues before they will happen which means that you have good foresight, identify factors leading to the problems or have contributed to the worsening of the problem, and troubleshoot quickly and efficiently. Communication is the key in order to properly relay all the plans you have in order to resolve an issue or provide solutions to a problem. Verbal or written, one must know how to draft a clear and concise training materials whenever trainings are necessary to master skills or improve performances. Maintaining an open line of communication with subordinates is necessary. It will make them feel valued and listened. It will pave the way for a better resolution of issues and concerns especially in negotiating employee disputes.

Management skills also require technical and innovative skills. For example, if you are working in IT industry you must know how to provide customer support because not all customers are into technology. There could be some who have a little to zero knowledge at all. One must handle data security with complete knowledge on data privacy act. Generating reports and drafting presentations with any available operating systems is also necessary. All these will guide those you oversee in the workplace helping them in achieving higher levels of success. When it comes to innovation, one must develop innovative solutions for customer needs, construct research models to test new products, generate fresh ideas for marketing campaigns, and redesign systems to be more productive and functional. These skills will position you for success in management.

The life of a graduand is very tasking. According to Freeman (2004), as learners shift from ordinary learning to reading more books, taking notes from lectures, working independently, and expressing understanding in higher learning, the way they juggle personal and professional life and student life becomes more complex. This is where learning strategy comes in. A learning strategy is one's approach

in completing a task. A task may be simple or complex. If a person knows how to organize a set of skills to understand the content and complete the task, that is already a learning strategy. A teacher teaches students how to learn and not merely curriculum content or specific skills if he wants to impart learning strategy (Schumaker & Deshler, 1992).

Different researches indicated that learning strategies improved performance of students. The use of Word Identification Strategy, for example, is very effective in reducing the number of oral reading errors. Moreover, it increases the reading comprehension scores (Lenz & Hughes, 1990). Test Taking Strategy also improved average test scores in inclusive classes (Hughes & Schumaker, 1991). According to Mariani (2002), learning strategies are very important to bridge competence and process. She argued that the approach to strategies education must be first of all explicit. Meaning, everything must be laid down and details must be clearly stated. Second, strategies education must be experiential. Meaning, learners must be able to engage and experience what is expected from them to learn. Third, strategies education must be embedded. It means that it should be a separate learning experience but instead part of the learning process. Fourth, education strategies must be evaluative. Meaning, these strategies must provide proper elements to evaluate and gauge learning. These four approaches offer task-based value, skills-based value, cross-curricular value, and lifelong learning value.

Mandl and Friedrich (2006) defined learning strategies as targeted processes which are first introduced intentionally then gradually becomes automated. They identified and defined six learning strategies and these are the following:

Cooperation Strategies. A strategy where learners can learn something through the support of a partner or groupmate. Even without the teacher, a learning success is achieved through cooperative working. Cooperative learning means that students support each other in order to achieve their common goal. This is true to pair works and group works. One cannot simply do the task without the help from others. Others cannot simply watch without extending helping to complete the task (Tough, 1977). Group work does not mean that everyone should be helping. There are instances where silent and weak students are exploited. This is where teacher's proper monitoring comes into play (Huber, 2006).

Elaboration Strategies. Integrating new knowledge into an existing cognitive structure is difficult. This is where elaboration sets in. This technique encourages understanding and remembering new knowledge. In other words, this provides link between new information and an already existing stock of knowledge. This strategy is used when students invent analogies and mnemonics for facts that needs to be learned. The new ideas are linked into the previous knowledge and the information are expressed in their own words (Schröder-Naef, 2002).

Motivational and Emotional Strategies. This strategy is regarded as the central condition for successful learning. Motivation as described by Rheinberg (2000), is as activating orientation to a target status or condition which is regarded as positive. In school context, it means the extent of learning a student experience and for how long does it take him to learn. Furthermore, this separated the idea of intrinsic motivation and extrinsic motivation where the former is exciting and challenging exposing the

positive part of an experience while the latter is use to reach positive consequences in a given situation.

Revision Strategies. This strategy is use when students are confronted with a large amount of information and only a portion or few of the information are channeled into the long term memory in one impulse. The more detailed the discussion of a certain topic or subject matter, the more revision is needed or the more important is the revision of what has been learned (Konrad, 1999).

Organizational Strategies. These strategies include organizing knowledge by finding links of the different knowledge elements (Friedrich & Mandl, 2006). Through these strategies important information is identified and presented visually making it more comprehensible. The detailed of these information are combined and clustered achieving understanding of the new subject matter being presented. Since the human mind is limited in its capacity to remember, complex information is easier to process if they are structured in form.

Control Strategies. These strategies were first introduced by Borkowski, Pressley, and O'Sullivan (1985). These strategies help monitor the progress of learning of every student. For example, it will check whether the text read from the book is clearly understood by the reader or the solution of every mathematical problem is clearly followed. The reflective process involved in these strategies will give the learners to redo and review the tasks given. For instance, students will read again the text to make sure that things are clearly understood. It means to say that learners will take more responsibility for their own learning outcomes.

3. Results and Discussion

This study utilizes the quantitative method specifically descriptive-correlational method, in order to determine the correlation between the management skills and learning strategies of University of Southern Philippines graduands. The study aims to present facts concerning the extent of management skills and learning strategies among graduands as they continue to pursue higher levels of learning. Specifically, it seeks to establish whether the extend of management skills has something to do with the level of learning strategies.

While the extent of management skills is measured using a researcher-made questionnaire, the level of learning strategies is measured using the University Students' Learning Strategies Questionnaire based on the learning strategies classification developed by Gargallo (2000).

This study is mainly anchored on Fiedler's Contingency Model or Fiedler's Theory. Every aspect of the situation must be taken into account when managers decides. Decision-making is very important in management. The way managers decide depends on the situation and it is not a "one all fits all". One may have a different approach if confronted with challenges in the workplace. Another approach could be more effective is challenges are from the university.

This study is also anchored on constructivism, a learning theory that asserts that students construct their own comprehension of a topic by building upon their prior knowledge or what they have known before. The implementation of active learning therefore means changing the focus of instruction away from

knowledge transmission and shift the whole process to learners' knowledge construction through the creation of tasks which are guided, interactions, assignments or projects, and environments that instills deep, meaningful learning. Another closely related theory is the social constructivism which explains that active learning best takes place when the construction of knowledge occurs when learners will collaborate with others in achieving learning goals.

As defined by Bonwell and Eison (1991), active learning is anything that involves students in doing different things while thinking about them. Moreover, Felder and Brent (2009) define active learning as anything course-related that all students in one class session or period are called upon to do more than the usual watching, listening, and taking of important notes. Active learning is related to other instructional methods that closely involve students in the knowledge constructions process, including student-centered learning, problem-based learning, and experiential learning. Student-centered learning is where the focus of the learning process is the diverse needs of the learners and not so much on the content. Each learner is unique and has needs needing attention. Problem-based learning involves formulating questions, analyzing evidences, connecting evidences to pre-existing theories, deriving conclusions, and reflecting on student's learning. Experiential learning is a kind of learning where students learn by involving themselves in authentic learning activities which resembles to that of real life activities and events that they will surely encounter in the future. The role of active learning is to fosters understanding and motivates students to employ learning to diverse problems and contexts. Moreover, it gives independence to students in the aspect of learning and helping students to learn on their own.

Table 1. Profile of the Respondents

Profile	f	%
Age	25-30	45
	31-40	33
	41-50	16
	51-60	6
Total	263	100
Gender	Male	14
	Female	86
Total	263	100
Teaching Experience	1-5 years	62
	6-10 years	23
	11-15 years	6
	16-20 years	4
	21 up years	6
Total	263	100

Table 1 reflects the profile of the respondents. Of the two hundred sixty-three (263) graduands, one hundred nineteen (119) or forty-five percent (45%) were aged 25-30, eighty-six (86) or thirty-three percent (33%) were aged 31-40, forty-three (43) or sixteen percent (16%) were aged 41-50, and fifteen (15) or six percent (6%) were aged 51-60. In other countries, the average age of graduate students is 33 years old as reported by the Council of Graduate Schools in the United States of America (Staff, 2021). The result is close to what has been reported in the US. According to GraduateGuide Team (n.d.), the research from the Council of Graduate Schools also reported that twenty percent (22%) of graduate students are over 40 years old while eight percent (8%) are older than 50 years old. The statistics simply show that whether you are 40, 50, or even 60 years old, advancing in education is never too late. You just need to have the will to pursue and make things happen. This implies that pursuing graduate has nothing to do with age for as long as one has the willingness to gain more knowledge and professionally improve his or her craft.

Two hundred twenty-five (225) or eighty-six percent (86%) of the graduands were females and thirty-eight (38) or fourteen percent (14%) were males. The University of Southern Philippines Foundation offers 12 graduate programs and only 2 programs are not related to education. Since education is a female dominated course, the result of the study is no surprise. As reported by Dirk Van Damme in 2017, a share of women in the teaching force is growing in number. As the Head of the Innovation and Measuring Progress Division, Directorate for Education and Skills of Organization for Economic Co-operation and Development (OECD), he further revealed that a progressive increase in the average share of female teachers across OECD countries is evident -- 61% in 2005, 65% in 2010, and 68% in 2014. The same report revealed that 82% primary school teachers and 63% secondary school teachers are female. Moreover, the National Center for Education Statistics (2021) reported that between 2017 and 2018, seventy-six percent (76%) of public school teachers were female and only twenty-four percent (24%) were male. Tani (2019) revealed that teaching profession in Australia is more attractive to females since the pay is higher compared to non-teaching jobs. The opportunity cost for men of becoming a teacher is more expensive than choosing another profession. This resulted to men becoming endangered species in Australia. The result implies that something has to be done in order to address this pressing issue of fewer men in teaching profession. Perhaps, reviewing and reforming the monetary incentives of which influence gender composition of different occupations particularly in teaching can help. Moreover, more available scholarships for men in teaching will encourage men to be part of the teaching profession.

When it comes to teaching experience, one hundred sixty-two (162) graduands or sixty-two percent (62%) have taught for 1-5 years, sixty (60) or twenty-three percent (23%) for 6-10 years, fifteen (15) or six percent (6%) for 11-15 years, ten (10) or four percent (4%) for 16-20 years, and sixteen (16) or six percent (6%) for 21 years and more.

Table 2. Management Skills

Indicator		Mean	Interpretation
Understanding Team Dynamics and Encouraging Good Relationships	5. I let my team members figure out for themselves how best to work together – teams are a work in progress!	3.37	Always
	15. When conflict occurs within a new team, I accept it as an inevitable stage in the team development process.	3.37	Always
	17. If I'm putting a team together, I select people with similar personalities, ages, time with the company, and other characteristics.	2.67	Often
Aggregate Mean		3.14	Often
Selecting and Developing the Right People	11. When putting together a team, I consider the skills I need – and then I seek people who best fit my criteria.	2.96	Often
	17. If I'm putting a team together, I select people with similar personalities, ages, time with the company, and other characteristics.	2.73	Often
	Aggregate Mean	2.84	Often
Delegating Effectively	2. When I delegate work, I give it to whoever has the most time available.	2.86	Often
	18. I think that the statement "If you want a job done well, do it yourself" is true.	2.82	Often
	Aggregate Mean	2.84	Often
Motivating People	13. I try to motivate people within my team by tailoring my approach to motivation to match each individual's needs.	3.35	Always
	19. I talk with team members as individuals to ensure that they're happy and productive.	3.51	Always
	Aggregate Mean	3.43	Always
Managing Discipline and Dealing With Conflict	3. I follow up with team members whenever I see that their behavior has a negative impact on customer service.	3.31	Always
	6. I wait before disciplining a team member, so that people have a chance to correct their behaviors for themselves.	3.03	Often
	12. I do all that I can to avoid conflict in my team.	3.43	Always
Aggregate Mean		3.25	Always
Communicating	8. I spend time talking with my team about what's going well and what needs improving.	3.53	Always
	9. In meetings, I take on the role of moderator/facilitator when necessary, and I help my team reach a better	3.24	Always

	understanding of the issue or reach consensus.		
	16. I talk to team members about their individual goals, and I link these to the goals of the entire organization.	3.30	Always
	20. I brief my team members so that they know what's going on around them in the organization.	3.39	Always
Aggregate Mean		3.37	Always
	4. I make decisions following careful analysis, rather than relying on gut instinct.	3.35	Always
Planning, Problem Solving and Decision-Making	10. I fully understand how the business processes in my department operate, and I'm working to eliminate bottlenecks.	3.13	Often
Aggregate Mean		3.24	Always
	1. When I have a problem, I try to solve it myself before asking my boss what to do.	3.26	Always
Avoiding Common Managerial Mistakes	7. Technical skills are the most important skills that I need to be an effective manager.	3.24	Always
	14. When my team makes a significant mistake, I update my boss on what has happened, and then I think of it as an important lesson learned.	3.19	Often
Aggregate Mean		3.23	Often

Table 2 reflects the management skills of the graduands. Motivating people got the highest mean of 3.43 which is interpreted as *always*. In an organization, it is important to be motivating and inspiring to the people around you. One's enthusiasm for work and energy to make things happen can influence how others behave and act. According to Orcullo, Jr. (2015), there are triggering events or situations which may lead to actions or initiatives. These actions are in the form of strategies with certain objectives. Wheelen and Hunger (2004) described these triggering events as stimulus that causes change in reaction or strategy in any situation. A person who works diligently can be inspired by someone in the office who does things conscientiously. A boss can always boost the morale of his subordinates by showing resilience amidst crisis.

Communicating got a mean of 3.37 which is interpreted as *always*. The use of words, symbols, and gestures in any organization is very important. Talking with team mates, colleagues, and staff will open the discussion of what's going well and what needs improving in the organization. These graduands are leaders in their own schools. Some of them are holding key positions. With the position comes people who work with them, for them, and for the school. There could be arising issues along the way that need discussion and it is only through good communication that these issues can be better understood and a

possible consensus can be reached. Zarate (2017) in her book *Organizational Behavior and Management in Philippine Organizations* discussed the different barriers that may cause communication to fail. Talking to team members about their goals and discussing with them activities that the organization have done or about to do may fail if these barriers are present. Every individual differs in interpretation of messages sent or received depending on his or her frame of reference. Sometimes, when information is too much, there is a tendency to respond inadequately to messages received. There are instances that people tend to be selective and listen to only what satisfies their beliefs.

Stoppler (2004) provided tips for a healthy workplace. Conflict happens when misunderstandings and failure in communication take place. Conflict may be normal in any organization but it should not ruin our day or cause unbearable stress to us. For example, it is important to be specific in formulating complaints. One cannot just complain without basis. Complaints are there for resolution and if a complaint is baseless, it is difficult for an organization or an individual to resolve it. There is a need to depersonalize conflicts and the “me-versus-you” must not be entertained but instead accept the fact the in any conflict it is always the “us-versus-the problem” that has to be given attention. In cases where discussion is necessary, make sure to listen intently to completely understand the other side before explaining your own position. And if situations are getting out of control, a mediation is necessary to fix things.

The result further revealed that graduands are really into their team members’ welfare by way of checking on their behavior and its impact on customer service. When behaviors are negatively affecting customer service, these graduands tend to follow up their members and check on them. Before disciplining a member, chances are given to them to somehow change whatever is not right. This is evident in the result where the indicator managing discipline and dealing with conflict got a mean of 3.25 which is interpreted as *always*. The entire system of thoughts, feelings, and behavior which are present in human interaction are equally important ego states in the human persona (Berne, 1961). Exchanges between people through communication is necessary since people need recognition to survive. A simple greeting can do a lot in making a person feel the sense of belongingness. Telling someone that you are OK is an expression of healthy transaction with others.

Table 3. Learning Strategies

Learning Strategies	Mean	Interpretation
Motivational Strategies		
Intrinsic motivation	3.14	Agree
Extrinsic motivation	3.13	Agree
Tasks value	3.10	Agree
Internal attributions	3.05	Agree
External attributions	3.40	Strongly Agree

Self-efficacy and expectations	3.47	Strongly Agree
Conception of intelligence being modifiable	3.38	Strongly Agree
Aggregate Average	3.24	Agree
Affective Components		
Physical state and state of mind	3.30	Strongly Agree
Anxiety	3.25	Strongly Agree
Aggregate Average	3.28	Strongly Agree
Metacognitive Strategies		
Knowledge of objectives and assessment criteria	2.60	Agree
Planning	3.17	Agree
Self-assessment	2.67	Agree
Control, self-regulation	2.97	Agree
Aggregate Average	2.85	Agree
Context Control, Social Interaction and Managing Resources Strategies		
Context control	3.31	Strongly Agree
Social interaction and learning skills with colleagues	3.28	Strongly Agree
Aggregate Average	3.30	Strongly Agree
Information Search and Selection Strategies		
Source knowledge and information searches	3.11	Agree
Information selection	3.16	Agree
Aggregate Average	3.14	Agree
Information Processing and Use Strategies		
Knowledge acquisition	3.26	Strongly Agree
Elaboration	3.40	Strongly Agree
Organization	3.18	Agree
Personalization and creativity, and critical thinking	3.04	Agree
Storage. Memorization. Use of mnemonic techniques	3.03	Agree
Storage. Simple repetition	3.39	Strongly Agree
Transfer. Use of information	2.83	Agree
Managing resources to use the information acquired	3.22	Agree
Aggregate Average	3.17	Agree
Grand Mean	3.16	Agree

Table 3 reflects the learning strategies of graduands. The result revealed that Context Control, Social Interaction and Managing Resources Strategies scored highly with an aggregate average of 3.30 which is interpreted as *strongly agree*. It means that the affective, support and control strategies in learning are

well practiced by the graduands. According to Lindquist and Barrett (2001), the human mind is made of several mental states. The common ones are emotions, cognitions, perceptions among others. These words are distinct from each other and they represent a different kind of mental category or faculty. The London School of Management Education (2019) discussed affective as one of the three domains of learning. As mentioned by Anderson et al. (2011), affective domain includes receiving phenomena; responding to phenomena; valuing; organization; and characterization. Awareness of feelings and emotions is important in learning as well as the ability to utilize selected attention. A person who completely understands his emotion can easily adjust to how others behave, act, and feel. In learning, controlling emotions and feelings is necessary and this can be done through understanding them. It will perhaps pave the way of effective communication and forge stronger relationship with other. In the study of Tyng et al. (2017) on the influences of emotion on learning and memory, it was found out that emotion has something to do with how people think. How humans process things in the mind goes with how humans feel. Emotion enhances or negatively affects learning and retention depending on the factors surrounding it. Responding to phenomena includes the active participation of learners whenever there is a group discussion or simply during class. Cannon and Feinstein (2005) on their study titled Bloom Beyond Bloom: The Revised Taxonomy to Develop Experiential Learning Strategies revealed that structuring experiential learning exercises can be done by revising the Bloom's Classic Taxonomy of educational objectives. The knowledge that is fitting to allow people to use abstractions to somehow influence and change and at the same time engage with the new situation can be revealed through experiential learning. When employees are involved in the change that companies are pursuing, it creates a more positive result if employees are part of the process. In any business, if skills are needed to completely understand the dynamics within the business, trainings are necessary. In other words, merely shadowing from someone who is an expert is less effective as being involved in the learning process through experience although this type of learning is more prevalent in most businesses (Jaszay, 1996). To quote Cone (1996):

“We teach management skills in a classroom setting, but managers practice their skills while they are dealing with the chaos and pressure of managing a shift ...No wonder we get glowing reports about trainees who later turn out to be incompetent managers” (p. 34).

Valuing is when someone sees the importance of one thing and declares it through discussion in class or forums. When a learner values one thing over another, it creates a unique value system called organization. For example, learners might give much priority to academic works rather social activities or perhaps give much importance to school activities than establishing relationships elsewhere. When values are allowed to control individual behaviors, characterization takes place. The rest of the affective, support and control strategies also scored highly with an aggregate average of 3.28 in Affective Components interpreted as *strongly agree*, 3.24 in Motivational Strategies interpreted as *agree*, and 2.85 in Metacognitive Strategies interpreted as *agree*.

The Cognitive Strategies Related with Information Processing were also measured. Information

Processing and Use Strategies got an aggregate average of 3.17 which is interpreted as *agree* and Information Search and Selection Strategies got an aggregate average of 3.14 which is interpreted as *agree*.

Table 4. Significant Relationship

Variables	Significant Value	P-value	Decision	Interpretation
Management Skills-Learning Strategies	0.05	0.029	Reject Ho	Significant

Table 4 reflects the significant relationship between management skills and learning strategies. With a P-value of 0.029, the result revealed the decision to reject the null hypothesis. In means to say that there is a significant relationship between management skills and learning strategies. The higher the management skills of a graduand the higher and better is his or her learning strategies.

4. Conclusions

The researcher concludes that management skills are essential to one's learning as they affect how students think critically and analyze objectively. L.E.A.P. or Learning Enhancement and Practice is essential to be introduced to the graduands of University of Southern Philippines Foundation because of the need to improve their learning strategies even if they are highly skillful in management. It suffice to say that the graduands are capable of juggling work and studies.

Funding: This research received no external funding from any agency or organization. Furthermore, this research is solely designed and conducted by the researcher in an attempt to know the learning strategies and management skills of graduands who have invested their time in pursuing a higher degree of learning through the graduate school program of University of Southern Philippines Foundation, Inc.

Acknowledgements: The author is grateful to the University of Southern Philippines Foundation who positively approved this undertaking by making its graduands as part of the study. The author recognizes the work around in completing the questionnaire especially that the country is still experiencing restrictions due to covid-19. The author further identifies the effort of the graduands in completing the survey questionnaire even if the provinces and cities from which they belong are still in the middle of crisis. Moreover, the author is grateful to his family who supported him morally to make this research a reality.

Conflict of Interest: The author declares no conflict of interest. There is no established financial relationship between the author and any organization or agency since the research is solely decided by the author with no sponsorship. The research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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