

Effective Management Skills of Heads in Private and Public Schools: A Study

Jocelyn C. Banaybanay
CTE Faculty, Batangas State University, Balayan, Batangas

Abstract:- This study was undertaken to identify the school related situations that affect the management of specific institutional heads in a private educational institution and a state university or government school in Manila as perceived by themselves.

The quantitative method of research is employed . This method answered the questions raised to specify the factors that affect the effective management skills of administrators or institutional heads.

Conclusion was drawn. The government and private institution administrators were predominantly women dominated, manifest concern to those they are expected to work with, since they know their responsibilities, aware of their academic and administrative as well as interactive function as tasks, and majority of them have had more than five years of teaching experience, aware of administratively monitoring densely populated institutions and extended their time whenever necessary.

It is recommended that every administrator, regardless of the amount of satisfaction they obtained as head, will have dissatisfying effects in the job, mental health strategies should be developed to deal with problems and dissatisfaction that may arise in the job. Evaluating what problems affect their job performance and what can be done to improve the situation are good strategies to their problems as administrators.

Keywords:- Government and Private School Administrators, School Related Situations, Effective Management Skills, Job Performance.

I. INTRODUCTION

Effective management in any learning institution is urgent and necessary. Institutional heads or administrators of schools as well as their faculty members, strive hard to become obstacles that prevent them from doing their corresponding functions and responsibilities.

The heads of educational institutions, the deans of the various departments and the administrators or heads of offices are assumed to have full knowledge on management. They are expected to be aware the schools operate and how the effective teaching/learning situations are attained . The school budget, the problem of the students and the requirement year to year are some of the things in their minds.

According to Easton and Schneider (1991) in their book , “Six Major Roles of School Administrators “ stated the following proponents : (1) the head, (2) educational leader, (3) discipline head, (4) human resource personnel, (5) evaluator and (6) conflict mediator. This would explain that administrators can become competent in their roles of a school administrator.

II. STATEMENT OF THE PROBLEM

This study was undertaken to identify the school related situations that effect the management of specific institutional heads in a private educational institution and a state university or government school in Manila as perceived by themselves.

This study sought to find out solution to the problem:

- A. What is the selected profile variable of the Public and Private Institution respondents :
 - Gender;
 - Age;
 - Civil Status;
 - Number of Dependents;
 - Academic Degree Earned;
 - Area of Specialization;
 - Number of Years of Teaching Experience;
 - Number of Years as Administrators;
 - Number of Enrollment; and
 - Number of Working Hours as Head?
- B. What are the job related factors that the Government and Private Institution respondents consider as factors that affect their management;
 - School related factors;
 - Negative attitude of school members;
 - Demands of higher authorities;
 - Complaints/remarks of subordinates;
 - Outside factors;
 - Emotional factors;
 - Time Factors;
 - Income Factors; and
 - Health factors?
- C. Are there significant difference in the ranking agreement between the two groups of respondents with regards to the above mentioned variables?
- D. What is the relationship between the selected profile variables and the job related factors affecting the school administrators’ affective school management?
- E. What is the implications of this study in the future educators in both Private and Governmental Institutions?

III. METHODOLOGY

The method of research employed in this study was the descriptive method. This method answered the questions raised to specify the factors that affect the effective management skills of administration or institutional heads.

To achieve the purpose of this investigation, the research involved the entire thirteen (13) respondents from Private institution consisting of college deans, academic consultants, college librarian, guidance counselor, science library head,

assistant dean of student affairs, religious services head, chairperson of the School of Business Administration, School of Accountancy and Computer Science, School of Tourism, School of Hotel and Restaurant Management, School of Psychology, Education and Social Sciences, School of Mass Communication and Language Studies, Department of Mathematics, P.E and Natural Sciences, Theology and Philosophy.

Another investigation was done to government educational institution with the entire twenty one (21) respondents which constituted academic deans or department heads and subject area chairpersons.

IV. SUMMARY FINDINGS

The significant findings of the study were based on the statement of the problem. These are:

A. The Profile of Government and Private Institution Respondents was Composed of the Variable like:

➤ Gender

Most respondents were female

➤ Age

Majority of the respondents are matured in age to get their present position as heads.

➤ Civil Status

Most of the respondents were married.

➤ Number of Dependents

More than three fourths of the institutional heads are responsible for less than five dependents.

➤ Highest Academic Degrees Earned

Majority of the head were respondents were doctorate degree holders.

➤ Areas of Specialization

Majority of the respondents both in Private and Government institutions specialized in vocational-technological courses and in Social Sciences.

➤ Number of Years of Teaching Experience

The two groups of respondents were both aware of the executive, administrative and interactive formation of teachers since majority of them had more than 5 years of teaching experiences.

➤ Number of Years Served as Head of the Department Most of the Private and Governments respondents had served as department heads from 2 to 10 years.

➤ Number of Students Enrolled in the Department Majority of the respondents had more than 4,000 students which showed that most of the institutional heads were aware of administrating monitoring the densely populated institution.

➤ Number of Working Hours as Administrative Head Result revealed that majority of the respondents were working as administrative heads for 45 hours.

B. The Factors Affecting School Administrators' Effective Management as Perceived by the Government and Private Institutions Respondents are as follows:

➤ School Related Factors

These were the inadequate school facilities and equipments, tools and materials, insufficient school space and physical facilities, inadequate school budget allocations and neglect of the higher ups to improve the physical conditions of the school.

➤ Negative Attitudes of School Members

Respondents were upset with the teachers neglect and unconcern favor, students' inability to cope with school work, impatient with slow movement of promotion of qualified teachers, angered by teachers who created problems and field unjustly blamed for the problem of teachers in school.

➤ Demand Higher Authorities

The demands which affected them occurred when anticipation of changes was not made like 1) when alternative plans for possibilities of future problems were not developed, 2) when priorities set for accomplishment were not established 3) changes and innovations introduced in the curricula hampered the time frame of the school, and 4) there was no standardized priorities set by the higher ups in attaining the school progress.

➤ Complaints/Remarks of Subordinates

Respondents felt that their assigned tasks to develop individual accountability were not checked, felt disheartened by lack of school support personnel, felt that assigned tasks to develop individual accountability were not acted upon and they sometimes felt frustrated by the slow action and laziness of the support personnel.

➤ Outside Factors

Four outside factors affected the school administrators' affective management or perceived by respondents, these were: 1) no established control system which was responsible for interference of outsiders, 2) getting rid of parents who were apathetic about the problems of their children, 3) became callous to the words of people who negatively reacted to their decisions, and 4) no conducted incentive and rewards plans to outstanding parents' who have greatly helped the school.

➤ Emotional Factors

Responsible were affected by emotional factors because 1) they felt lonesome if misunderstood by peers, 2) felt different at times with school personnel and also had not gained emotional reward in efforts that they put in words, 3) felt emotionally drained from their work as heads of department, 4) felt inadequately prepared to meet problems in their job, 5) felt shy to participate in school preparations. They felt depressed if not granted the opportunity to gain professional organizations.

➤ Time Factors

Respondents were affected by time factors because 1) they sometimes spent most of their time on administrative details, felt that their work has exhausted their place of work from their home, no enough time and energy for friends and finally had insufficient time for themselves to relax and to rest.

➤ Income Factors

Respondents were affected by income factors because 1) they sometimes feel that excellent performances can be important factors in salary increase, 2) they felt that incentive on whatever forms are needed by hard working heads, 3) they felt that a school manager who has a high school morale must be given higher pay, 4) they felt that honoraria for services rendered is a must, and that 5) they feel that salary is not commensurate to their position as heads.

➤ Health Factors

School administrators felt that 1) heads must always be a model in physical health in school, 2) felt that dental assistance must also be extended to heads of schools, 3) felt that illness caused by carelessness must be avoided, 4) felt that medicare must be provided by school, 5) felt that drinking alcoholic drinks in and out of schools is punishable, and 6) felt that smoking even outside the school campus must be evaded.

C. The Agreement Between the Two Groups of Respondents with Regards to the Factors that Affected School Administrators' Effective Management Differ

The government institution respondents perceived that they were often affected while those from the private institution stated that they were not affected at all.

D. There was a significant relationship of selected profile variables and the job related factors affecting the school administrators' affective school management

The school administrators in the Government and Private institutions whose age ranges from 35-54 were occasionally affected by the job related factors than those whose age ranges from 25-34 years old. However, all age brackets were occasionally affected by health factors.

Female school administrators were occasionally affected by the demands of higher authorities, complaints/remarks of subordinates. However, both male and female administrators were occasionally affected by school related factors, negative attitude, emotional, time, income, and health factors.

School administrators' civil status was significantly related to the job related factors that occasionally affected the school administrators' effective school management. Results clearly indicated that married school administrators were occasionally affected by the job related factors than those who are single, widow/widower.

There was also significant relationship that existed between the school administrators' number of dependents and the job related factors that affected their effective management.

A significant relationship existed between school administrators' academic qualification and some job related factors that occasionally affected their effective school management.

There was an existing relationship between school administrators' areas of specialization and the two job related factors such as school related factors and outside factors. No significant relationship was noted between area of specialization and the following factors: negative attitude, demand of higher authorities, complains of subordinates, and emotional factors.

Health favor was not significantly related to the school administrators' number of years teaching experience.

There is a significant between the number of years as a school official and the following job related factors: school related, negative attitude, demands of higher authorities' complaints of subordinates, outside factors, emotional, time and income factors.

A significant relationship existed between students' enrolment and school administrators' job related factors.

There was significant relationship between school administrators' working hours and job related factors that occasionally affected their effective school management.

E. *The implication of this study to the future education of the country in both private and government institutions is very great. First, the future institutional head can be prepared in solving the problems that could emanate from administrators, teaching staff, non-teaching personnel and students. Second, the future educators can assess their potentials and weaknesses and finally be open-minded to situations in the schools where they would be assigned. Third, the would-be institutional heads can maximize their talents and capabilities as leaders by uncovering the factors which could prevent them from doing their best in their profession.*

V. CONCLUSION OF THE STUDY

According to the findings these answers conclusions were drawn.

- A. The government and private institution administrators were predominantly women dominated, matured and have less number of dependents, manifest concern to those they are expected to work with, since they know their responsibilities, aware of their executive and administrative as well as interactive function as tasks, and majority of them have had more than five years of teaching experience, aware of administratively monitoring densely populated institutions and extended their time whenever necessary.
- B. Both private and government institutions were affected by the job related factors. These are the school related factors, negative attitudes of school members, demands of higher authorities, complaints/remarks of subordinates, outside factors, emotional factors, time factors, income factors, and health factors.
- C. There were significant differences in the ranking between the two groups of respondents with regards to selected profile of respondents, academic degree earned, area of specialization, work experience, number of years as administrators, number of enrolment, and number of working hours as head.
- D. There is a relationship between the selected profile variable and the job-related factors affecting school administrators' affective school management.
- E. The implication of this study to the future educations of the country in both private and government institutions are as follows:
 - In carrying out effective management practices either private or government institution, the institutional heads can be open-minded and can accept criticisms from subordinates and superiors as well, so they may be able to assess their potentials and weaknesses for self-improvement as leaders.
 - For excellent performance of the school administrators they can continually attend more closely to the school needs of the teachers particularly those pertaining to the provision of adequate teaching action in giving information in order to encourage teachers to think and to talk on how to get the performance standard and improve their practices interactions and even their behavior as well

as attitudes. They can initiate seminars and workshops that will utilize their capabilities as leaders.

- Since the typical administrators are in need of upgrading, they can start or continue taking up courses in the graduate school in order to update their professional competencies and qualifications that are needed in the teaching courses.
- Institutional heads or administrators of schools like the deans, principal and subject area department heads- can maximize their talents and capabilities as leaders by uncovering factors which can prevent them from their best in their profession, they can likewise implement a program which is essential in helping them improve their weaknesses.
- Both as administrators and teachers can sustain and practice the culture of participatory and collegial leadership so that they can continue manifesting concern or leaders for the school and for its various units and sub-units.
- This study can serve as check and balance in their assessment as administrators, thus, leading them to the tendency of the subordinates in rating them high. The management can consider other school administrators as part of their decision-making in their goal setting activities.
- The presence of ineffectiveness in managing school or an educational institution, may it be private or government, can possibly be solved through various ways.

SUGGESTIONS

In light of the foregoing study, the following recommendations were drawn.

- A. Every administrators, regardless of the amount of satisfaction they obtained as head, will have dissatisfying effects in the job, mental health strategies should be developed to deal with problems and dissatisfaction that may arise in the job. Evaluating what problems affect their job performance and what can be done to improve the situation are good strategies to solve their problems as administrators.
- B. Administrators should re-evaluate their workloads by maintaining a balance between work and social activities by exposing themselves to new professional experiences and should develop self-awareness even in group sessions with teachers in order to solve problems in the school.
- C. The administrators' ability to learn from experience and to grow professionally and personally depends in the large part to their capacity to face and analyze the realities of their life and work conditions, therefore, they should learn to see themselves as others see them, in this case, they should compensate for as modify areas that need to be improved.
- D. As administrators, they should have the ability to function in a bureaucratic setting. They must learn the rules and regulation as well as the healthy norms and behavior of the school officials. As head, they should know that they are members of the organization and that they have certain expectation of them and their work force. Hence, administrators should be willing to admit failure.

E. For the future educators of the country in both government and private institutions of learning the following are to be considered:

- The department head should exert more efforts to make their faculty members realize that their concern is not only for the good of the institution but for their improvement as well.
- There should be more effective and meaningful in-review education for the department heads, faculty members and other personnel who are involved in the teaching profession.
- More seminars should also be conducted to make school personnel aware of their respective roles in promoting better and harmonious relations among themselves in order to facilitate the attainment of educational goals and objectives.
- Policies and procedures should be disseminated properly and on time to avoid confusion and ineffective communication process.
- Department heads should motivate their teachers to improve their method of instruction by adopting modern technology through the use of computer-aided instruction.

Although none of the department head was found to be weak in any of the management area assessed, there is a need to follow-up studies to keep everybody aware of the need for continuous growth and development.

For further study, the following topics may be considered:

- A replication of this study should be done to other private and government institutions of learning to make the head aware of the factors to be considered in effective management.
- An exclusive analysis of the management functions of deans in private or government colleges and universities should be made.

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