

The Managerial Training and Development Program Requirements of Public Secondary School Administrators

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Abstract— This study aimed to explore the management training and development program requirements of the secondary school administrators of Valenzuela City, Philippines. The descriptive method of research employing a questionnaire was used in conducting this study. Twenty (20) secondary school principals were utilized as principal-respondents of the study and one hundred fourteen (114) head teachers were chosen through the use of purposive sampling. The level of management training and development requirements of school administrators were moderately high on four areas of management: financial, academic (curriculum and teachers' management), human resource management and general management. The management and development program where the school administrators need training are in line with enhancing quality instruction, in-service education for teachers' development and performance evaluation of teachers. Curriculum, teacher, human resource, financial and general management are the order of priority in training school administrators on school management.

There was significant difference between the management and development program requirements of school principals and head teachers in financial, teachers' and human resource management. A management development plan that addresses the management and development program requirements of school principals and head teachers is a felt need. A continuing training program in various areas of administration and supervision should be conducted. Education authorities should put in effect emergency administrative and supervisory training program especially for cases that need.

Index Terms—managerial training, development program, secondary school administrators.

I. INTRODUCTION

It has been told that high quality management is vital to success. If so, how does a school administrator make sure that he can deliver his essential commodities and how does he set about preparing himself for leadership? Schools need administrators of ability, wisdom and vision. Excellence at the top will raise standard throughout. The new school administrators likewise need a program for preparing them for headship and these are the following: a) defining the role and its responsibilities; b) identifying the skills needed for headship; c) analyzing one's own skills, personal qualities and expertise; d) organizing one's self-development program; and e) finding out the school.

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Training and development is a continuous education. Organizations do not only train and develop competencies of people in the rank-and-file level but they also ought to train their managers and supervisors. Kandasamy, & Blanton, (2004) documented an analysis of school principals functions in Seven Asian Countries and stated various functions of school heads "personnel management, student management, finance management, general, administrative management, teaching responsibilities and Logistics". These empirical evidences show that heads required professional training for effective implementation of government policies regarding secondary education. Managerial skills are required to handle managerial tasks at institutional level but due to lack of professional training facility, the performance of heads of secondary schools are not up to the desired level.

The present educational system needs good if not excellent decision-making so as to improve the quality of education. Skills in making scientific decisions do not take place overnight. It takes experience, experimentation, researches, and analysis to come up with a good decision because the decisions made greatly affect the management process such as planning, organizing, stimulating, and evaluating.

II. LITERATURE REVIEW

According to Wang (2013), managing people is not easy. A manager usually faces different problems, large or small. But in order to manage people well, a manager must know how to motivate them, communicate with them, boost their morale, and solve their personal problems sometimes. Nevertheless, school managers use two types of motivation to achieve their goals; positive and negative motivation.

Positive motivation is human relation or leadership approach of a leader so that the subordinate tend to follow the leaders' will enthusiastically, because of some possible gain, reward or satisfaction they expect to get, such as feeling of achievement, appreciation, sense of responsibility, promotion, etc. On the other hand, negative motivation also influences others to follow the leaders' will, but not because of any expected advantage but out of fear of punishment or the application of certain sanctions such as losing some money or status, recognition or even one's job. Some factors in negative motivation are poor working conditions, unsatisfactory compensation and strict imposition of work rules. And yet authority and punishment are used to make people do what management wants them to do. These two motivations can also be. In

this connection, Successful management blends national management process with political skill to effect change. This means that the process and structure for planning, managing resources and assessing results can be designed locally.

In addition, the school managers according to Whealan (2010), should inspire the staff to dedicate and commit themselves to the job, no matter how difficult the situation they are in. His own enthusiasm, dedication and commitment to serve his constituency are a continuous source of a highly motivated teaching. The manager should plan and carry out what he aims for and should monitor and evaluate closely to see what extent the schools can do in achieving its objectives. He should also work collaboratively with his staff, and provide an incentive and reward system based on merit. He develops a program of action. The manager should make students participate in learning through activity oriented teaching-learning approach. The teamwork relationship among teachers and managers shall be manifested. As key figures in the organization they are tasked to initiate, direct and evaluate programs of action necessary for group development. These educational leaders help the group attain its objective with the maximum utilization of its resources. Hence, their most challenging and difficult task is how to make the organization and its members productive.

In line with this, Ahuja (2006) believed that manager should define and organize the task to be done but in the same manner, should develop friendship, support and concern for the welfare of his subordinates for them to feel satisfied to perform better. The main function of the teacher is to classify and set goals with the subordinates to help them find the best path in achieving these goals and to remove the obstacle to their performance. Good managers should consider the situation factor such as the characteristics, needs and capabilities of subordinates and also the work environment. Moreover, school managers think of the work thoroughly before it is performed. He plans on things which precede the actual performance of work. The school manager must keep his intellectual faculties active. It requires imagination, foresight and sound judgment and embraces such activities as the identification and evaluation of education opportunities.

Effective management is always management by objective .An organization can grow and change in an orderly and progressive manner only if well-defined goals have been established to guide its progress. Not only must there be an objective for the total organization but since each component can accomplish only limited work, division office and department goals should be spelled out to serve as specific guide for subordinate units. This enables individual managers to operate within maximum freedom but always within the framework of the Department of Education objectives.

On the other hand, Elmore (2006) believes that school managers' coordinated workmanship is accountable by balancing, limiting and integrating it. Balancing means enough of one thing is provided support or counter balances another. Balancing of teachers' efficiency and needed competencies in school are brought into place so that both advance in such a manner as to reinforce one another. Integration refers to the unification of all diverse interests

which must be brought together if purposeful work is to be accomplished effectively. The school executive must perform an intricate job of Coordination to ensure an outstanding achievement. In the educational system, it is the human resource that consumes the most investment. Baldoni (2012) pointed out that the task of the manager is to achieve result through people. Effective staff management is seen as the key to quality education and an essential component of running a good school and it is the job of the school manager to create and maintain the condition and atmosphere in which people can evaluate with a sense of purpose and give of their best. According to Delos Reyes. (2012), management to be effective must rest on a base of certain philosophical assumptions relating to such fundamental consideration as the nature of man, the nature of reality, and the nature of the universe. Only when such assumptions are understood and intellectualized can management behavior is related effectively to the problem and issue of the organization.

Boncato (2013) found out that the status of Human Resource Management practices of secondary school principals in the municipality of Naujan was high in terms of recruitment and hiring of teachers, professional development program and performance evaluation.

III. RESEARCH METHOD

The descriptive method of research employing a questionnaire was used in conducting this study. One hundred thirty-four (134) respondents composed of secondary principals and head teachers were used in this study. All the twenty (20) secondary school principals were utilized as principal-respondents of the study and the other remaining respondents composed of one hundred fourteen (114) head teachers were chosen through the use of purposive sampling.

The validated survey questionnaire on Managerial Training Needs Assessment of Hussain (2011) was utilized by the researcher to describe the Management Training and Development Requirements Needs of School Administrators. It is a 43-item questionnaire covering various management areas.

IV. RESULTS AND DISCUSSION

Table 1. Training and Development Needs of School Administrators

	Principals		Head Teachers		Total	
Financial Management	2.98	MH	2.33	MH	3.78	MH
Curriculum Management	3.29	MH	3.12	MH	4.25	MH
Teachers' Management	3.16	MH	3.16	MH	4.43	MH
Human Resource Management	3.06	MH	3.04	MH	4.40	MH
General Management	2.30	MH	2.81	MH	4.23	MH

MH=Moderately High

Among the five areas of management, the school principals need much training in terms of curriculum management as

reflected by mean of 3.29. The respondents agreed that training was also required regarding technique to formulate an effective timetable, planning curricular and co-curricular activities for curriculum implementation respectively. The descriptive rating of high for the individual statements under curriculum management also indicates that indicators were accepted as training needs of the respondents. In the study of Borromeo (2013) school managers claimed that many of them really tend to emphasize instruction and evaluation of learning rather than planning curricular and co-curricular activities for curriculum implementation.

The head teachers need much training on Teacher management which got the highest mean of 3.16. The two groups of administrators were also of the same opinion that they needed training on human resource management with both group of respondents with mean of 3.06 and 3.04 for principals and head teachers respectively.

For the school principals they feel that training is not needed in the area of general management as shown by mean of 2.30. The head teachers feel differently from that of the principals since they indicated that they need the least training on financial management with mean of 2.33.

The data clearly imply the need to consider the much needed training on Academic and General Management to come up with a program in meeting these administrative and supervisory needs. The study supports the findings of Ahmed (2007) that future trainings of school managers by higher school authorities have to consider the much needed aspects of school management to achieve an efficient and effective school management.

There was no significant difference between the summary on areas of management training and development program requirements of school administrators as attested by t-value of 1.75 and p-value of .08 which is greater than the 0.05 level of significance. The test revealed a statistically significant difference between school principals and head teachers on three areas of school management (financial management: $t = 4.18, p < .00$); (teacher management: $t = 2.81, p < .00$); and human resource management: $t = 2.34, p < .02$). School principals reported significantly higher training and development program requirements in financial management, teacher management and human resource management than head teachers. However, there is no significant difference along the two areas of school management (curriculum management: $t = 1.32, p > .19$); (general management: $t = 1.29, p > .19$).

As a summary, the analysis of data shows that the null hypothesis is upheld, that there is no significant difference statistically on the responses of principals and head teachers on their perception of training and development program requirements in school management.

Based on the identified training needs of school administrators, the development program for school administrators should address the promotion and enhancement of quality instruction; conduct of in-service education; evaluation of teacher's performance; formulation and implementation of school policy plans and projects and preparation of budget and financing proposals.

V. CONCLUSION

In the light of the of the various findings that have been cited herein, the following conclusions were arrived :

The level of management training and development requirements of school administrators are moderately high on four areas of management namely financial, academic (curriculum and teachers' management), human resource management and general management. The management and development program where the school administrators need training are in line with enhancing quality instruction, in-service education for teachers' development and performance evaluation of teachers. Curriculum, teacher, human resource, financial and general management are the order of priority in training school administrators on school management.

The management and development program requirements of secondary school administrators and head teachers have no statistically significant difference on the other professional characteristics such as age, sex and educational attainment.

Financial, teachers' and human resource management has significant difference on the management and development program requirements of secondary school administrators and head teachers.

The management and development program requirements of secondary school administrators and head teachers have no statistically significant difference on general management as well as curriculum management.

A management development plan that addresses the management and development program requirements of school principals and head teachers is a felt need in the Division of Valenzuela.

Recommendations

The following recommendations are hereby offered by the researcher based on the findings of this study.

A continuing training program in various areas of administration and supervision should be conducted. Education authorities should put in effect emergency administrative and supervisory training program especially for cases that need immediate attention.

The school administrators should be motivated to attend higher level seminars to upgrade their executive knowledge by subsidizing their whole expenses or a part of it.

Additional incentives to school administrators who show excellent or outstanding performance in their work should be given aside from the increased performance rating.

The identified training needs should be addressed to improve the performance of school administrators.

The management development program which is the result of this research should be implemented in the Division of Valenzuela City for try out, and further improvement.

Other researcher may venture on a similar study covering the wider area such as:

Managerial and leadership strength and weaknesses of the school heads as assessed by themselves and their subordinates.

Assessment and evaluation on school heads managerial and leadership capability as perceived by other stakeholders.

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