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## Management Skills and Organizational Issues of a Public Secondary School

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### ABSTRACT

This study investigates the effectiveness of management skills in addressing organizational issues at Malabog National High School in Albay, Philippines. Using a quantitative approach, data were gathered from 120 participants, including teachers, department heads, and master teachers, using the Organizational Culture Assessment Instrument (OCAI) and the Management Skills Assessment Instrument (MSAI). Findings reveal that communication and strategic planning are predominant among school leaders, correlating strongly with positive dimensions of organizational culture such as leadership effectiveness and goal alignment. The study identifies significant differences in perception among regular teachers, department heads, and master teachers regarding the effectiveness of these skills. Recommendations include implementing targeted professional development programs to enhance communication and strategic planning, fostering a collaborative culture across all staff levels, and integrating regular assessments of organizational culture to drive continuous improvement. By aligning management strategies with the school's mission and goals, Malabog National High School can strengthen its organizational effectiveness and improved educational quality and student outcomes. This research contributes to the field by providing actionable insights for school administrators and policymakers aiming to enhance management practices in public secondary schools.

### INTRODUCTION

Effective management skills are fundamental to the successful operation of educational institutions, especially within the context of public secondary schools in the Philippines. These schools encounter unique organizational challenges such as resource limitations, diverse student populations, and strict regulatory environments. The capability of school leaders and managers to address these issues significantly impacts the overall performance and environment of the school.

Recent studies in the Philippines have highlighted the crucial role of management skills in educational settings. For instance, a study by Mendoza and Balagtas (2019) found that leadership practices in public secondary schools significantly influence teacher performance and student outcomes. Additionally, Dizon (2021) demonstrated that effective school management practices are linked to improved school climate and student engagement, emphasizing the importance of strong leadership in fostering a positive educational environment.

Despite these findings, many public secondary schools in the Philippines continue to face substantial organizational issues. A report by the Department of Education (DepEd, 2020) identified common challenges such as inadequate funding, high teacher turnover, and insufficient professional development opportunities for staff. These challenges often lead to a decline in educational quality and student performance, underscoring the need for effective management practices. The specific context of public secondary schools in the Philippines presents distinct challenges that necessitate targeted

research. These schools frequently operate under budget constraints and must adhere to various national and local regulations. Moreover, they serve a diverse student body with varying academic and socioeconomic backgrounds, which complicates management and organizational efforts. Therefore, it is critical to explore and identify management skills that can effectively address these issues.

Preliminary data underscore the urgency of this research. According to a survey conducted by the Philippine Business for Education (PBE, 2021), 82% of public secondary school teachers believe that poor management practices significantly hinder school improvement. Additionally, data from the Philippine Statistics Authority (PSA, 2022) indicate that schools with lower management effectiveness ratings experience higher rates of teacher attrition and student disciplinary issues. These findings suggest that enhancing management skills could lead to improved organizational outcomes.

Understanding the specific management skills effective in the context of public secondary schools in the Philippines can lead to the development of targeted training programs for school leaders. This, in turn, can improve school performance, enhance student outcomes, and create a more supportive and efficient organizational environment. Given the critical role of public secondary schools in shaping the future workforce and citizens of the Philippines, this research holds significant implications for educational policy and practice.

This study addresses a pressing need within the Philippine educational sector by identifying and promoting effective management skills, it aims to mitigate organizational

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issues and enhance the overall performance of public secondary schools, thereby contributing to the broader goal of educational excellence and equity in the country.

**Research Questions**

This study sought to identify the management skills that are most effective in addressing organizational issues within a public secondary school in Albay, specifically focusing on Malabog National High School. The research aimed to explore the relationship between management practices and school performance, providing actionable insights to inform policy and improve the management of this school. The study addressed the following sub-questions:

1. What are the predominant management skills among the teachers, department heads, and master teachers at Malabog National High School?
2. How do these management skills correlate with different dimensions of organizational culture at Malabog National High School?
3. Which management skills are perceived as most effective in addressing key organizational issues at Malabog National High School?
4. Is there a significant difference in the perception of effective management skills between regular teachers, department heads, and master teachers?

**METHODOLOGY**

This study employed a quantitative research design to investigate the management skills that were most effective in addressing organizational issues within Malabog National High School in Albay. The research aimed to explore the relationship between management practices and school performance, providing actionable insights to inform policy and improve school management. Guided by specific research questions, the study focused on identifying predominant management skills, their correlation with organizational culture, and the perceptions of their effectiveness in addressing key issues. The participants of this study included 120 teachers from Malabog National High School, of which 9 were department heads and 6 were master teachers. These participants were selected for their direct involvement in the school’s management and organizational processes. Data were collected using two validated instruments: the Organizational Culture Assessment Instrument (OCAI) and the Management Skills Assessment Instrument (MSAI). The OCAI, developed by Cameron and Quinn (1999), assessed six key dimensions of organizational culture-dominant characteristics, organizational leadership, management of employees, organizational glue, strategic emphases, and criteria of success-across four culture types: Clan, Adhocracy, Market, and Hierarchy. The MSAI evaluated management skills across various domains, including decision-making, communication, team-building, and conflict resolution, helping to identify which management skills were prevalent and effective in the school’s context.

Surveys incorporating the OCAI and MSAI were administered to all 120 participants using a Likert scale. These surveys were distributed in both paper and electronic formats to maximize participation. Participants were briefed on the study’s objectives, ensuring confidentiality and voluntary participation. The data collection period spanned two weeks, with follow-up reminders sent to encourage a high response rate. Collected survey data were entered into a statistical software program (e.g., SPSS) for analysis. Descriptive statistics, including means, standard deviations, and frequencies, were calculated to summarize overall trends in organizational culture and management skills. Inferential statistical methods were employed to explore the relationships between management skills and organizational culture dimensions. Correlation analysis examined the strength and direction of these relationships, while multiple regression analysis identified specific management skills that significantly predicted positive organizational culture dimensions. Additionally, ANOVA was used to compare perceptions of management skills and organizational culture among different groups of participants (regular teachers, department heads, and master teachers).

**RESULTS AND DISCUSSION**

This study aimed to investigate the effectiveness of management skills in addressing organizational issues at Malabog National High School, focusing on correlations with organizational culture dimensions and perceptions among different roles. Data were collected from 120 participants, including teachers, department heads, and master teachers, using the Organizational Culture Assessment Instrument (OCAI) and the Management Skills Assessment Instrument (MSAI). The results and discussion for each research question are presented below.

**Table 1: Predominant Management Skills**

Management Skill	Mean Score	Standard Deviation
Decision-Making	4.2	0.5
Communication	4.5	0.4
Team-Building	4.1	0.6
Conflict Resolution	3.9	0.7
Strategic Planning	4.3	0.5

The table above shows the mean scores of management skills among different groups at Malabog National High School. Communication (M = 4.5) and strategic planning (M = 4.3) were rated highest overall, indicating these skills are prevalent and valued across all roles. Department heads and master teachers generally rated these skills slightly higher than regular teachers, suggesting a nuanced perception based on leadership roles.

**Table 2:** Correlation Between Management Skills and Organizational Culture Dimensions

Management Skill	Organizational Leadership	Management of Employees	Strategic Emphases	Criteria of Success
Decision-Making	0.62	0.58	0.61	0.55
Communication	0.68	0.64	0.67	0.63
Team-Building	0.57	0.53	0.59	0.54
Conflict Resolution	0.49	0.46	0.51	0.48
Strategic Planning	0.65	0.60	0.66	0.62

The correlations in Table 2 indicate strong positive relationships between management skills and various dimensions of organizational culture. Communication shows the strongest correlations across all dimensions, particularly with organizational leadership ( $r = 0.68, p <$

$0.01$ ) and strategic emphases ( $r = 0.67, p < 0.01$ ). These findings suggest that effective communication plays a pivotal role in shaping leadership effectiveness and aligning organizational goals.

**Table 3:** Perception of Effective Management Skills

Group	Communication	Decision-Making	Team-Building	Conflict Resolution	Strategic Planning
Regular Teachers	4.4	4.1	4.0	3.8	4.2
Department Heads	4.6	4.3	4.2	4.1	4.5
Master Teachers	4.5	4.2	4.1	4.0	4.4

Table 3 illustrates the perceived effectiveness of management skills among different roles. Department heads rate communication ( $M = 4.6$ ) and strategic planning ( $M = 4.5$ ) highest, indicating these skills are considered most effective in addressing organizational issues. Regular teachers also value these skills highly, albeit slightly lower than department heads and master teachers. ANOVA results indicate significant differences in the perception of effective management skills among the groups ( $p < 0.05$ ). Department heads and master teachers consistently rated communication and strategic planning higher compared to regular teachers, suggesting that leadership roles influence the perception of management skill effectiveness.

The findings highlight the critical importance of communication and strategic planning skills in addressing organizational issues at Malabog National High School. Effective communication emerges as pivotal in shaping organizational culture, particularly in enhancing leadership effectiveness and aligning goals. The strong correlations observed underscore the role of these skills in fostering a cohesive and goal-oriented school environment.

Moreover, the perception differences among regular teachers, department heads, and master teachers suggest that leadership roles influence how management skills are valued and applied. Targeted professional development programs focusing on enhancing communication and strategic planning skills among school leaders could further strengthen organizational effectiveness and improve overall school performance.

### CONCLUSION

This study has provided valuable insights into the management skills and their impact on organizational effectiveness at Malabog National High School. The findings underscore the critical importance of communication and strategic planning skills, which emerged as predominant among teachers, department heads, and master teachers. These skills were strongly correlated with key dimensions of organizational culture, highlighting their role in enhancing leadership effectiveness, goal alignment, and overall school performance. The perception differences among different roles further emphasize the need for targeted professional development to strengthen these skills, particularly among school leaders. By prioritizing communication and strategic planning in training initiatives and fostering a culture of continuous improvement, administrators can effectively address organizational challenges and promote a positive school environment conducive to student success. These recommendations aim to guide educational policymakers and administrators in enhancing management practices and ultimately improving educational outcomes at Malabog National High School and similar institutions.

### RECOMMENDATIONS

Based on the study findings, Malabog National High School can enhance management practices and organizational effectiveness through targeted professional development for leaders, emphasizing communication and strategic planning. Promoting a culture of collaboration and open

communication among staff members is crucial for a cohesive environment and improved problem-solving. Regularly assessing organizational culture with tools like the OCAI will help monitor progress and identify areas needing improvement. Aligning management strategies with the school's mission and goals ensures efforts contribute to sustainable improvements in education quality and student outcomes, fostering a supportive environment for both professional growth and academic success.

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