The Influence of Management Skills, Roles and Functions on Organizational Effectiveness

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ABSTRACT

Experiences in educational management tend to point out that every school manager has legal, social, and moral accountabilities, which are inherent in the position. First, as a school manager, there is the accountability to oneself as a person and as a professional. The school manager has the obligation to use his managerial position constructively and extend every possible assistance to people, accomplish goals, and utilize resources. Second, the manager has people within the organization other than his immediate superiors to whom he is accountable. There is accountability to peers, to supervisors who assist in performing the managerial job, and the entire organization for quality performance. Third is the accountability to the community and to a system of laws and generally accepted social norms and customs. The school head is accountable for the use of social power to accomplish work according to sets of standard.

This study aimed to determine the confluence of management skills, roles and functions of school heads as determinants of organizational effectiveness of the school system. Looking into the results would enable education leaders to lead in giving emphasis in planning for organizational development. With the expected output of the study that focuses on a management enhancement activity framework, the ultimate beneficiaries of such output are the pupils who are entitled to an efficient, effective and economical delivery of educational services.

Keywords: Organization Effectiveness, Management Skill, Management Role.

INTRODUCTION

Problems in education are worldwide. This impression was perceived from the statement of Mohrman and Wohlstetter (1994) who attempted to justify the evolvement of educational reforms that have been actively pursued for several decades; that activity now has a heightened sense or urgency. Accordingly to them, the call for reform comes from many quarters. They also claimed that educators themselves have pronounced that American schools performed a poor job in engaging majority of students to serious learning.

The foregoing statement about the poor job of American schools in learning also holds true in the Philippines as reported by the Joint Congressional Report on Education contained in Making Education Work (1991). The problem that the Department of Education has been trying to resolve through the years includes the decreasing level of performance of elementary school children in practically all subjects, especially in mathematics, science and reading.

In the light of the data in achievement test result in such a scenario, it appears that the school heads should intensify the supervision of instruction to teaching of these subjects to improve the competency level of pupils. They have to employ effectively quality instructional supervision to make their teachers more competent in teaching these subjects. All these require management skills, roles and function to elevate the educational system to a level of very effective organizational system.

What appeared to be happening to education in the US and in the Philippines seems true across nations. Such worldwide profile of poor performance of schools demands increase and acknowledgement of need for change toward increased management productivity. Consequently, school administrators are called upon to given rise to launching new thrust and programs for high performance. Evidently, the educational system the world over has responded to the call to a certain extent, and the Philippines are not an exception.

The evolvement of new thrusts and program in education causes increasing pressures on the part of school administrators in the organization and management of their respective schools. Such pressures call upon every administrator the enhancement of managerial skills, roles and function toward the attainment of the goals and objectives
brought about by emerging development in education. In this light, it seems that the administrator has no other alternative but to transform the school into an effective agent of change, thereby making this leader the manager of organizational effectiveness. This transformation calls for application of skills which according to Schermerhorn (2000), constitutes a critical factor that influences successful implementation of school programs. It is therefore the school head's prime duty to fulfill administrative roles in planning, organizing, directing and controlling the efforts of the school to attain organizational effectiveness.

As a school manager, a school head may be called a successful leader when one lives up to the expectation of the publics in terms of efficiency, effectiveness and economy of operation. Consequently, some changes in administrative operations may be noted, and this demands awareness not only of responsibilities for effective performance of its personnel, but also for the sound operation of the school system. This accountability places education leaders in the center stage of the school management where the pupils, their parents, and the community are the judges who rate the level of attainment of organizational effectiveness.

As being a manager, every school head is accountable for his own job behavior, for prudent utilization of school resources, and above all, for effective and economical delivery of educational services.

Relative to the study of management skills, roles and function in relation to organizational effectiveness is the need to be aware of the changing events taking place in the global communities. In this regard, Robins and De Cenzo (1998) believe that school administrators and supervisors must be prepared all the time for changing events that may have significant effects on their lives. Some of these recent changes include global market competitiveness, technology enhancements, work force diversity, total quality management, and the issue of ethics. All these are contemporary issues and concerns that every school administrator cannot take lightly as they are very issues that would affect curriculum and instruction, administration and supervision, and research and evaluation to name a few. They are the issues and concern that may affect organizational effectiveness of the school system in the near future. If taken with urgent concern, they are very issues that would necessitate exercise of management skills, roles, and functions required in the administration and supervision of the school system. It is in this respect that this study on the confluence of these three management constructs was conceived as a basis for proposing a management development framework of activities for school heads.

STATEMENT OF THE PROBLEM

This study aimed to determine the confluence of management skills, roles and functions of school heads as determinants of organizational effectiveness of the school system.

Specifically, the study sought answers to the following problems.

1) How competent is the school heads as assessed by themselves, supervisors, and teachers along these management constructs.
   a. managerial skills;
   b. managerial roles; and
   c. management functions?

2) Are there significant differences in the assessment of the three groups of subjects on the competence of school heads in the three management imperative?

3) Are there significant differences in the assessment of the three groups of subjects on the organizational effectiveness of the public school system in the Division?

4) How do managerial skills, roles and function in the terms of curriculum and instruction, research and evaluation, school-community relations and relate to organizational effectiveness?

5) What management enhancement activities may be proposed?

SCOPE, DELIMITATION AND LIMITATION OF THE STUDY

The study was confined to the analysis and interpretation of data on school administrator's competence in
management skills, roles and functions and their influence on organizational effectiveness of the public school system. Thus, the initial start of the study included the assessment of the school heads' management skills, which are conceptual, human and technical in nature. In this case, the Katz's management model was adopted.

The aspect of management role assessment was analyzed to determine the school heads' competence in interpersonal, informational and decisional roles in managing curriculum and instruction, community relations, administration, and research and evaluation. In this regard, competence should take as a measure and accomplishing assigned task to attaining education expectancy. These four areas of administration and supervision were interpreted in the light of ten management roles such as figurehead, liaison and leader which fall under interpersonal roles; and as entrepreneur, disturbance handler, resource allocator and negotiator which are decisional roles in nature.

The discussion on management functions centered on planning, organizing, directing and controlling. They are the management functions that school head do in the supervision of instructions and in the administrative management of the school system.

The aforementioned management constructs constitute the independent variables with organizational effectiveness as the dependent variable. In this study, the dependent variables include four dimensions of organization effectiveness, such as adaptation, goal attainment, integration, and latency. In this respect, Hoy and Miskel's Integrated Model of Organizational Effectiveness provides the direction of the discussion.

Respondents of the study included school heads, supervisors (district and division) and classroom teachers and their assessment of the school heads' competence in the three management imperatives. Thus, the discussion addressed the competencies of school heads in management skills, roles, and functions of their schools in terms of the four dimensions of organizational effectiveness. The respondents were chosen through stratified random sampling with proportional allocation using Sloven Formula.

The convergence of the three management imperatives was done through factor analysis with the intension of coming up with one unified construct as a determinant of organizational effectiveness.

The study was limited to the responses of the school heads, district and division supervisors and classroom teachers as based on the researcher-made questionnaire on management skills, roles and functions and on organizational effectiveness.

**SIGNIFICANCE OF THE STUDY**

Available research literature on management tends to show that such concepts as management skills, management roles, management functions and organizational effectiveness were treated separately or independently. In some cases, the studies available simply assessed the competencies of school heads in any of the four management constructs. It appears that there is a need for a deeper analysis of the interrelationship among the three constructs as a unified predictor of organizational effectiveness. Thus, the significance of this study lies in its attempt to determine the extent of confluence of the three constructs on organizational effectiveness, thereby offering a contribution toward a possible enhancement development framework in educational management, especially in school administration.

Over and above the academic contribution of the study to educational management as a discipline is its expected output concerning the competence of administrators in managing their schools. Such output will provide education officials and planners with baseline information as input to future management development program for school heads.

Likewise, the teachers will also benefit from the findings of the study as it may help them identify the skills they need as future school heads. Such skill may help them understand the roles and functions of school managers in the school system.

Another significance of the study lies on the statistical treatment of data. With the expected magnitude of the analysis and interpretation of data, the study may eventually yield an enhancement activity framework which graduate students may adopt in the future studies.

Looking into the results of the correlation analysis of management skills, managerial roles and management functions with organizational effectiveness would enable education leaders to lead in giving emphasis in planning for organizational development (OD).
Finally, with the expected output of the study that focuses on a management enhancement activity framework, the ultimate benefactors of such output are the pupils who are entitled to an efficient, effective and economical delivery of educational services.

**CONCEPTUAL LITERATURE**

In this study, four management concepts were reviewed such as management skills, roles, and functions, which are constructs of organization and management as independent variables, and concepts on organizational effectiveness, which constitute the dependent variable.

**Management skills.** Daft (1997) provides a brief but substantial discussion on management skills. They are categorized as the conceptual, the human, and the technical skills. The application of these skills changes as managers move up in the ladder of the organization. Although the degree of each skill varies at different levels of the organization, all managers must possess these skills to perform their jobs effectively.

Conceptual skill is the cognitive ability of the manager to see the organization as a whole and the relationship among its parts. It involves the manager’s thinking, information processing, planning, abilities, and knowing where one’s department fits into the total organization and how the organization fits into the industry, the community, and the broader environment. It means the ability to think strategically in order to take the broad, long-term view of the organization.

The manager’s human skill is the ability to work with and through other people and at the same time to work effectively as a group member. This skill is demonstrated in the way a manager relates to other people, including the ability to motivate, facilitate, coordinate, lead, communicate, and resolve conflicts. Managers with high human skill level allow subordinates to express themselves without fear of ridicule but rather encourage participation. As a manager, he is concerned with the quality of people to ensure organizational success. Human skills may be used daily to communicate effectively with other employees in the department and to gauge the abilities of applicants to work within a strong organizational culture. The manager’s ability to lead a comfortable yet informative group interview requires immense human skills. Such kind of manager likes other people and is liked by them.

Technical skill is the understanding of and proficiency in the performance of specific tasks. It includes mastery of methods, techniques, and equipment involved in specific functions as engineering, manufacturing, or finance. Likewise, it includes specialized knowledge, analytical ability, and the competent use of tools and techniques to solve problems in a specific discipline.

**Management roles.** Plunket and Attner (1995) present in their book, Managerial Role Constellation Henry Mintzberg’s model which identifies ten roles in three clusters, namely, the interpersonal, the informational, and the decisional roles. Mintzberg’s model shows that every managers performs three interpersonal roles as a (1) figurehead, (2) leader and (3) liaison. The informational roles center on the manager’s being a (4) monitor of information, (5) disseminator of information to subordinates, and (6) spokesperson in transmitting information to those outside the organization. As a manager, the leader also performs decisional roles of (7) an entrepreneur (8) a disturbance-handler, (9) resource allocator, and (10) a negotiator (Mintzberg in Anderson, 1995).

Plunket and Attner (1995) further explain that in discharging informational roles, the manager acts as a monitor by seeking and receiving a wide variety of special information to develop a thorough understanding of the organization and its environment. As such the manager emerges as a nerve center of internal force integration of the same. Information received from outsiders or from subordinates to member of the organization; or some factual information, which involves interpretation and integration are transmitted to outsiders on organization’s plans, policies, actions, results, etc. and serves as an expert in the organization’s business, which are manifestations of his role as spokesman.

Plunket and Attner (1995) claim further that the manager discharges decisional roles as an entrepreneur who searches organization and its environment for opportunities for improvement projects about change. The managers also supervise design of certain projects about change. The managers also supervise design of certain projects as well. As a disturbance handler he assumes the responsibility for corrective action when the organization faces important, unexpected disturbances. In the manager’s shoulders also lie the responsibilities for the allocation of organizational
Management functions. Schermerhorn (2000) identifies five management functions such as planning, organizing, staffing, directing, and controlling human and non-human or material resources which are organized to help attain organizational goals. Planning as a management function is the dynamic process of making decisions today about future actions. It encompasses a wide range of activities to come up with a plan that would coordinate efforts of employees, identify and commit the resources to achieve particular goals and objectives, decide which activities are consistent with stated objectives, and measure progress towards these objectives so that corrective action can be taken as necessary (Plunket and Attner, 1995). On the other hand, Certo (1995) claims that the planning is the primary management function, which is the foundation of organizing, influencing and controlling functions of managers. Only after managers have developed their plan can they determine how they should structure their organization, place its people properly, and establish organizational control.

Any plan, according to Plunket and Attner (1985), will achieve its goal after setting into motion some processes like determination of what resources will be needed, identification of the number and types of personnel the organization will need, development of the foundation of the organization environment in which work is to be accomplished, and determination of a standard against which the process toward the goal and objectives can be measured so that corrections can be made when necessary. Effective planning requires managers to possess increased discipline in analyzing information and increased insight to cope with uncertainty. Thus, while planning has never been easy, it will become increasingly more difficult in the future due to dramatic increases in complexity of the environment, the increasing number of variables, the rapid rate of obsolescence of even the best of plans, the increase in the number of both domestic and world even events affecting organizations, and the decreasing time span for which planning can be done with any degree of certainty. These difficulties are particularly pertinent in those organizations that continue to plan for certainty, which includes belief that the approved plans will come true without revisions that the assumptions and forecasts are accurate, that contingency planning is an unnecessary exercise, and that the written plan is more important than the planning process itself (Rubinstein, 2000).

Another function of management is organizing which is concerned with assembling of resources necessary to achieve the organization’s resources, and establishing the activity-authority relationship of the organization (Misshauk, 1995). As Scherhorn (2000) puts it, this management function concerned in developing a structure or framework, which relates all personnel work and other activities to the enterprise’s objective. This framework is usually termed as organizational structure.

The organizing function of management is extremely important to the management system. This is so because it is primary mechanism with which managers activate plans. Organization creates and maintains relationship between all organizational resources indicating which resources are to be used for specific activities, and when, where, and how they are to be used. A thorough organizing effort helps managers to minimize costly weaknesses such as duplication of efforts and dysfunction of human and material resources.

The five main steps in the organizing process are (1) reflecting on plans and objectives, (2) establishing major tasks, (3) dividing major task into subtasks, (4) allocating resources and directives for subtasks, and (5) evaluating the results of implemented organizing strategy. Managers should continually repeat these steps to obtain feedback that will help them to improve the existing organization (Misshauk, 1995).

Unfortunately, many staffing activities have traditionally been conducted by human resource/personnel departments and have been considered relatively unimportant by line managers. However, securing and developing qualified personnel should be a major concern of all managers because it involves the most valuable asset of organization; the human resource.

Organization is dynamic, and for that matter, the staffing process is subject to continual changes. The activities involved in the staffing function must continuously be reevaluated in the light of changing conditions, both internal and external. Internal conditions include changing job requirements, changing technology, retirement, deaths, resignations, terminations and promotions. External conditions include government regulations, general economic conditions, and industry competition and resource availability. These conditions and the consequent changes they cause must be
adequately considered so that the level of human resources can be maintained to achieve organizational objectives. The critical link between an organization's human resources and the achievement of organizational goals is reflected in the general consensus that even if the physical assets of an organization were suddenly destroyed, the human organization, if properly staffed, could rebuild and maintain an ongoing and variable organization.

The fourth management function is directing, which is sometimes called leading or motivating or influencing as Certo (1995) terms it. All these terms mean the same thing in terms of purpose.

The study of motivation is important because it is often difficult to determine why employees behave the way they do simply by observing the outcomes of their behavior. This means that the people's behavior cannot always be directly related to their immediate conscious or unconscious thoughts.

It is evident in the foregoing concept of motivation that it is not difficult for a manager to build an open climate and provide leader leadership provided subordinates are motivated toward greater productivity.

Certo (1995) uses the word influencing to refer to directing and views it as a subsystem because the process of the influencing subsystem involves the performance of four primary management activities such as leading, motivating, considering group, and communicating. The first three activities are related with one another, each of which is accomplished to some extent by managers who communicate to members of the organization.

In terms of controlling, Plunkett and Attener (1995) believed that this management function deals with establishing standards of performance. Thus, controlling aims to minimize the occurrence of problems that would affect the efficiency of operations.

Schermrhorn (2000) expounds on the importance of control in relation to other functions of management. Planning sets the directions and allocates resources, while organizing brings people and material resources together in working combinations. On the other hand, directing or leading influences people in the utilization of these organized resources. Thus, proper control helps managers make sure that in management organization, the more important thing is to do what is necessary and in the way it is required.

Schermrhorn (2000) claims that the purposes of control are first, to make sure that overall direction is consistent with short, intermediate-range and long-range plans; second, to ensure that action objectives are performed and accomplishments at various levels and among units in an organization are consistent with one another in proper means-ends fashion; and third, to ensure compliance with basic organizational rules and policies.

Every control manager should keep in mind the four elements of control which Schermrhorn (2000) identifies as established performance, objectives and standards, and action taken.

Organizational effectiveness. Hoy and Miskel (1991) came up with the Integrated Model of Organization Effectiveness, which identifies its constructs as adaptation, goal attainment, integration and latency. These constructs constitute the effectiveness dimensions of an organization.

The model identifies adaptation as one that concerns with the systems needed to control its environment. Schools accommodate the basic demands of the environment and its people by attempting to transform the external situation and by changing their internal programs to meet new conditions. Adaptation is therefore the ability of professional educators and other decision-makers to sense forces of change and to initiate new policies for the emergent demands. Thus, education makers who act in behalf of the school are expected to produce good performance, avoid declines, and adapt to changes.

Campell (in Hoy and Miskel, 1991) mentions that many studies assessed the readiness to adapt rather than take the actual adaptive response. This seems to say that although administrators and teachers could make good plans, it is not a guarantee that they will manifest the behavior called for by the new situation.

Baldrige and Deal (1991) believe that the faculty is the most important group to consider in establishing the need for change and in selecting and introducing a proposed innovation. It follows that if the teacher does not understand the proposed innovation or he or she lacks the skills in its implementation, it is possible that the implementation of innovation is slight. This is particularly true of an innovation to be implemented in the classroom. Therefore, the administrator should make every effort to make sure that the teachers are involved in each step of the change process. They should understand thoroughly the different facets of the proposed innovation. Likewise, they should be provided with adequate opportunity to acquire the skills necessary to implement the change. It is then important for the change
agent to develop in them the sense of understanding, commitment and possibly new skills to adopt the innovation effectively. Havelock (1991) states that the school administrators should make an effective contribution to the school's efforts to respond constructively to the need for the improvement in education. In this respect, the schools could help the pupils and society grow and develop with the use of change and innovation.

Goodlad and associates (1984) identify four broad goal areas of schooling such as (1) academic goals, (2) vocational goals, (3) social, civic and cultural goals, and (4) personal goals. Although some schools may wish to place more emphasis in one goal area than in another, parents and experts say that schooling is a comprehensive endeavor designed to achieve multiple goals. However, Goodlad and associates suggest that the schools should emphasize the intellectual area more than the other areas as proven in the number of studies concerning school effectiveness. It appears that the student achievement is an important indicator of goal attainment. They added that many parents and other citizens and government policy makers equate students' performance with their scores in achievement tests, whether they are standardized of teacher-made, when they speak of school performance.

Airassian and Kellaghan (1980) note the importance of attitudes, values and interests as students' outcomes from schooling, but confined their discussions on effectiveness that is almost totally cognitive skills. This discovery is sustained by Bidwell and Kasarda (1981) in their statement that §while the goals of schooling are many and vague, the academic attainment of students is clear among them;" Moreover, it is the only output of schools that is widely and publicly measured. In this view, they challenge the administrators and teachers to determine the factors in schooling to lead to higher test scores.

Hanushek (1989) asserts that the output of academic achievement as an educational index is related directly to family resources, school resources, community characteristics, student resources and peer group characteristics. The availability and proper utilization of all these resources and existence of good relationships among the school members could result to higher test scores or achievement and equality education.

Daft (1997) strengthens the concept of effectiveness by saying that understanding organizational goals is the first step toward understanding organizational effectiveness. According to him, organizational effectiveness is the degree to which an organization realizes its goals. Organizational goals represent the reason for the organization's existence, its purpose and mission.

The organization that has both physical and psychological environments helps member to become effective in their work. These are predicted by the policies and work regulation adopted for work processes inside the system (Davis, 1993). Thus, when the administrators maintain or sustain all or nearly all aspects for satisfaction like good salary, fair distribution of teaching and extra-curricular loads of teachers, benefits, adequate school facilities, they have a good chance of developing a highly satisfied teaching staff (Mitchell, 1980).

Another concern of organization is interpersonal relationship. Alciso (1985) claims that the success or failure of an organization is largely determined by good teamwork and interpersonal relations between the leader and the subordinates. This statement finds support in Stogdill's (1984) concept that the leader engages in a particular acts in the course of directing and coordinating with the work of his members. In this case, it results to wholesome relationships which contribute to organizational effectiveness.

Another inevitable concern of an organization is conflict. Stoner (1982) claims that organizational conflict is a disagreement between two or more members or groups in an organization. It arises from the need to share scarce resources, differences in goal between organizational units, interdependence of work activities and differences in values perceptions among organizational members.

Owens (1991), Stoner (1992), Newstrom and Davis (1997) present parallel views on the sources of conflict. All of them agreed that conflict exists due to limited vital resources like money, materials, equipment, space and the problem of how to share them. Consequently, organizational groups compete for the greatest possible share of available resources.

Differentiation in goals, tasks and personal motives, which are frequently accompanied by differences in attitudes, values and perceptions leads to conflict of interest or priorities. For this reason, members of each department develop different goals and points of view so much so that they often find it difficult to agree on programs of action.

Other sources of conflict include individual styles and organization ambiguities. Some people enjoy conflict, debate
the argument and when kept under control results to mild discord, and thus stimulate organization members and to improve their performance. People who are highly authoritarian or low in self-esteem may frequently anger their colleagues by overreacting to mild disagreement. In general, inter-group conflict is highest when group members differ markedly in such characteristic as work, attitude, age and education.

Conflict may be classified as destructive conflict and constructive conflict. While destructive conflicts reduce the effectiveness of individuals and organizations by increased competition and suspicion, and decreased communication and concern for goals, constructive conflicts result to an increased creativity and innovation, increased effort and cohesion and reduced tension (Shermerhorn, 1986). Whether or not organization conflict is destructive or constructive depends to a large extent on how it is managed.

Owens (1991) contends that there is no one best way to manage conflict in organizations. There are a number of ways, each suited to circumstances in a particular situation. The basic principle of managing conflict is to use the approach most likely to minimize the destructive aspects and to maximize the opportunities for organizational growth and effectiveness.

The management of conflict may include conflict stimulation reduction or resolution. Conflict stimulation methods include bringing outsiders into the organization, encouraging competition, restructuring the organization and redistributing power among the organization work groups. Conflict reduction methods include establishing goals and uniting the conflicting groups to meet a common thrust. Undesirable or ineffective conflict resolution methods include compromise and suppression of conflict. Integrative problem solving, on the other hand, allows the managers to resolve conflicts in such a way that it benefits the organization most in one hand, and does the least harm to conflicting individuals or groups on the other. Ladriere (1989) equates loyalty with commitment; Porters and associates (1989) do not. They define commitment as individual involvement to the organization with the strong belief in the acceptance of the organizational goals and willingness to exert considerable effort on behalf of the organization with the definite desire to maintain membership in it. Similarly, commitment is a psychological attachment felt by a person for the organization. The consequences of commitment are manifested in attitudes and behavior such as proximity, seeking a long tenure, expression of positive effects, the loyalty, and motivation.

**Figure 1  Research Paradigm**

**METHODOLOGY**

The study made use of the descriptive method of research. It presented in quantitative and qualitative terms the organizational effectiveness in relation to the confluence of three management imperatives such as management skills, roles, and function of elementary school administrators. To obtain the data and information needed for the study, four
sets of questionnaire shall be used, one each for the four areas of management.

In as much as the study requires behavioral analysis and interpretation of data, it will make use of a research triangulation in the analysis of responses in the survey questionnaire, interviews and observation. Each area of the research triangulation will be treated at equal proportion with one another. Thus, the use of the research triangulation in analyzing the research feedback will enrich the qualitative interpretation of the data.

To determine the sample size of the subjects from the groups of school heads and teachers, the stratified sampling technique with proportional allocation was used. The Sloven's formula will be used to determine the sampled population from the given population frame of the two groups.

No sampling technique will used for the supervisors' group of subjects since the number is still manageable.

The distribution of respondents is shown in Table 1 below.

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Population Frame</th>
<th>Sample Population</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School heads</td>
<td>357</td>
<td>100</td>
<td>28.01</td>
</tr>
<tr>
<td>Teachers</td>
<td>5906</td>
<td>596</td>
<td>10.00</td>
</tr>
<tr>
<td>Supervisors</td>
<td>33</td>
<td>33</td>
<td>70.21</td>
</tr>
</tbody>
</table>

This descriptive research made use of the four sets of questionnaires as the main data-gathering instruments. The statistical tools used in the data analysis were the weighted mean, the Pearson R, the F-test, and the Scheffe Test.

**FINDINGS**

This presents a brief summary of the preliminary part of the study report, its findings and conclusions concerning the possible confluence of management skills, roles and functions and its perceived influence on organizational effectiveness of the elementary schools.

1. Competence of school heads. The school heads'; competence in three areas of management, such as management skills, roles and functions, were assessed by the supervisors, school heads and teachers. Table 2 reflects the technical skills of the school heads as assessed by the group of respondents. As indicated by the school heads, the respondents carried out the curricular program. The three respondent groups also noted that school heads always rated the teacher's performance and took charge of the training and education facilities and related teaching aides. The school heads claim that they always made use of their technical skills they also manifested competence in human skills. The teachers have expressed belief in the competency skills of the teacher which is consistent with the perception of the school teachers themselves.

2. Competence in management roles. The competence of the school heads such as informational, decision, and interpersonal roles were assessed in relation to four areas of school management, which are (a) curriculum and instruction, (b) research and evaluation, (c) school-community relations and (d) administrative management.

(a) The teachers felt that their superiors knew planning to a great extent as evidenced by the composite mean value of 4.55 of their responses. However, the supervisors and the school heads themselves believed that the latter was competent in planning just to a great extent as gleaned from their responses that obtained each a composite mean score of 4.38 and 4.42, respectively.

(b) In term of organizing, the teachers (4.55) and the school heads themselves (4.58) believed that the latter were competent to a very great extent, while the supervisors (4.46) rated the competence of the subjects to a great extent.

(c) The three groups of respondents were one in saying that the school heads were competent to a very great extent as evidenced by the obtained means that range from 4.50 to 4.56.

(d) With respect to controlling, the supervisors and the school heads themselves rated the latter as competent to a very great extent as perceived from their assessment that obtained each composite mean value of 4.57 and 4.50,
respectively. On the other hand, the teachers felt that the school heads were competent in controlling to a great extent.

3. The responses of the three groups on management skills, management roles, and management functions were compared based on the null hypothesis that there were no significant differences in their assessment of the competence of the school heads in management skills, roles, and functions.

(a) The three groups of respondents strongly agreed that the public school system was effective in terms of adaptation with composite means of 4.53 and 4.56. Of the items, highest value was 4.76 which cited that use of different instructional materials and teaching strategies was encouraged while lowest value was on regular updating of books and instructional materials.

(b) The respondents generally agreed that the organization was effective in goal attainment with composite means ranging from 3.98 to 4.40. Highest value among the items as cited by respondents were on active participation in different contests and competitions, 4.67 while lowest was on adequacy of maps, globes, books in the library, 3.24 mean.

(c) Respondent agreed that the organization is effective in integration with composite means of 4.34 to 4.40. Highest value was 4.57 on teachers felt they were important in the community while lowest was that there was a minority group of teachers who opposed the majority, 3.83.

4. No significant differences were noted in the assessments of the respondent groups on the dimensions of adaptation with F-value of 3.70, goal attainment (F-1.52), integration (F-1.04), and latency (F-0.00). These led to the acceptance of the null hypothesis.

5. There was noted highly significant relationship between management skills and adaptation as based in Pearson r values ranging from 0.55 to 0.66 for technical, human and conceptual skills. Similarly, highly significant relationships were also noted between managerial roles and adaptation with Pearson r values ranging from 0.65 to 0.70. The respondents also cited highly significant relationship between management functions and adaptation with Pearson r values ranging from 0.65 to 0.73. Highly significant relationship was also noted between the goal attainment and management skills with Pearson R values ranging from the 0.51 to.58, with the managerial roles with Pearson r values ranging from 0.56 to .62 and management functions, 0.53 to .60 r values. Highly significant relationships were also noted between the integration with Pearson r values in the management skills, roles and functions. Highly significant relationships were also detected between latency and management skills as can be gleaned from the table.

6. Data analysis revealed that although the school heads under study were competent in management skills, roles and functions and are generally competent in adaptation, integration, goal attainment, and latency, nevertheless they still need to enhance their competence in educational management for sustainable development.

**CONCLUSIONS**

The study tested the following hypotheses in the null form.

1. There were no significant differences in the assessment of the teachers, school head and supervisors on the competence of school heads in management skills, roles and functions and organization.

2. There were no significant differences in the assessment of the three groups of respondents on the organizational effectiveness of the public elementary school in terms of its dimensions such as adaptation, goal setting, integration and latency.

3. There was no significant relationship among management skills, roles, and functions and the dimensions of organizational effectiveness.

Specifically, the following conclusions were arrived at:

The school heads are competent in the management of the school system. It is heartwarming to note that the competency level of the school heads was perceived favorably by the supervisors and the teachers. The consistency in perception is a healthy indicator that what is claimed to be possessed as competency is applied and felt by the recipient of the mentoring. The fact that there is no perception gap that exists is an indicator of a high level of satisfaction from all levels and amongst each one.
By and large, the supervisors and teachers perceived the school heads as highly competent in school management. To be recognized as highly competent in school management determined that the social, legal, and moral responsibilities for the position are well executed on top of the primary responsibilities of overseeing the day to day operations of the institutions, mentoring and ensuring compliance to the requirements of the government institutions, etc.

The school heads as school managers would be criticized due to the demand of the role and expectations from the hierarchy of the educational structure. No one can please everybody especially when rules are implemented. That is why; it becomes meaningful when the school head is perceived as highly competent as school managers. It is one way of saying that while the rules are implemented and resources are managed the way they know how, the respondents welcome the way things are being done because they believe in the integrity of the school heads.

The public elementary school system is effective in the discharge of its responsibilities to the public. Although it has been an ongoing debate as to whether the educational needs of the general public are addressed or not, the study has indicated that, yes, the needs are met. By and large, the organization of the public elementary school system is highly effective in practically all its dimensions.

The confluence of management skills, roles and functions is a safe predictor of organizational effectiveness in terms of goal attainment, adaptation, integration and latency. The study revealed that in terms of the management skills, roles and functions greatly affected the innovation, growth and development of the school. Furthermore, the orientation of new teachers on academic and administrative matters has maintained harmonious relations among teachers, parents and community. The teachers being given the proper knowledge on the job and expectations would facilitate a smooth communication among them.

In managerial roles, the curriculum and instruction, research evaluation, school community relations and administrative management were adequately played. The school heads apparently shares all information received by their offices, seeks the latest information that will help teachers update their teaching knowledge and skills, is always available for consultation and guidance of people of the community, especially on matters that are related to community development and explores all possible information resources and funds to supplement budget allocated for school.

The findings of the study tended to point out that the school heads selected for the study possessed the skills necessary to discharge their duties and responsibilities as administrators. At a glance, they appear to have it all and that no suggestion could be given. The same impression was perceived by the other respondents.

However, if one considers that knowledge is not a stagnant and many theories and concepts have emerged that cause the change and development, the study is in a position to suggest that whatever expertise and knowledge the school heads possess should be reinforced and updated. As most would say, change is the only thing constant. Every individual, regardless of the level of intelligence, experience and expertise still needs to evolve to a better person, aptly termed as from good to great.

RECOMMENDATIONS

In the light of the findings of the study, the following recommendations are endorsed.

1. That the proposed management development program be implemented for the performance enhancement and evaluation of school heads and the organization.
2. A replication of this study may be conducted in another division to validate the findings of the study.

REFERENCE


