RESEARCH ARTICLE

MANAGEMENT STYLES, ORGANIZATIONAL CLIMATES AND PROFESSIONAL SERVICES OF SCHOOL ADMINISTRATOR

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ARTICLE INFO	ABSTRACT
	The study attempted to determine the management styles, organizational climate of school administrators and professional services of teacher. Two hundred (200) school administrators were chosen randomly by sampling technique from a total population of administrators and teachers in Metro Manila. Data on the profile of the respondents; their management styles, the organizational climates and services rendered by school administrators and the responses of the respondents on the relationship of their management styles and organizational climates in their respective schools was the focus of study. It had been found that to effectively manage the school, administrators will adopt different management styles such as democratic and participative which are considered very effective, consultative and supportive less effective while autocratic, laissez fair are discouraged. Administrators should provide an open and paternalistic climate and avoid or refrain from familiar, controlled and closed climates. School administrators are advised to have an adequate working knowledge of different management styles to create a conducive working environment which will redound to productive educational engagement. The findings of this study is deemed useful for school managers to improve their management roles and provide them with insights into what are considered strength and weakness in supervision of instructions. It is also helpful to policy planners in the basis of selecting topics of emphasis for discussion in managers' forum, development trainings and other similar concerns.

INTRODUCTION

Education plays a significant role in the country's development and advancement. Good education may save the country from economic insecurity, ignorance and prejudice. According to Reeves, (2002) to be able to manage a vibrant educational system schools should evaluate effective teaching-learning engagement. Management should consider the overseeing of actual operation and execution of plans, programs and projects in a given time frame. The Philippine Education Act of 1982 clearly states that administrative duties are important to foster harmonious relationship within the academic community. Supervisor may make or even unmake a particular educational institution. The role of a leader consist of marshalling his/her teachers and other resources so as to build a good organizational climate. Robbins and Alvy, (2004). The importance of management styles cannot be taken lightly for it is a means of giving assistance to teachers for improvement of teaching learning situations and organizational climates in the field. Schmoker, (1999).

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There are several management styles as espoused by Tanner and Tanner (1987) that is autocratic. Laissez-faire democratic, consultative, participative and supportive. The findings of this study in deemed useful for school managers to improve their management roles and provide them with insights into what are considered strength and weakness in supervision of instructions. It is also helpful to policy planners in the basis of selecting topics of emphasis for discussion in managers forum, development trainings and other similar concerns. This research utilized the David's Management and Campbell's Leadership Practice Questionnaire. While the statistical treatment tool the mean percentage score and chi-square test as the statistical treatment tool.

MATERIALS AND METHODS

Prepared questionnaires were used to gather data and were subjected to a trial-run before they were used and data gathered were validated by the researcher. The respondents were selected by random sampling. There were fifteen schools identified and name of respondents were taken from data bank.

The research instrument used was based on David's Management and Campbelle's classification of leadership practice. The said instrument was categorized in three as; category 1, management styles, category 2, organizational climate, category 3, professional services. Under each category were six indicators or tasks supposed to be performed by a particular administrator or school leader. Chi-square test was utilized to gauge if management styles and organizational climates have any effects on services rendered by respondents.

To determine the level of perception of the respondents, weighted mean value was used, weights were assigned to each option. Frequency and percentage were used for distribution of age, sex, civil status, educational attainment and length of service.
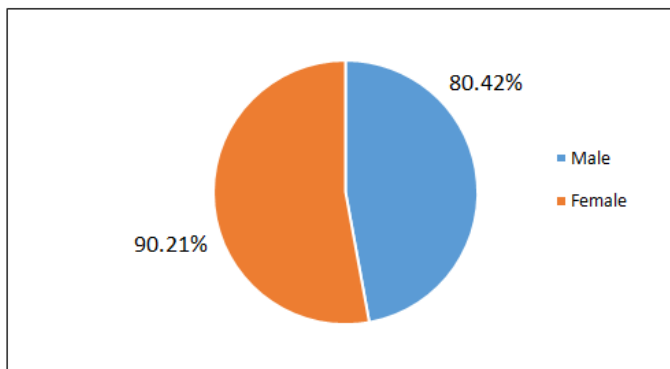
RESULTS

Profile of Teachers

Fig.1. Gender Distribution of Respondents in metro manila S.Y. 2013-2014
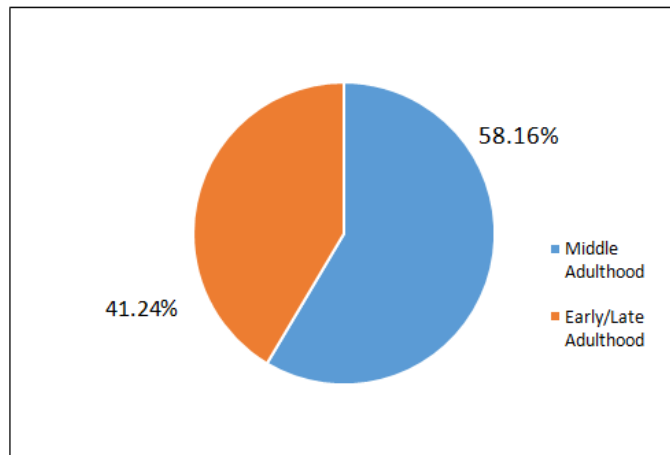

Fig. 2. Age Distribution of Respondents in Metro Manila S.Y. 2013-2014

Management Styles

Consultative were often adopted by management followed by democratic and the last was automatic. Luther Gulik et al. (1937) identified seven functions of management which could be considered management styles namely; 1. Planning – involves developing an outline of the things that must accomplished and the methods for accomplishing them. 2.

Organizing establishes the formal structure of authority which work subdivisions are arranged, defined and coordinated. 3.
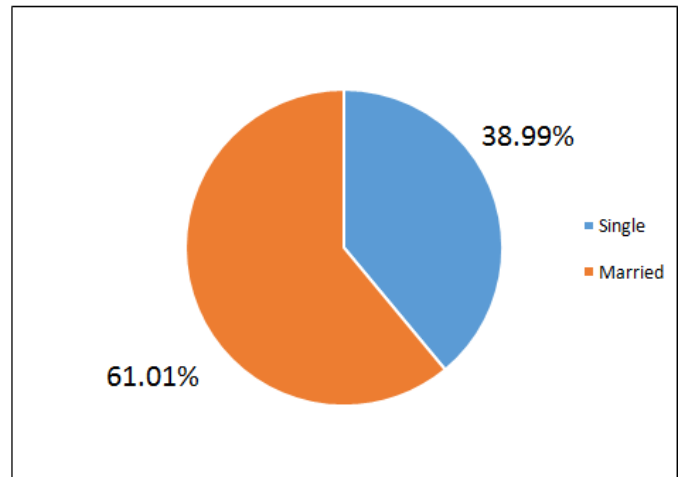

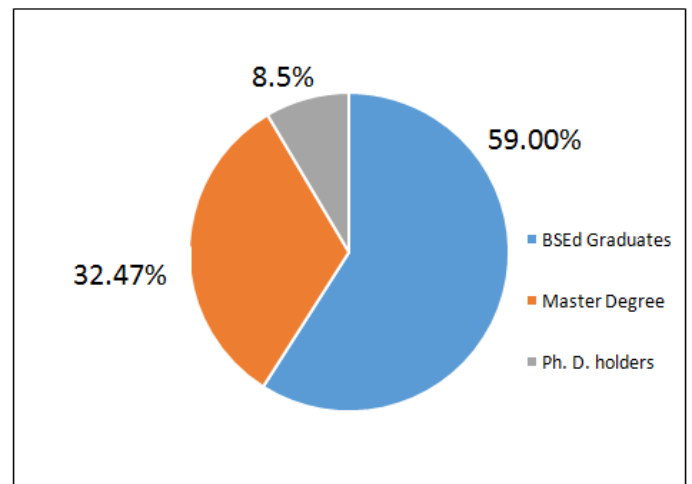**Fig. 3 Civil Status of Respondents in Metro Manila S.Y. 2013-2014**

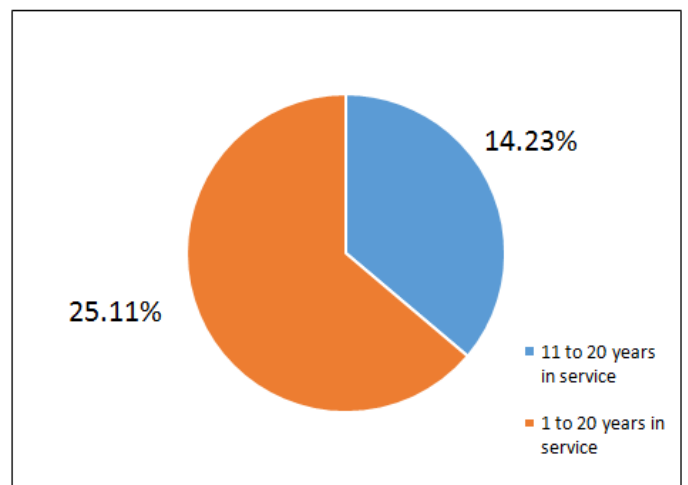**Fig. 4. Educational Attainment of Respondents in metro manila S.Y. 2013-2014**

Fig. 5. Length of Service of Respondents in metro manila S.Y. 2013-2014

Staffing – involves the whole personnel functions of selecting, training and developing the staff and maintaining favourable working conditions. 4. Directing – closely related to leading, includes the continuous task of making decision and evaluating subordinates properly. 5.
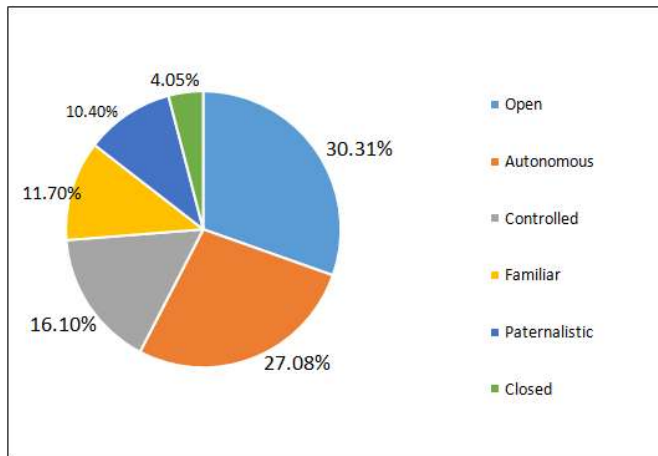

Fig. 6. Professional Services under different organizational climates of Respondents in metro manila S.Y. 2013-2014

Coordinating- involves all activities and efforts needed to bind together the organization in order to achieve a common gaol. 6. Reporting – verifies progress to through records, research and inspection; ensures that things happen according to plan; takes any corrective action when necessary. 7. Budgeting – concerns all activities that organization budget, including fiscal planning, accounting and control.

Organizational Climates

Open climate was provided by school managers while controlled, familiar, paternalistic and autonomous climates were seldom done by school administrators. There are three identified aspects of organizational climates as being particularly conducive to knowledge sharing: fairness, innovative and affiliation. Fairness which reflects the perception that organizational practices are equitable and neither arbitrary nor capricious. Both builds trust between members and serves to overcome the public good dilemma associated with knowledge sharing (Kim and Rauborgue, 1997).

Professional Services of Teachers

Most of the respondents reveal that professional services rendered were in-service training programs, educational trips, advisers to school paper, contest advisers or officer in-charge of the school were after done by school administrators. One of the challenges of all school administrators is to create a climate in which teachers and staff members identify and affiliate with the school and its mission. School climate is a relatively enduring quality of the entire school describes the collective perception of participants routine behaviour and which affects their attitude and behaviour in school (Hay Tarter and Kottkanep, 1997).

Relationship of Management Styles and Professional Service

Democratic and consultative management styles were considered very effective, being adopted by school administrators to improve, grow and advanced professionally in service. Participative, laissez-faire and autocratic management style were considered fairly effective. There was a significant relationship of management styles and professional services. Based on the work of Maslow, Douglas Mac Gregor, formulated two contrasting sets of assumptions about people and the management strategies suggested by each. He called these Theory X and Theory Y. (Abraham Maslows, Motivation and Personality, rev.ed. (Reading, MA: Addesion-Wesly, 1970). Mac Gregor believed that the classified approach was based on Theory Y assumptions about people. He also thought that a modified version of Theory X was consistent with the perspective.

Relationship of Organizational Climates and the Professional Service

Respondents rated fairly effective on organizational climates, gleaned from results administrators seldom gave teachers opportunities to grow or advance professionally.

Response of Teachers on the Relationship of the Management Styles, Organizational Climates of School Administrators and Professional Services

There was no significant relationship among responses of teachers on the management styles and professional services. Respondents agrees that democratic and consultative management styles were very effective models in enhancing professional climates is dependent on what management styles an administrator practice. Transformational leaders is also encouraged as it stimulates empowerment in the world of work. Liontos, Lynn Balster, (1990) Cited leithwood's findings that transformational leaders pursue three fundamental goals namely: 1. Helping staff develop and maintain a collaborative professional school culture. 2. Fostering teacher development 3. Helping teachers solve problem effectively.
Leadership are changing largely because of current restructuring initiative and the demands of the 90's, and also in the midst of the country's challenges of ASEAN integration.

Conclusion

In order to effectively run an organizational organization; democratic and participative management are highly effective to create an atmosphere of excellence, independence and academic freedom giving teachers the autonomy to manage learning environment. The Administrators should have adequate working knowledge on different management styles to be able to implement orders effectively and efficiently. They should provide opportunities to competent teachers to lead and coordinate personally enriching activities. A comprehensive and flexible faculty development program should be regularly conducted to serve as guide to improve and grow professionally. Administrators should provide opportunities for teachers to participate activities that will

enhance their leadership potentials. One of the challenges of all school administrators is to create climate in which teachers and staff members identify and affiliate with the school and its mission. School climate is a relatively enduring quality of the entire school that describes the collective perceptions of participants of routine behavior and which affects their attitudes and behaviorin the school (Hou, Tarter and Kootkamp, 1991). Research suggests that creating a positive, open climate has many benefits, including increased student achievement (Hoy, Hannum, and Tschannen-Moran, 1998) as well as ratings of school effectiveness (Hoy, Tarter and Kottkamp, 1991). As cited by MichealDiPaola and Megan Tschannen-Moran, (2000) School climate has also been related to the level of faculty trust (Hoffman, Sabo, Bliss and Hoy, 1994; Tarter, Bliss and Hoy, 1989; Tarter, Sabo and Hoy, 1995), and to satisfaction with the level of shared decision-making in schools (Hoy and Sabo, 1998).

Acknowledgement

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