

"Demographic profile of public school heads and school related problems"

Marissa R. Guiab

*Philippine Normal University-Isabela Campus
Alicia, Isabela, Philippines
mrguiab@yahoo.com*

&

Nicette N. Ganal

*Philippine Normal University-Isabela Campus
Alicia, Isabela, Philippines
nnganal@yahoo.com*

Abstract

This study made use of the descriptive-survey to gather profile of the public school heads in the elementary and secondary public schools and their respective school related problems. Questionnaire was used to collect the needed data. The questionnaire consists of two parts. The first part asked about the personal and professional data of the participants and the last part gathered the needs and problems met by school heads in the management of their respective schools. The findings reveal that (1) the administrators in the elementary and secondary schools possess the necessary qualifications required by their positions but lack the organizational skills required of producing effective schools to achieve quality education, (2) the administrators have attended staff development trainings and conferences yet need to enroll in graduate programs and/or to attend trainings to enhance their leadership, administrative and supervisory capabilities, and (3) the administrators face school related problems they need to resolve to make their schools effective. The following recommendations are offered (1) School heads should endeavour to upgrade themselves in the profession by finishing their doctorate degrees, (2) School heads should plan and initiate resource generating activities to increase finances of the school thus, more programs and projects would be implemented, and (3) Continuous attendance to leadership seminars and trainings should be aimed by school heads to improve further their management skills and competence.

Keywords: profession, leadership, effective leadership, management skills

INTRODUCTION

Educational managers perform many challenging, demanding and important tasks and functions in their respective jurisdiction. Hence, they have to be equipped with necessary and relevant knowledge, skills and abilities to succeed in their undertakings. The government has done and is continuously enhancing the leadership skills and capabilities of school heads. One of which is the administration of qualifying examination to those who aspire to become principals. Passing the examination is not the sole criterion to promote a teacher into the administration scheme. The school head has to grow continually in the profession to keep him abreast with the changes and demands in education so that he would perform his tasks and responsibilities as expected by the teaching and non-teaching force, stakeholders and students in the best way he could. The principal takes the leadership responsibilities of the school as a

whole. His actions, decisions and philosophies of leadership should be in consonance with the government's policies and programs and of the society in general in order that his school would continue to move forward incessantly. Anything the school head does and fails to do in the school all redounds to the entire organization.

With the challenge of 21st century in education, that all school administrators and teachers must be equipped with the necessary and relevant knowledge and skills to create an effective school and to produce creative and critical thinkers, media literate and information, communication and technology skilled learners, there is a need to determine the qualifications and preparedness of the school heads in embracing the challenges of quality education and effective schools..

This study is anchored on the vision expressed as basic tenets of School Based Management (SBM, Department of Education Order No. 37, s. 2009), a basic strategy which paves the way for quality education; that emphasize empowerment of schools with pro-active school heads, innovative teachers,, engaged community stakeholders, and improved student academic performance and psycho-social growth.

The present study was pursued primarily to gather data as to the personal and professional background of school heads and needs and problems they meet in the discharge of their tasks and functions. The findings of the study may help the school heads to device plans of actions on how they can improve the quality of education through their leadership. It may also be useful to Department of Education officials to identify the kind of professional enhancement they will provide for the school heads to make the schools effective.

1.1 Statement of the problems

It was the intention of this study to determine the profile of public elementary and secondary school heads of Alicia, Isabela during the school year 2013-2014.

Specifically, this study sought answers to the following questions:

What is the profile of public elementary and secondary school heads in terms of the following variables:

A. Personal Characteristics

1. Age;
2. Sex;
3. Civil Status;
4. Number of Children; and
5. Hobbies and Skills?

B. Professional Profile

1. Eligibility;
2. Present Position;
3. Highest Educational Attainment;
4. Seminars, Conferences, and Trainings Attended;
5. Membership to Professional Organization; and

3. What are the problems of school heads in relation to their tasks and functions?

METHODOLOGY

This study made use of the descriptive-survey to gather profile of the participants. Questionnaire was used to collect the needed data. The questionnaire consists of two parts. The first part asked about the personal and professional data of the participants and the last part gathered the needs and problems met by school heads in the management of their respective schools. The instrument was developed by the researchers with the guidance of their research professor.

The study was conducted in June 2013 and completed in November 2013.

The public elementary and secondary school heads that composed of the participants were heads during the school year 2010-2011. There were 11 elementary school heads from Alicia East District and 10 school heads from Alicia North District. No sampling technique was used because all of the school heads were included as participants of the study. Alicia South District was not included in the study. There were 3 secondary school heads as participants of the study. The schools are Alicia National High School, Alicia Vocational High School and Rizal National High School.

Frequency and percentage were used to analyze the profile of the participants. As to the needs and problems encountered by the school heads, their responses were tabulated and described.

RESULTS AND DISCUSSION

A. Personal Profile of Public Elementary and Secondary School Heads

Table 1. Frequency Distribution of Respondents According to Age

Age	Public elementary school heads		Public secondary school heads	
	Frequency	Percentage	Frequency	Percentage
35-40	3	14.29%	0	0%
41-45	2	9.52%	1	33.33%
46-50	4	19.05%	1	33.33%
51-55	5	23.81%	0	0%
55-60	5	23.81%	0	0%
61-65	2	9.52%	1	33.33%
TOTAL	21	100%	3	100%

Table 1 shows the frequency distribution of respondents according to age. Among the public elementary school heads, there are three respondents whose ages are between 35-40 or 14.29%. Two are aged within the bracket 41-45 or 9.52%. Four are aged under the bracket of 46-50 or 19.05%. There are 5 or 23.81% whose ages are between 51-55 or 23.81% same as through with ages in between 56-60. Two respondents are aged within the bracket of 61-65 or

9.52%. Most of the school heads are in the middle age and two are within retirement age. It shows that the elementary schools should encourage young teachers to be administrators.

For the public secondary school heads, one respondent is aged within 41-45 or 33.33%, one also is aged within 46-50 or 33.33% and another is aged 61-65 or 33.33%. The school heads for the secondary are relatively young.

It can be gleaned that the ages of the respondents parallel to the nature of their job as school heads.

Table 2. Frequency Distribution of Respondents According to Sex

Sex	Public elementary school heads		Public secondary school heads	
	Frequency	Percentage	Frequency	Percentage
Female	12	57.14%	1	33.33%
Male	9	42.86%	2	66.7%
Total	21	100%	3	100%

Table 2 shows the frequency distribution of respondents according to sex. There are 12 or 57.14% female respondents while 9 or 42.86% are males.

For the public secondary school heads, there is only 1 or 33.33% female respondent and 2 or 66.7% are males.

Data prove that there are more female school heads than males.

Table 3. Frequency Distribution of Respondents According to Civil Status

Civil status	Public elementary school heads		Public secondary school heads	
	Frequency	Percentage	Frequency	Percentage
Married	19	90.48%	3	100%
Single	0	0%	0	0%
Widow	2	9.52%	0	0%
Total	21	100%	3	100%

Table 3 shows the frequency distribution of respondents according to civil status. In public elementary school heads, there are 19 or 90.48% who are married while 2 or 9.52% are widows.

For the public secondary school heads, all the 3 or 100% respondents are married.

As a whole, most of the respondents are married.

Table 4. Frequency Distribution of Respondents According to Number of Children

No. Of children	Public elementary school heads		Public secondary school heads	
	Frequency	Percentage	Frequency	Percentage

1	2	9.53%	1	33.33%
2	3	14.29%	1	33.33%
3	7	33.33%	0	0%
4	6	28.57%	1	33.33%
5	1	4.76%	0	0%
6	1	4.76%	0	0%
7	1	4.76%	0	0%
TOTAL	21	100%	3	100%

Table 4 shows the frequency distribution of respondents according to number of children. In public elementary school heads, there 2 or 9.53% who have only one child, three or 14.29% have two children. Seven or 33.33% have three children. Six or 28.57% have four children. One or 4.76% have five children. Also one or 4.76% have six and seven children.

For the public secondary school heads, there is 1 or 33.33% with only one child; 1 or 33.33% with two children and there is also 1 or 33.33% with four children.

It can be noted that in general, the respondents have relatively few children. This might be so because of the nature of their work as school managers. As school managers they are aware of the responsibilities and sacrifices to maintain a big family and its effect to their job performance.

Table 5. Frequency Distribution of Respondents According to Hobbies and Skills

Hobbies and skills	Public elementary school heads		Public secondary school heads	
	Frequency	Percentage	Frequency	Percentage
Gardening	5	16.67%	0	0%
Sewing	1	3.33%	0	0%
Art	1	3.33%	0	0%
Reading	1	3.33%	3	100%
Singing	4	13.33%	0	0%
Playing Guitar	3	10%	0	0%
Carpentry	1	3.33%	0	0%
Typing/Encoding	2	6.67%	0	0%
Playing Chess	4	13.3%	0	0%
Viewing TV	1	3.33%	0	0%
Agriculture	1	3.33%	0	0%
Steno	1	3.33%	0	0%
Listening Music	1	3.33%	0	0%
Drafting	1	3.33%	0	0%
Cooking	1	3.33%	0	0%
Driving	1	3.33%	0	0%
Surfing in the net	0	0%	0	0%
Bonsai making	1	3.33%	0	0%
Total	30	100%	3	100%

Table 5 shows the profile of respondents according to hobbies and skills. As to the public elementary school heads, 5 or 16.67% have a hobby of gardening; 1 or 3.33% is

interested in sewing same as through with art, playing guitar, playing chess, viewing TV, agriculture, steno, listening to music, drafting, cooking driving and Bonsai making. There are also 4 or 13.33% who like reading, 3 or 10% are engaged most of the time in singing, and 1 or 3.33% have hobby or interest in carpentry and 2 or 6.67% are interested in typing/encoding. Gardening, playing chess, playing the guitar and singing are the common hobbies of the elementary school heads. For the public secondary school heads, all of them have the same one hobby which is reading.

No one is interested in surfing the internet. It can be deduced that the school heads are not aware of the importance of the information highway where they can get so many relevant information to keep them updated on issues and trends in education.

From the data presented, it can be affirmed that both the public elementary and secondary school heads are engaged in different hobbies or interests but they have no interest in Information, communication, technology.

Table 6. Frequency Distribution of Respondents According to Eligibility/ies

Eligibilities	Public elementary school heads		Public secondary school heads	
	Frequency	Percentage	Frequency	Percentage
Teachers Exam	2	8.70%	1	33.33%
PBET	18	78.26%	1	33.33%
LET	1	4.35%	1	33.33%
1 st Grade Exam	1	4.35%		0%
R.A 4670	1	4.35%	0	0%
Total	23	100%	3	100%

Table 6 shows the frequency distribution of respondents according to eligibility. For the public elementary school heads, 2 or 8.70% are teachers' exam eligible; 18 or 78.26% are PBET passers. One or 4.35% passed the LET; still 1 or 4.35% is a first grade exam eligible and finally, 1 or 4.35% has been granted eligibility by virtue of R.A. 4670 or Magna Carta for public school teachers. The Magna Carta grants eligibility to teachers who did not pass the licensure exams but have been in the service for twelve or more years.

For the public secondary school heads, 1 or 33.33% of the respondents is a teachers' exam eligible; 1 or 33.33% is a PBET passer and the other respondent is a LET eligible, 1 or 33.33%.

It is considerable to stress that the school heads carry the appropriate eligibility.

Table 7. Frequency Distribution of Respondents According to Present Position

Present position	Public elementary school heads		Public secondary school heads	
	Frequency	Percentage	Frequency	Percentage
Principal 3	0	0%	1	33.3%
Principal 2	1	4.76%	2	66.7%
Principal 1	7	33.33%	0	0%
Head Teacher 3	10	47.62%	0	0%

Head Teacher 1	2	9.52%	0	0%
Teacher In-Charge	1	4.76%	0	0%
Total	21	100%	3	100%

Table 7 shows the frequency distribution of respondents according to present position. It shows that there are 10 or 47.62% with head teacher 3 position; 7 or 33.33% are principal 1; 1 or 4.76% is occupying a principal 2 position; 2 or 9.52% are head teachers and 1 or 4.76% is a teacher-in-charge. Teacher In-charge position is a designation given to a school head in a temporary basis until the designee passes or meets the qualification standard of the Head teacher position which is the lowest position in the hierarchy. It can be deduced that there is a compelling need for the elementary school heads to grow and be promoted to higher positions.

For the public secondary school heads, 1 or 33.33% is occupying a principal 3 position and 2 or 66.7% have the position of principal 2.

It can be concluded that the respondents occupy relatively high positions.

The leadership of the principal is the most determinant of school effectiveness. According to Hughes and Ubben (1989), quality schooling indeed leads to quality learning and an important key to quality schooling is the amount and kind of leadership provided directly.

Table 8. Frequency Distribution of Respondents According to Highest Educational Attainment

Highest educational attainment	Public elementary school heads		Public secondary school heads	
	Frequency	Percentage	Frequency	Percentage
M.A	11	55%	0	0%
BSEED	2	10%	0	0%
BSAED	2	10%	0	0%
Ph.D/Ed.D	1	5%	3	100%
BEED	2	10%	0	0%
ED. D (18 Units)	1	5%	0	0%
MASSE	1	5%	0	0%
TOTAL	20	100%	3	100%

Table 8 shows the frequency distribution of respondents according to highest educational attainment. Among the public elementary school heads, 11 or 55% are M.A graduates and 1 or 5% is Ph. D./Ed. D. graduate. Two or 10% are Bachelor's degree graduates in the BSEEd and BSAEd. One or 5% earned 18 units in the Ed. D. program; 1 or 5% is a graduate of MASSE.

There are elementary school heads with no units in the graduate level. This implies that they lack the necessary knowledge and skills on leadership and school management. It is assumed that a school head is highly competent so s/he can influence teaching by leadership and other skills. The school heads in the elementary are not educationally qualified for their positions. Hence, they need to pursue graduate programs to equip them with knowledge and skills in effective school management.

For the public secondary school heads, all of the 3 or 100% are graduates from the Ed. D. and Ph. D. programs. In general, it can be expressed that the school heads are educationally qualified in their present positions.

School effectiveness is associated with the quality of education. The belief behind school effectiveness is that all children must learn through the leadership the administrator. Therefore, the school head has to grow continually in the profession to keep him abreast with the changes and demands in education so that he would perform his tasks and responsibilities as expected by the teaching and non-teaching force, stakeholders and students in the best way he could.

The school head is believed to be continuously developing people, setting directions for the organization and transforming the school into a more effective organization that fosters powerful teaching-learning (Primer on School Leadership, 2009). The school head is expected to be dynamic, innovative and competent to promote and sustain quality education.

Table 9. Professional Profile of Respondents on the Seminars, Conferences and Trainings Attended

Seminars, Conferences and Trainings Attended by Public Elementary School Heads	Seminars, Conferences and Trainings Attended by Public Secondary School Heads
1. Learning Management Program	1. Consultative Conference of School Heads
2. Anti-Graft and Corruption Prevention Seminar	2. Conference on the NSEC/UBD
3. Division Training on SRA	3. Strategic Planning for Tech-Voc.
4. Campus Journalism	4. 15 th ICT Congress
5. Regional Accreditation, Technical Officials Seminar	5. INSET Trainings
6. Training on the Integration of CFM/CESS on RBEC and Student Tracking System	6. ICT Training
7. National Summit for Pre-school Educators	7. 1 st International Leadership Learning Styles Seminar

8. 5 th Annual Seminar for Administrators	
9. School-Based Management Course	
10. Philippine-IRI Data Base System	
11. Contextual Teaching – Learning in ESM	

The administrators have attended seminars and trainings relevant to their positions and functions.

As an administrator, you want to have strong programs that align with both your school's mission and vision. Developing a new program or revising an existing program can benefit your school in several areas. Though it can be a difficult task, the benefits are well worth it.

The principal takes the leadership responsibilities of the school as a whole. His actions, decisions and philosophies of leadership should be in consonance with the government's policies and programs and of the society in general in order that his school would continue to move forward incessantly. Anything the school head does and fails to do in the school all redounds to the entire organization.

Effective school leadership is defined in terms of the following attributes: possessing a vision which focuses on student achievement and ensuring that his vision is well understood by both pupils and teachers (Barth, 1990 in Llana, 2013). The multidimensional roles of school heads include those of being educators, leaders, managers (Speck, 1999 in Llana, 2013). The dimensions are decision-making, professional growth, status, self-efficacy, autonomy, and impact. Hence, the school heads have to grow professionally be effective in order to create an impact in education.

Table 10. Professional Profile of Respondents on Membership to Professional Organizations

Public Elementary School Heads' Membership to Professional Organizations	Public Secondary School Heads' Membership to Professional Organizations
1. Alicia North District Teachers' Association	1. Isabela Public School Teachers' Association
2. Alicia East District Teachers' Association	2. Public Secondary School Administrators' Association
3. Philippine Public School Teachers' Association	3. National Association of School Administrators' of the Philippines
4. Philippine Guardian Brotherhood Incorporation	

5. Alicia District School Teachers' Association	
6. Isabela Public School Teachers' Association	

The administrators are members of local and national associations that can help enrich their professional development.

Being an effective leader is a difficult task. It requires school administrators to build trusting relationships with their faculty, staff, students, parents, and other pertinent community members.

The principal takes the leadership responsibilities of the school as a whole. His actions, decisions and philosophies of leadership should be in consonance with the government's policies and programs and of the society in general in order that his school would continue to move forward incessantly. Anything the school head does and fails to do in the school all redounds to the entire organization.

Table11. Managerial Needs and Problems of Public Elementary School Heads

Needs and Problems	Frequency	Percentage
1. Short time to supervise teachers at work	21	12.65%
2. So many activities and attending meetings	21	12.65%
3. Lack of stakeholders' support on physical facilities improvement	19	11.45%
4. Funds for training of teachers	19	11.45%
5. Additional Teachers	15	9.04%
6. Classroom and office building	12	7.23%
7. Computer set and printer	12	7.23%
8. Television set and DVD player	12	7.23%
9. Airconditioned unit	12	7.23%
10. Laptops	11	6.63%
11. Overhead Projector	11	6.63%
12. Titling of school lot	1	0.60%
TOTAL	166	100%

The Table presents the needs and problems met by public elementary school heads. It shows that all of the school heads have short time to supervise teachers at work with 21 or 12.65% and so many activities and meetings to attend to, 21 or 12.65%. The needs and problems on lack of stakeholders' support on physical facilities improvement and funds for training of teachers have 19 or 11.45% each. The respondents also needed additional teachers and classroom and office building with 15 or 9.04% and 12 or 7.23% respectively. More needs and problems are on computer set and printer, 12 or 7.23%; television set and DVD player, 12 or 7.23%; air-conditioned unit, 12 or 7.23%; laptops, 11 or 6.63%; and overhead projector, 11 or 6.63%. Only 1 respondent or 0.60% has need and problem on titling of the school lot.

The preceding data prove that the needs and problems of the respondents are many and different ranging from manpower, finances, to physical and technological aspects.

The schools are not equipped with facilities to promote independent learning. There are no multimedia equipment for teachers to use in teaching. This could also be the reason why school heads are not interested in surfing the internet because they really do not have the facility.

The ability of school heads to prepare the students and make them worthy of their future rests in the schools' ability to provide them quality education today and this will be possible if administrators are able to create strong, self-sustaining schools (Lapus, 2008).

Table 13. Managerial Needs and Problems of Public Secondary School Heads

Needs and Problems	Frequency	Percentage
1. Support of human resource and enough funding	3	10.71%
2. Political intervention	3	10.71%
3. Leadership training for school heads	3	10.71%
4. Lack of facilities	3	10.71%
5. Lack of instructional materials	3	10.71%
6. Behavior and absenteeism of students	3	10.71%
7. Support of parents	3	10.71%
8. Lack of support staff who are DepEd funded	3	10.71%
9. Lack of fund for programs, activities, etc	3	10.71%
10. Refresher on educational management	1	3.57%
TOTAL	28	100%

The data in Table 13 reflect the needs and problems met by public secondary school heads. It reveals that in general, the respondents have the same needs and problems such as: support of human resource and enough funding; political intervention; leadership training of school heads; lack of facilities; lack of instructional materials; behaviour and absenteeism of students; support of parents; and lack of support staff who are DepEd funded; lack of fund for programs, activities, etc . It is notable that only 1 or 3.57% has problem on titling of the school.

The data above emphasize that the needs and problems range from manpower, funding, politics, physical, instructional materials, discipline, and personnel.

The school heads in successful schools emphasize among others managing and administering complex organizational process and leading and supporting school improvement and change (Hidalgo, 2001). Research findings created the impression that in effective schools the principals/heads performed a convincing role to encourage the support of stakeholders. Leadership is also taking the initiative, actively exploring resources, and spreading good news about the school.

School heads exercise a measurable influence on school effectiveness, hence, they should be equipped with supervisory and management skills.

CONCLUSIONS

1. The school heads in the elementary and secondary schools possess the necessary qualifications required by their positions but lack the organizational skills required of producing effective schools to achieve quality education.
2. The school heads have attended few staff development trainings and conferences mostly on instruction and very limited on management and administration. Leadership stagnates when focused only on classrooms rather than school wide issues.
3. The school heads face school related problems that greatly hamper the teaching-learning climate. The impact of leadership in creating supportive communities in public schools is wanting and is likely to increase through planning and involvement.

Recommendations

Based from the findings and conclusions drawn from the study, the following recommendations are offered:

1. School heads should pursue post graduate studies and attend basic management training to learn more on leadership and managerial skills.
2. School heads should plan and initiate resource generating activities to increase finances of the school thus, more programs and projects would be implemented.
3. The school heads should solidify partnership with the local government units, parents and teachers association, and community to gain needed support on programs and projects of the school.
4. Research on the school heads' competencies and research skills, performance of pupils and teachers, networking and linkages, and management skills.
6. Another study can also be done on the profile of private elementary and secondary school heads.

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