

Managerial Practice of Public Secondary Schools Administrator in the Division of Sulu

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Abstract— The main purpose of this study was to find out the managerial practices of public secondary school administrators in the Division of Sulu as perceived by their teachers. Specifically, the study sought answers to the following questions:

1. What is the demographic profile of the teacher-respondents in terms of age, gender, civil status, religion, educational attainment and place of assignment?
2. To what extent are the managerial practices of the public secondary school administrators in the Division of Sulu along human resource, financial resources, material, machine time, method and marketing management as perceived by the teachers?
3. Is there a significant difference in the perception of teachers on the managerial practices of secondary school administrators in the Division of Sulu along human resource, material, machine time, method and marketing managements are group according to age, gender civil status, religion, educational attainment, and place of assignments?

The study made use of the descriptive method of research. The respondents were secondary school teachers who were teaching in the public secondary school in the Division of Sulu. It include both young and old teachers, male and female, single and married, Muslim and Christian, with MA units as well as without, those who were assigned in Jolo or outside Jolo and those in the island school.

Among the findings of this study are follows:

1. There were a total of 30 respondents, of which 14 were male and 16 were female. Based on their age grouping there were 9 who belong to the 20-29 bracket, and another 9 in the 40 and over group. As regards their civil status, only 6 were still single, the rest were already married. Regarding their religion, there were 17 Muslims who embrace Islam, and 13 Christians. In terms of educational qualification, 6 of the respondents were plain baccalaureate degree holders, 20 BS with masteral units, and 4 were full-pledge MA degree holders. There were 16 respondents who were assigned in schools situated in Jolo, 10 were assigned in schools outside Jolo, and 4 were assigned in the island schools.
2. As to the extent of practicing the different management aspects, the secondary school administrators were "good" in all aspects as perceived by their teachers. Based on the descending order. of the composite means of these management areas, the administrators were good in the following: 1.) Marketing management (4.047), 2.) Method management (3.875), 3.) Men or Human Resource management (3.832), 4.) Money or Financial management (3.786), 5.) Machine management (3.780), 6.) Minute or Time management (3.637), and 7.) Material management (3.616). In no aspect of management did the administrators' practice was perceived to be "excellent", "average", "inadequate" or "poor" by the teachers.
3. There was no significant difference in the perception of the teacher on the managerial practices of their school administrators in the Division of Sulu along human resource, financial resource, material, machine, method, time, and

marketing managements when the respondents were categorized a cording to age, gender, civil status, religion, educational attainment and place of assignment.

Based on question # 2, the writer concluded that the secondary school administrators of Sulu were all "good" along the following areas of school management: marketing management, method management, human management, financial management, machine management, time management, and material management.

From question #3, the writer concluded that there was no significant difference in the managerial practices of the school administrators along the seven areas of management when the teachers perceived them were categorized according to age, gender, civil status, religion, educational attainment, or place of assignment.

In the light of the first two conclusions, it is further conduced that the data supplied by the teacher-respondents have some degree of partiality. The writer believed that the teachers always rated their administrators as "good" (Nobody perceived their administrator as "excellent", "average", "fair", or "poor") bee because of the following reasons:

1. Out of respect for their administrator, as they believed they were art and parcel of their administrators, failure and success.
2. Out of fear of retaliation from their administrator, knowing that this thesis will be opened to all who will be interested in it.
3. Out of fear for doing nothing when they knew that their administrator manifested some sort of inefficiency or incompetence.
4. In all aspects they were no better than their administrator, so whatever their administrator did, they perceived it to be always right and if given the chance to become an administrator they will do the same what their administrators are doing now.
5. There is no "model" school administrator in Sulu, one whose performance, behavior, and total personality is above the rest, hence the teachers has no basis to rate their administrator "poor" or "fair" as they observed all school administrators in Sulu have almost everything in common.

In the light of the findings and conclusions, the present writer recommends the following:

1. Seminar-workshop on Standards and Evaluation should be conducted among the teachers both in all levels of education: elementary, high school, and college.
2. Incoming researchers are advised to conduct their studies personally, instead of requesting somebody else to conduct; and should always assure the respondents that whatever data they supply will always be kept n strict confidentiality.
3. Similar study should be undertaken using a more detailed in instrument (questionnaire), one which can measure the true picture of the school administrators'.

Keywords— Administrators, managerial practices, gender, civil status, religion.

I. BACKGROUND OF THE STUDY

The full implementation of Republic Act 9155, otherwise known as Governance of Basic Education Act of 2001 recognizes the vital role of the school head in a clear and unequivocal manner as instructional leader and administrative manager of the school. The law explicitly defines the tasks of school head over school-based affairs that extend to fiscal management, which involves the control over financial budgets giving him a more meaningful role in decision-making that affects the existence and progress of the school (Alcantara, 2004).

Autonomy in decision-making is one of the important features of R.A 91-5. It is a shift of authority from a highly centralized educational system, which has been in place for many decades. With this shift of authority, the school head becomes directly responsible and accountable to teachers, and students, performance.

While Principal Empowerment in particular and RA 9155 in general have been fully implemented in other regions of the country, here in the Autonomous Region in Muslim Mindanao, it has been set aside, as our leaders continue to abuse the laws of the land including this very important one as regards our educational system

In other regions, the principal is already responsible for the selection of teacher applicants, and that his/her recommendation is already good as approved by the appointing authority, which according to R.A 9155 is the Schools Division Superintendent. But the officials in the autonomous region continue to cling to the old system, whereby the superintendent's power is just to recommend, while the one to appoint is still the regional secretary. The principal has no role whatsoever as far as teacher appointment is concerned. This is a clear case of breach of the 1996 Peace Agreement between the MNLF and GRP, specifically provision No. 109, stated above. Nevertheless, this study will look into the managerial capability of secondary school administrators.

The position of the school administrator is more complex than those of other school officials in the field. He encountered different situations that need his full attention. He meets people with different attitudes. The school administrators have an important task in the educational management viewed in its simplest and most direct form. Administrator has something to do with getting things done through the joint efforts of people, thus the key element in the administrative process are the subordinates and the students/pupils (Udjan, 2003).

The administrator has people or followers for the tasks of organization that they know how to go at the task together, that they get it done. This simple and direct view of administration applies to any kind of social organization. School system, a government bureau, or a business enterprise.

In the field of education, schools are organized principally to provide various types of educational services. The administrators should develop plans and programs to upgrade and improve the quality of teaching, non-teaching and also the quality of the students/pupils in their schools. It is also the functions of the school administrator to provide expert

assistance or consultative service for the undertaking of seminars, workshops, and conferences for upgrading purposes.

The school administrator should also formulate and recommend plans, programs, and projects to upgrade their school plant and equipment. He/she should conduct studies and make proposals to improve the utilization and insure the proper maintenance of the school physical facilities.

The management performance of the school administrator becomes most effective and very satisfactory if he/she has the following supervisory skills such as skill in leadership, skill in human relation, skill in group process, skill in evaluation. The school administrator should also observe the teaching-learning situation in his/her school. He should study his mentors and their teaching carefully in order to be genuinely helpful. His advice and suggestions must grow out of the knowledge of the situation on hand. When school administrators know the democratic leadership must be used on respect for the personality and opinion of the teacher and the students/pupils. Suggestions from the teachers and other personnel of the school should receive attention and consideration. Administrators may ask supplementary questions to stimulate thinking and to analyze the teaching-learning situation.

The school system is challenged to cope with people's expanding and changing educational needs and expectations. The system has so far from time to time alluded to changes, although at times, the changes that have been made failed to accomplish its desired goals.

With all these tremendous changes in values, philosophy, environment, curriculum, and goals taking place in the society, it should come out to us that management is an important part of administration in order to satisfy subordinates in the school system as well as their behavior within the educational system. The educational systems have to change in order to survive and the job performance of the administrator need to alter accordingly.

The efficiency of management performance of school administrators need an understanding that educators deal with nothing but values and human beings who cluster and constellation with values potentials. To forestall untoward eventualities, the school system needs knowledgeable caretakers to safeguard its existence and fulfill its desired goals. In the context of present social system, there is a need for administrators in the school division of Sulu to be dynamic and charismatic personality, wholeheartedly dedicated, willingness to accept changes, awareness of administrative behavior and moral judgment responsibility, and practice them in actual school management.

Teachers, other personnel and students/pupils as well as parents and other community officials are the most common respondents or clients for the assessment of performance management of school administrators. Careful thought and analysis of the above clients can be contributory factors for the self-development of individual administrator and improvement of their job performance may hinge on the identification of realistic objectives.

According to Rees (1962) advice can be very annoying particularly if it comes from people who are neither qualified nor competent. The flexible school administrators accept

valuable advices and suggestions to develop ability to take appropriate decisions for themselves, and to acquire the ability to implement those decisions effectively. The more administrative problems are consciously identified and tackled with, and the more the individual work at their administrative skills development, the more effective they will be. This should generate confidence and create the opportunity for even further development.

One of the biggest adjustments that a successful administrator may have is to make themselves continuously outgrowing their job. In coping with that, however, they may not only gain substantial material reward but develop his/her subordinates and students as well as themselves as persons who can make a powerful contribution to the school system in which they work in particular, and to the present society in general.

Statement of the Problems

The main purpose of this study was to find out the managerial practices of public secondary school administrators in the Division of Sulu as perceived by their teachers

Specifically, the study sought answers to the following questions:

1. What is the demographic profile of the teacher-respondents in terms of age, gender, civil status, religion, educational attainment, and place of assignment?
2. To what extent are the managerial practices of the public secondary school administrators in the Divisions of Sulu along marketing, material, method, time, human resource, financial resource, and machine managements as perceived by the teachers?
3. Is there a significant difference in the perception of teachers on the managerial practices of secondary school administrators in the Division of Sulu along human resource, financial resource, material, machine, method, time, and marketing managements when the respondents are grouped according to age, gender, civil status, educational attainment, and place of assignments?

Hypotheses

The following hypotheses were tested statistically to answer the problems of the study:

1. There is no significant difference in the perception of teachers on the managerial practices of secondary school administrators in the Division of Sulu along human resource, financial resource, material, machine, method, time, and marketing managements when the respondents are categorized according to the following:
 - 1.1. Age
 - 1.2. Gender
 - 1.3. Civil status
 - 1.4. Educational attainment
 - 1.5. Place of assignment

Significance of the Study

This study is significant to the school administrators of the Division of Sulu for the findings may give them awareness of

the levels of their place of the seven management components. The findings would provide them with feedbacks on what or how they are, as managers in the units of the Department of Education. The awareness may awaken them or motivate them for still higher performance.

The teachers in the Division of Sulu would be likewise, benefited when the administrators change their behavior, style of leadership, and their attitude towards the teachers. This change may improve the organizational climate.

A harmonious teachers-administration relationship would be advantageous to the students as they will be assured of better teaching-learning climate.

The outcome of this research study will be added to the literature on leadership/management that focuses on performance rather than personal characteristics, and administrators should not forget that individuals become leaders by demonstrating their capabilities for eliciting results-oriented actions not by being born to a particular culture, race, creed, sex, or by possessing a unique blend of personal characteristics like physical, power, and beauty.

Scope and Limitation of the Study

This research involved secondary school teachers only. Their demographic profile was confined only to their age, gender, civil status, religion, educational qualification, and place of assignment. The topics covered were limited to the seven managerial components, namely: human resource management, financial management: material management, machine management, method management, time management, and marketing management of public secondary school administrators in the Division of Sulu during the school year 2004-2005.

Definition of Terms

The following terms were defined operationally:

Age - the number of years, the teacher-respondents have lived when the study was conducted. In this study, the respondents are grouped into three: 20- 29 years old, 30-39 years old, and 40 years old and over.

Civil Status - the condition of a person in the eyes of the law. In this study, it is either single or married

Educational attainment - the stage of a person's education based on the standard level. In this study, it is categorized into three: Baccalaureate degree (BS or AB), Baccalaureate degree with master units, and master degree (MA or MS).

Financial management - or management of money, this is the area which involves the procurement and utilization of funds and controlling the financial operations to assure effective use of funds, this is very critical for public secondary school administrators, since they have already the so-called fiscal autonomy.

Gender- the sex of a person which is either male or female.

Human Resource Management - or management of men, this has to do with how the teachers are organized and the treatment of these teachers as human beings at work so that each will get the greatest possible realization of their intrinsic abilities, thus attaining maximum efficiency and obtain optimum results, i.e., producing quality graduates.

Machine management - this is about the acquisition, use, and maintenance of equipment like computer sets, typewriters, fax machine, mime graphing machine, and the like both for office use and for instructional purposes.

Marketing management - this is about acquisition, organization, direction, and control of resources (the other six M's) to the end that teaching learning activities can be maximized. It starts with a real understanding of the many needs of the teachers and the students and then catering to those needs in the most economical way.

Material management - this involves the process of learning the needs buying, selecting supplies, negotiating prices and following up to insure delivery which includes control, traffic, and shipping of materials.

Method management - this involves the processes, procedures, and methods in the production of services. Activities consist of bringing together specific needed resources, like material, equipment, and structure and operating then in some fashion such that a desired product or service results. There is an interaction of man, machine, and materials.

Place of assignment - this refers to the school where the teachers are assigned or stationed. In this study, it is classified into three: schools within the capital town of Jolo, schools outside the capital town or in other municipalities in the main island of Jolo, and schools in other islands of the Sulu.

Public Secondary School Administrators - this refers to the principal, or officers in-charge who are vested with authority to direct, manage, and control a public secondary school.

Religion- this refers to the commitment or devotion to a religious faith or observance. In this study it is either Islam or Christianity.

Time management - or management of time in minute, this involves the context of time based on the rate of performance as planned

II. REVIEW OF RELATED LITERATURE AND STUDIES

This section of the study discusses the various literature and studies from different sources which have some relations to the present one.

Related Literature

This portion presents the literature on the concept of leadership, and qualities of administrators such as educational attainment, socio-economic status, work experience, term of office, and ethnic membership as directly related to the leadership performance of the political leaders.

❖ Functions of School Administration

According to Gregorio (1978) as cited by Akdam (2005) the major function of school administrators which are being undertaken in our educational organization are as follows:

1. Planning is the activity of devising and selecting courses of action directed toward the achievement of educational goals and objectives.
2. Organizing is the activity of arranging and structuring relationships in such a way that a unified effort is made in achieving the goals and objectives of education.
3. Directing involves decisions as to who shall carry out plans. It may necessitate issuing orders, holding

conferences, and supervising activities. It is the major aspect of execution.

4. Coordinating is bring people, materials, ideas, and techniques together and ensures productive relationships make them contribute of attaining the school's main goals and objectives.
5. Supervising is studying and improving teaching-learning situation. It determines that essential conditions exist to ensure the achievement level of instructional goals.
6. Evaluating is simply determining how well educational purposes have been achieved.
7. Providing leadership to the teaching staff is worked out with the necessity of authoritative and definite responsibility.
8. Recording and reporting are administrative functions to ensure results with a maximum delegation of authority. School records would be kept for comparison and evaluation.
9. Promoting closer relationship between the school and the community is an important function of a school administrator.

Related Studies

Lee's study (1980) on the principal's leadership behavior as perceived by teachers and superintendent" revealed these findings: the superintendent rating of principals was found to be significantly higher than the teacher's composite rating on the following aspects: on-site observation, conference with principals, input from other district administrators, meetings, reports, and other written data. The study concluded that the superintendent tended to rate principals higher than the teachers did. This was evident in the number of items in which superintendent rating was higher than the teachers' composite rating.

Billy (1990) conducted another study on self evaluation of principals and evaluation by selected teachers, assistant superintendent, and superintendent. This study had the following findings: There was significant difference between the principals' self-evaluation and the evaluation made by teachers grouped according to areas of subject taught.

Charles Babbage (1792-1871) as cited by Udjan (2003) was a British professor of Mathematics who spent much of his time studying ways to make factory operation more efficient. He became convinced that the application of scientific principles to work process would both increase production and lower expenses. Babbage was an early advocate of the division of labor principle. He believed that each factory operation should be analyzed so that the various skills involved in the operation could be isolated. Each worker would then be trained in one particular skill, and would be responsible only for that part of the total operation (rather than for the whole task). In this way, expensive training time could be reduced, and the constant repetition of each operation would improve the skills of workers and enhance their efficiency.

William Pounds (1985) has described four situations that alert managers to possible problems: when there is deviation from past experience, when there is deviation from a set plan,

when there are other people present problem' to the manager, and when there are competitors outperformed the manager's operation.

Nagai (1983) made an inquiry into the competencies of elementary grade teachers, school head teachers, and principal's in the Division of Camarines Sur. It concluded that majority of the elementary grade teachers, head teachers and principals are very competent in their respective jobs although it noted that some male teachers were not up-to-date in their preparation of lesson plans. Also noted was the inefficiency of some female head teachers in cultivating good relationship with the community people.

Udjan (2003) conducted a study on the management capabilities of school heads in Basilan. Among her findings were: younger teachers who were new in the profession tended to rate their school heads higher than older teachers, teachers who have masteral degree or units rated their school heads lower than those who did not pursue graduate studies.

Theoretical Framework of the Study

This study adopted the Operational Approach in its theoretical framework.

This approach is a management theory formulated by Bridgman (1987) and cited by Udjan (2003). The theory attempts to draw together the pertinent knowledge of management by relating it to the functions of managers. It endeavors to put together for the field of management the concepts, principles, theories, and techniques that underpin the actual practice of managing.

The operation approach to management recognizes that there is a central core of knowledge about managing that exist in management, such matters as line and staff, departmentation, the limitation of the span of managements, managerial appraisal and various managerial control, techniques involve, concepts and theory found only where managing is involved.

Those who subscribe to the operational approach do so with the hope of developing science and art that have practical application to managing and they are not so broad to apply to anything that might have any relationship to the managerial tasks. They recognize that managing which deals with the production and marketing of anything including religion and government services which can never be isolated from physical and biological or social environment. They also recognize that some partitioning of knowledge is necessary and that some boundaries must be set if meaningful progress is to be made in the field, because the functions of school managers are emphasized in the operational approach, it is often called "managerial process" school.

III. METHODOLOGY

Research Design

This study made use of the descriptive method of research. The study included the analysis of data that were gathered to answer the questions. To be able to come up with the needed information the researcher distributed questionnaire to the teacher respondents. The questionnaire was patterned from the work of Udjan (2003). It included the demographic profile of

the teachers and their perceptions of the practices on the seven managerial components of their administrators.

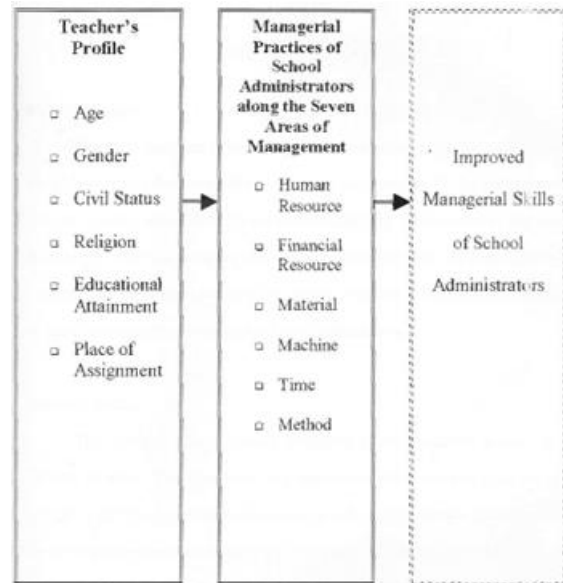


Figure 1. Paradigm of the Study
Showing the Teacher's Profile as Independent Variable and the Seven Areas of Management as the Dependent Variable with Improved Managerial Skills of School Administrators as Implication or Desired Out

Research Setting

This research was conducted in eleven public secondary school in the Division of Sulu. There are more than two dozens public secondary school in the province. But the present researcher selected only eleven. For the exact location of the schools under study, see Figure 2 and 3 on pages 23 and 24 respectively.

Four of these schools are located in the capital town of Jolo, namely:

Jolo Agricultural School - is a vocational school offering agriculture for its Technology and Livelihood Education subject. The school is located in barangay Tanjung, geographically part of Indanan municipality, but its residents considered themselves Joloano as their business, education: and other day-to-day activities in Jolo. The school has good number of school buildings utilized as administrative office, classrooms, laboratory rooms library, and canteen; it also got a good number of equipment including some computer units compliment of US AID. But in terms of enrolment it has the lowest as it is isolated with very little transportation going there. To augment its enrolment, the administration opened extension classes in Bato-Bato, another barangay in Indanan municipality with thicker population.

Jolo National High School - one of the latest high schools established in Sulu. With less than thirty faculty members, the school has a population of more than two thousand. Students flocked to this school because it is located right in the heart of Jolo. In fact, the school has no site of its own. It is squatting in Jolo I District compound. For lack of school buildings and teachers, the school is operating under a single season program.

Jolo School of Fisheries - is another vocational school; it offered fishery arts in its Technology and Livelihood education subject. It is the only regional leader school in Sulu. It is also located in Tanjung, but adjacent to two thickly populated barangays of Jolo: Barangay Tulay and Barangay Alat. With its good line up of faculty members coupled with excellent facilities, the school is also over populated.

Sulu High School - is a new school with an old name. It is the latest secondary schools established in Sulu. The old Sulu High School was the oldest secondary school in the province. It was established in the early 20's. In the middle of the 60's, the school became a community college, and in the early 80's was converted into a state college. Up to that time, the high department of the institution was the largest in terms of population. But due to the Commission on Higher Education (CHED) policy on state college and universities, the enrolment in the high school was limited to only 100 or two sections per curriculum year. The extra number of students with their corresponding teachers was then turned over to the Department of Education. This paved the way for the creation of a new National High, school in Jolo. Since Jolo National High School was already established earlier, the new school has to adopt the old name of Sulu High School. A portion of land at capitol site, adjacent to the Mindanao State University-Sulu, was donated by the provincial Government to the new school. Similar to Jolo National High School it is under staffed but over populated.

The five school" outside Jolo that were also considered in this study are the following:

Indanan National High School - it is located in barangay Panabuan, Indanan, Sulu adjacent to Panglima Indanan Central Elementary School. The main camp of the Moro National Liberation Front (MNLF) is situated in a nearby barangay of Timbangan. Due to unstable peace and order in the area, the school does not have enough enrolment. Even the daily activities of the teachers and students are quite affected by the unavoidable circumstances. Hence, parents in the municipality opted to send their children to schools in Jolo rather than in the National High School in their area. But the present researcher purposely included this school in her studies as she wanted to assess the managerial skills of the school administrator assigned thereat.

Maimbung National High School - is located in a thickly populated barangay of Kulasi, Maimbung, Sulu. The present condition of the school is quite stable. Even then, it is maintaining extension classes in Barangay Poblacion of the municipality.

Parang National High School - is one of the oldest national high schools in the province. It is one of the most progressive in terms of funding and enrolment; and is also maintaining extension classes in some barangays in the municipality.

Talipao National High School - was established together with Indanan National High School and other national high schools in the province. Its main campus is located in Poblacion Bilaan, Talipao, Sulu. Like other national high schools it also maintains some extension classes in other barangays within the municipality.



Figure 2. Location of schools under study in Jolo



Figure 3. Location of schools under study outside Jolo

The two other schools under study are located in separate island municipalities. These two schools are:

Lapak National School of Fisheries - originally situated inside the Lapak Agricultural School compound in barangay Hambilan, Pandami, Sulu. Due to unstable peace and order in the original site, the two schools are now operating in separate campuses in Barangay South Laud and Barangay West Kungtad, respectively both in the nearby island municipality of Siasi, Sulu. The school has good enrolment, but lacks school buildings and other facilities.

Tapul National High School - is situated in Barangay Kalang (Poblacion), island municipality of Tapul, Sulu. It maintains extension classes in barangay Iulakan in the other side of the island municipality. The school does not progress much as its feeder elementary schools are waiting both in quality and quantity of graduates.

Respondents of the Study

The respondents of the study were secondary school teachers who are teaching in the public secondary schools in the Division of Sulu. It included both young and old teachers, single and married, the experienced and the new ones with MA units as well as without, and Muslims as well as Christian or the Balik-Islam which incidentally were given the priority.

Sampling Design

This study made use of several sampling designs. First purposive sampling was utilized to select the schools to be included in the study. Then quota sampling was used to determine the number of teachers to be taken as respondents from each school finally, semi-random sampling was applied to pick the particular teachers that were included in the study. Semi-random sampling was used, because as mentioned earlier, non-Muslims were given the priority.

Data Gathering Design

As soon as this proposal was approved, permission was sought from the Schools Division Superintendent through the Dean of the Graduate School, Sulu State College, Jolo, Sulu, to conduct the study in the different identified schools. Upon approval the researcher personally distributed different identified schools. Upon approval the researcher personally

distributed and retrieve the questionnaire in the schools where the respondents were selected.

Research Instrument

The main instrument used to gather data was a questionnaire-checklist patterned from the work of Udjan (2003). The instrument has two parts Part I included the respondents' profile such as age - categorized into three: 20 to 29 years old, 30 to 39 years, and 40 years old and over, gender as classified into male and female; civil status as classified into single and married, educational qualification as categorized into three: Baccaalaureate degree holder, BS/AB with masteral units, and masteral degree holder, religion either Islam or Christianity, and place of assignment - either in Jolo, outside Jolo, and in island schools.

Part II was the main questionnaire-checklist. It focused on the skills of the secondary schools administrators as perceived by their teachers on the seven managerial components, namely: (1) human resource (men) management, (2) financial (money) management, (3) material management, (4) machine management, (5) time management, (6) method management, and (7) marketing management. Each of these components has ten items or indicators which the respondents rated base 1 on the following scale: 5 for excellent, 4 for good, 3 for average, 2 for inadequate and 1 for poor.

Statistical Treatment

- Frequency count - was used to determine the distribution of respondents based on their demographic profile.
- Percentage - was used to interpret the results of the data gathered about the demographic profile.
- Mean - was computed to help in analyzing every numerical response which described the levels of skills in the different managerial practices of the administrators.
- T -test - was used to test whether significant differences exist between the respondents, perceptions of the level of practices on managerial components by administrators when the data were categorized according to gender, civil status, and religion.
- Analysis of Variance (ANOVA) or F-test - was used to test whether significant difference exist among the respondents perceptions of the level o Â practices on managerial components by administrators when the data were categorized according age, educational qualification, and place of assignment.

All the statistics mentioned above were computed using the Statistical Package for the Social Sciences (SPSS).

IV. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The order of presentation is based on the arrangement of specific questions listed under statement of the problems.

Question # 1 - What is the demographic profile of the teacher-respondents in terms of age, gender, civil status, religion, educational attainment, and place of assignment?

Profile of the Respondents

TABLE 1. Distribution of Respondents by School

| School | Frequency | Percent |
|---------------------------------------|-----------|---------|
| 1. Indanan National High School | 2 | 6.67 |
| 2. Jolo Agricultural School | 4 | 13.33 |
| 3. Jolo National High School | 4 | 13.33 |
| 4. Jolo School of Fisheries | 4 | 13.33 |
| 5. Lapak National School of Fisheries | 2 | 6.67 |
| 6. Maimbung National High School | 2 | 6.67 |
| 7. Parang National High School | 2 | 6.67 |
| 8. Patikul National High School | 2 | 6.67 |
| 9. Sulu High School | 4 | 13.33 |
| 10. Talipao National High School | 2 | 6.67 |
| 11. Tapul National High School | 2 | 6.67 |

Table 1 shows the distribution of the respondents by school. There were 4 or 13.33 percent respondents each in 4 school, in Jolo. These schools were the following: 1.) Jolo Agricultural School 2.) Jolo National High School 3.) Jolo School

These schools included the following: 1.) Indanan National High School 2.) Lapak National School of Fisheries, 3.) Maimbung National High School 4.) Parang National High School 5.) Patikul National High School 6.) Talipao National High School, and 7.) Tapul National High School.

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study entitled "Managerial Practices of Public Secondary School Administrators in the Division of Sulu as Perceived by their Teachers" sought to answer the following questions:

1. What is the demographic profile of the teacher-respondents in terms of age, gender, civil status, religion, educational attainment, and place of assignment?
2. To what extent are the managerial practices of the public secondary school administrators in the Division of Sulu along human resource, financial resource, material machine, time, method, and marketing managements as perceived by the teachers?
3. Is there a significant difference m the perceptions of teachers on the managerial practices of secondary school administrators in the Division of Sulu along human resource, financial resource, material machine, time, method, and marketing managements when the respondents are grouped according to age, gender, civil status, religion. Educational attainment and place of assignments?

The study also tested the following hypotheses to answer the problems on hand:

1. There is no significant difference in the perception of teachers on the managerial practices of secondary school administrators in the Division of Sulu along human resource, financial resource, material machine, time, method, and marketing managements when the respondents are categorized according to the following:
 - 1.1. Age
 - 1.2. Gender 1.3. Civil Status
 - 1.4. Religion
 1. 5. Educational attainment
 - 1.6. Place of assignments

The study made use of the descriptive method of research. This method included the analysis of data that were gathered to answer the questions. To be able to come up with the needed information the researcher distributed questionnaire to the teacher respondents. The questionnaire patterned from the work of Udjan (2003) was employed. It contained the demographic profile of the teachers and their perceptions of the practice on the seven managerial components of their Administrators.

The respondents of the study were secondary school teachers who were teaching in the public secondary schools in the Division of Sulu. It included both young and old teachers, male and female and married, Muslim and Christian, with MA units as well as without, those who were assigned in Jolo or outside Jolo and those in the island schools.

This study made use of several sampling designs. First purposive sampling was utilized to select the schools to be included in the study. Then quota sampling was used to determine the number of teachers to be taken as respondents from each school, finally, semi-random sampling was applied to pick the particular teachers that were included in the study. Semi-random sampling was used, because as mentioned earlier, non-Muslim were given the priority.

Findings

1. There were a total of 30 respondents, of which 14 were male and 16 were female. Based on their age groupings there were 9 who belong to the 20-29 bracket 12 were in the 30 to 39 bracket, and another 9 in the 40 and over group. As regards their civil status, only 6 were still single, the rest were already married. Regarding their religion, there were 17 Muslims who embrace Islam, and 13 Christians. In terms of educational qualification, 6 of the respondents were plain baccalaureate degree holders, 20 BS with masteral units and 4 were full-fledge MA degree holders. There were 16 respondents who were assigned in schools situated in Jolo, 10 were assigned in schools outside Jolo, and 4 were assigned in the island schools.
2. As to the extent of practicing the different management aspects, the secondary school administrators were 'good in all aspects as perceived by their teachers. Based on the descending order of the composite means of these management areas, the administrators were good in the following: 1. Marketing management (4.047), 2. Method management (3.875), 3. Men or Human Resource management (3.832), 4. Money or financial management (3.786), 5. Machine management (3.780), 6. Minute or time management (3.637), and 7. Material management (3.616). In no aspect of management did the administrators 'practice was perceived to be "excellent", "average", "inadequate" or "poor" by the teachers.
3. There was no significant difference in the perception of the teachers on the managerial practices of their school administrators in the Division of Sulu along human resource, financial resource, material machine, method, time, and marketing managements when the respondents were categorized according to age, gender, civil status, religion, educational attainment and place of assignment.

Conclusions

Based on question #2, the writer concluded that the secondary school administrators of Sulu were all 'good along the following areas of school management: marketing management method management human management, financial management, machine management time management, and material management. From question #3, the writer concluded that there was no significant difference in the managerial practices of the school administrators along the seven areas of management when the teachers perceived them were categorized according to age, gender, civil status, religion, educational attainment, or place of assignment.

In the light of the first two conclusions, it is further concluded that the data supplied by the teacher-respondents have some degree of partiality. The writer believed that the teachers always rated their administrators as "good" (Nobody perceived their administrator as "excellent", "average", "fair", or "poor") because of the following reasons:

1. Out of respect for their administrator, as they believed they were part and parcel of their administrators' failure and success.
2. Out of fear of retaliation from their administrator, knowing that this thesis will be opened to all who will be interested in it.
3. Out of fear for doing nothing when they knew that their administrator manifested some sort of inefficiency or incompetence.
4. In all aspects are o better than their administrator, so whatever their administrator did they, they perceived it to be always right and if given the chance to become an administrator they will do the same what their administrator they will do the same what their administrators are doing now.
5. There is no "model" school administrator in Sulu, one whose performance, behavior, and total personality is above hence hen e the teachers has no basis to rate their administrator "poor ' or "fair" as they observed all school administrators in Sulu have almost everything in common.

Recommendations

In the light of the findings and conclusions, the present writer recommends the following:

1. Seminar-workshop on Standards and Evaluation should be conducted among the teachers both in all levels of education: elementary, high school and college.
2. Incoming researchers are advised to conduct their studies personally, instead of requesting somebody else to conduct; and should always assure the respondents that whatever data they supply will always be kept in strict confidentiality.
3. Similar study should be undertaken using a more detailed instrument (questionnaire), one which can measure the true picture of the school administrator's performance semi-random sampling was applied to pick the particular teachers that were included in the study.

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