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MANAGEMENT DEVELOPMENT PROGRAM FOR THE BASIC EDUCATION
ADMINISTRATORS OF THREE D.C. SCHOOLS IN THE VISAYAS REGION

838000

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By

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ABSTRACT

This study aimed to enhance the effectiveness of the Basic Education administrators of three D.C. schools in the Visayas by proposing a management development program based on qualitative and quantitative analysis of data on the schools' existing policies/practices relating to administrators' training/development, the profile of current administrators and the survey of development needs of the subjects, namely: the principals, assistant principals, and subject-area coordinators of the schools. This study employed the descriptive-developmental research utilizing documentary analysis as well as survey questionnaire to gather data.

The findings revealed that on the schools' current policies/practices in administrators' training, three common recurring PAASCU recommendations pointed to the enhancement of administrators' competencies through a development program; school manuals contained provisions for on-going professional growth of administrators but limited specific activities directly addressing the promotion of their administrative competencies and skills; the schools' Institutional Plan articulated the preparation of D.C. lay partners for managerial positions through a well-planned executive training and on-going Vincentian formation.



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The profile showed a predominantly female administrator group whose age range was widely distributed with median at 40 years old; the majority within the 40-44 bracket, married and lay. Most were pursuing master's degree studies; five were master's degree holders and two had doctoral units. Majority had a good amount of teaching experience in contrast with their limited experience in administration where most of them had less than four years administrative experience. Their administrative performance evaluation indicated a "Satisfactory" rating.

The Development Needs Assessment revealed specific development needs identified by the administrators along personal and professional areas. These identified needs together with the data gathered on the first two problems of this study formed the bases of the proposed development program. This program covers a five-year plan (1995-2000) of development for administrators common to the three schools in this study providing for their personal and professional growth. It is based on identified needs to promote the managerial competency and instructional leadership of administrators involving their spiritual and human/basic needs in terms of personal growth and the acquisition of identified skills and knowledge for their professional growth.



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