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DISSERTATION ABSTRACT

TITLE: School Manager Effectiveness: A Function of Personal-School Factors, Stress and Conflict Handling Styles

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SUBJECT AREA: Educational Management

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STATEMENT OF THE PROBLEM

Main Problem

To determine the relationship between administrative effectiveness and demographic determinants of personal factors, school factors, sources of stress and conflict handling styles of and among St. Paul of Chartres School religious school administrator. Moreover, the study



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identified possible predictors of administrative effectiveness.

Sub-Problems

1. What is the profile of the school managers in terms of:
 - 1.1 Personal Factors: age, number of years as religious, management position occupied, years of experience as an administrator and educational attainment;
 - 1.2 School Factors: Curriculum level, form of governance, status of ownership, location of school;
 - 1.3 Sources of Stress: role expectations, relationships at work, career development, organizational climate and structure, and administrative constraints;
 - 1.4 Conflict Handling Styles: competing, collaborating, avoiding, and accomodating, and
 - 1.5 Managerial Effectiveness: goal setting, decision-making, interaction - influence, innovation, communication, control, feedback and output.
2. Is there a significant relationship between the school



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managers' effectiveness and the variables of:

- 2.1 Personal Factors: age, number of years as religious, management position occupied, years of experience as an administrator and educational attainment;
 - 2.2 School Factors: curricular level, form of governance, status of ownership and location of school;
 - 2.3 Sources of Stress: role expectations, relationships at work, career development, organizational constraints; and
 - 2.4 Conflict Handling Styles: competing, collaborating, compromising, avoiding, and accomodating.
3. What possible predictors of SPC managerial effectiveness can be derived from the investigation?

Procedure

The study utilized the descriptive correlational survey to investigate the relationship between administrative managerial effectiveness and demographic - school factors, sources of stress and conflict handling



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styles of the Congregation of the St. Paul of Chartres religious school administrator.

Three sets of questionnaires were used. (JOCQ) (Gray, 1984), intended to identify work related sources of administrative stress. The second set of questionnaire is Thomas-Kilman Conflict Mode Instrument (TKCMI) (1977) which was intended to identify the styles of conflict management employee by administrators. The third set of questionnaire consists of Organizational Performance Scales (OPS, Sutaria, 1971) was used to describe the performance of the administrators. This third set of questionnaire was administered to selected teachers.

TREATMENT OF DATA

The following statistical techniques were employed to analyzed the data gathered in the study.

1. To determine the profile of the sisters administrators in terms of certain personal and school factors, simple frequency distributions were used and in order to make the interpretation more meaningful, the same was reinforced by matrices tabulations.



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2. To assess the various sources of stress, conflict handling styles, and organizational effectiveness, the responses of the religious administrators were converted into means and standard deviations. The mean was used as a measure of dispersion.

3. To determine the best predictors of managerial effectiveness out of the various independent variables, the method of stepwise regression analysis was employed.

FINDINGS

The following were the salient findings of the study:

1. Descriptive Profile of the SPC Sister administrator in Terms of Some Selected Personal-Demographic Variables.

(1.1) Personal Factors. The SPC school religious administrators were generally found to be in their late fifties. Most of them had been Sisters of St. Paul for more than twenty years. They were found to be educationally qualified (majority are with master's degrees) and have had sufficient exposure to administrative position



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(majority of them were administrators for more than 15 years).

(1.2) School Factors. Majority of the SPC School religious administrators were assigned to schools which administered by the Congregation (51.35%) and the other sisters were assigned to schools owned by the congregation. In terms school governance, the sister administrators were generally managing school under authority structure.

(1.3) Sources of Stress. The SPC religious school administrators experienced minimal stress in terms of role expectations and career development, moderate stress in terms of relationships at work, organizational climate and structure, and administrative constraints. There was therefore little stress felt on those factors which are "personal" oriented, but more stress was felt on those directly relating to their jobs as administrators.



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(1.4) Conflict Handling Styles. The most pervasively used conflict handling style was the "avoiding" style. SPC school administrators, generally, avoid problem situations in order to see the situation better and therefore clearer, then the solution maybe acceptable to both parties concerned. Moreover, the SPC school administrators were observe to have the propensity to use collaborating method of handling conflicts in trying to find a suitable solution to a problem. The least used style was the competing method in handling conflicts.

(1.5) Management Effectiveness. The study disclosed that the SPC school administrators were moderately effective in terms of: goal setting, communication, interaction influence, decision-making, but highly effective in terms of innovation, control, feedback, and output. Areas where



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the SPC school administrators need to improve on, one in communication channels, goal setting strategies with the subordinates and wider participation in the decision making processes in the schools.

2. Relationship Between Management Effectiveness and the Selected Variables. The following findings emerged in the analysis of the relationships between the various dimensions of management effectiveness and the selected variables of the study.

(2.1) Goal Setting. The best single predictor of goal setting was the stressor "career development" which correlated positively with goal setting. Higher stress felt on career development, correspondingly implied higher goal setting scores. The geographic location of assignment of the SPC school administrators came out as the next best predictor of goal setting.

(2.2) Communication Effectiveness in communication can be best predicted by the 'status of



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governance' of the school, with owned schools having more effective communication channels. Effectiveness in communication was moreover enhanced by the number of years of experienced of the SPC school administrators in administrative positions and their educational qualifications.

(2.3) Interaction Influence. Effectiveness in interaction influence or the ability of the administrators to relate with the external community is best predicted by the organizational climate and structure of the schools. It was likewise show that effectiveness in this dimension was affected by the status of governance of the schools. The SPC school administrators having split authority showed more effectiveness in this dimension.

(2.4) Decision-Making. Geographic location of assignment emerged as the best single predictor of the effectiveness of SPC school administrators in relation to



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decision-making. The conflict handling style of 'avoiding' also showed marked influence on the effectiveness of the administrators in decision-making.

(2.5) Innovation. Administrative constraints was the sole predictor found to significantly influence the effectiveness of the SPC school administrators in matters of innovations. The more constraints the SPC administrators faced, the less effective they became in effecting innovations.

(2.6) Control. Effectiveness in control as a dimension of management was found to be significantly affected by the geographic location of assignment of the SPC administrators. The conflict handling style of "collaborating" also influenced the effectiveness of the SPC school administrators in promoting control.

(2.7) Feedback. The SPC school administrators' effectiveness in giving feedback was influenced largely by the stress related to



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role expectations and career development. No other variables were found to significantly correlate with this dimension of managerial effectiveness.

(2.8) Output. Effectiveness in the output dimension was very significantly influenced by the geographic location of assignment of the SPC school administrators. The extent of output was likewise affected by the stress felt arising from career development and the conflict handling style of "avoiding". Output varies directly according to the stress felt in career development manifesting that high career drive led to better output among the SPC administrators. In addition, years likewise predicted significant output. However, effectiveness in output declined with more years in the same administrative position but improved with sisters having split authority form of governance.



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(2.9) Overall Management Effectiveness. The overall management effectiveness of the SPC school administrators was affected by these variables: number of years of the SPC school administrators in an administrative position. Effectiveness declined when sister administrators were retained in the same administrative position for a long period of time. Sisters having split authority were generally more effective than their counterparts having to contend with double managerial functions. Lastly, the overall managerial effectiveness was significantly predicted by the geographic location of assignment of the SPC school administrators. Those assigned in Mindanao were found to be most effective.

CONCLUSIONS

In the light of the above findings, the following conclusions emerged:

1. Stress felt by the SPC religious school



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administrators stem mainly from those factors related to the performance of their job as administrators. There was a prevailing desire among the SPC school administrators to improve and hone their skills as administrators thereby giving rise to more stress in the dimensions of interpersonal relationships, organizational climate and administrative constraints. Considering that the personal profile of the SPC school administrators showed that majority of them were mature and were highly educationally qualified, such stress sources were expected to be handled by the administrators in the best possible manner.

2. It could also be surmised that age, length of service and educational qualification have some bearing on the SPC school administrators effectiveness. The religious orientation of the sister administrators show pronounced influence on their conflict handling styles. The SPC school administrators had the propensity to use the "avoiding" style which is consistent with their orientation to "avoid" hurting other people and to take time in order to see the problem better and allow the conflict to be resolved by itself. Hence, their propensity



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to defer solution to a given problem.

3. The SPC school administrators were effective administrators particularly in the areas of innovation, control, feedback and output, however, they need to improve in the dimensions of communication, decision-making, goal setting and interaction influence.

4. Generally, it was retention of SPC school administrators in the same administrative position for a long period of time that contributes to ineffectiveness as educational manager. Effectiveness varies inversely when a sister stays long in the same administrative position. This may be so because when the SPC religious sister administrators become so used to their functions, that they may become routinary activities such that innovativeness and creativity are lost. Therefore, lateral re-assignments could prove to be more effective whereby SPC school administrators are re-assigned to an equally challenging but essentially performing a different task.

5. The old adage "one cannot serve two masters at the same time" seem to hold true among the SPC religious school administrators. Those administrators with split



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authority were significantly more effective than those who have to function both as a school administrator and as superior of the religious community, except for a few exceptional cases. Split authority may prove to be more efficient and optimal but the same does not hold true for the sister administrators of SPC schools in the Philippines.

RECOMMENDATIONS

In view of the foregoing conclusions and findings the researcher offers the following recommendations for sustained effectiveness and efficiency and further improvement of the Paulinian Educational Apostolate.

On the Personal-Demographic Profile of the School Administrators

1. Since educational qualification was found to be a significant predictor of management effectiveness and that the SPC religious school administrators were found to possess mostly masters degree and in different fields of specialization, sisters who are potential administrators should be encouraged to pursue their doctoral degrees in educational management;



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2. Identification of prospective SPC school administrators should be done at the earliest possible careers ladders of the SPC sisters. Once identified, the sisters may be given special training along the lines of school administration. Manpower planning for the SPC education apostolate has to be seriously pursued especially as regards leadership training and development.

On Sources of Stress of the SPC School Administrators

3. While it is recognized that a certain amount of stress is necessary to propel administrators to become more effective, it may be desirable to reduce stress felt in some dimensions. A training for SPC school administrators especially those who are not education graduates and those who are not capable of coping with DECS business may help lessen the stress in the compliance of Department of Education, Culture and Sports (DECS) requirements and other government agencies.

4. A system to facilitate compliance with DECS reports, papers and other communication maybe established in the SPC Philippine Province.



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On the Correlates of Managerial Effectiveness

5. The annual convention of workshop of SPC school administrators be continued with focus on the finding that certain personal-demographic factors and conflict handling styles enhance managerial effectiveness. In this convention, it is recommended that group sharing of ideas take place since the geographic location of assignment emerged as a significant predictor of effectiveness vis-a-vis the strategies utilized by the other SPC school administrators which led them to become more effective.

On the Conflict Handling Styles of the SPC School Administrators

6. The SPC Congregation should initiate appropriate seminar-workshops on conflict handling styles and decision-making strategies in order to enhance the effectiveness of the SPC school administrators in view of their propensity to use the "avoiding" style regardless of the situation.

On Further Studies

7. Findings of the present study should be made



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available to the highest policy making body of the SPC congregation and officials of the Department of Education, Culture and Sports so that they may have bases in their policy formulations as regards the management of private schools/religious schools.

8. Further studies may be undertaken to explore other possible determinants of managerial effectiveness with focus on the external community of the schools and the status of governance and ownership of the schools.

9. A further study be done to determine how the lay faculty members look at the management and effectiveness of their SPC administrators.

10. A replication of this study be conducted with lay people holding administrative positions in SPC schools using other variables such as cultural values and personality.

