



ABSTRACT

Title of the Research: **PROFESSIONAL QUALITIES OF PRIVATE SCHOOL ADMINISTRATORS FROM THE PERSPECTIVE OF PARENTS, FACULTY, AND STAFF IN SELECTED PRIVATE SCHOOLS IN GENERAL TRIAS, CAVITE**

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The success or failure of an educational institution greatly lies on how its school administrator manages the school. Today's educational climate, particularly among private schools, is characterized by stiff competition and heightened expectations from the stakeholders like the parents, the students, the employees, and the teachers. Because of this reality, the school administrators, being the driving force in bringing the school to the right path and being the vanguard in carrying out the functions of the school, must possess the essential professional qualities in order to ensure an effective and efficient school management.

A total of 1,000 respondents were surveyed by the researcher using a self-made questionnaire in order to know the preferred professional qualities of a school administrator directly from the perspective of the school's selected stakeholders.

Findings from the study show that the parents, faculty, and non-teaching staff of educational institutions have high regard when it



comes to the professional qualities of school administrators, specifically with their personal, administrative, instructional, and social qualities.

The study concludes that the preferred professional qualities of school administrators vary across the three groups. However, both the teaching and non-teaching staff very highly prefer school administrators who are fair and consistent in their decisions. In terms of the instructional qualities of school administrators, the three groups of respondents vary in terms of preferred qualities. It is evident that teachers and parents believe that school heads must recognize students' achievement and introduce, in close coordination with the teachers, new and innovative modes of instruction to achieve higher learning outcome. The school administrators must be able to ensure that time is devoted to learning.

It is evident that the three groups prefer school administrators who have definite plans or programs and who ensure progressive development in all aspects of the school. In addition, the school administrators have to ensure that teachers, learners, and everyone are safe in school.

Though they vary in terms preferred school administrators' qualities, they all believe that parents' input should be considered and that the school administrators should be at the frontline of building a sense of community being the main broker of relationships between the school,



parents, community, and education Bureaucracy. In addition, the school administrators should be at the middle to connect the parents and teachers as partners in rearing the child.

It is affirmed by the data that the three groups of respondents have different preferred qualities of school administrators though there are indicators for each variable that are similar.

The suggested qualities are similar with the identified qualities; however, they are more specific. These could be based on their actual observations and experiences.

