



SCHOOL HEADS' TRAINING NEEDS ANALYSIS FOR EFFECTIVE SCHOOL MANAGEMENT IN SELECTED PUBLIC ELEMENTARY SCHOOLS IN THE DIVISION OF CEBU CITY

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Article history:	Abstract:
<p>Received: May 24th 2023 Accepted: June 26th 2023 Published: July 24th 2023</p>	<p>The general aim of the study is to investigate the training needs of the elementary school heads for effective school management in Selected Public Schools in the Division of Cebu City for the school year 2023-2024. The findings of which will serve as basis for a training program. In this study quantitative research approach has been used as the study represents survey research design and it has been observed that "survey design is a quantitative per excellence; it is not unusual to use qualitative research paradigm but applying survey methods" (Omari, 2011). The dimensions of Training Needs for Effective School Management such as Leadership Behavior, Management Skills, Instructional Leadership and Professional Needs were subject to test in order to determine if there is a significant degree of variances among these four dimensions. The statistical test used was Analysis of Variance using 0.05 alpha value. The results revealed that there are no significant degree of variances among the four dimensions of Training Needs for Effective School Managements with a computed F-value of 0.1444238 which is less than the critical value of 2.675387 at 3 by 128 degrees of freedom; hence, the null hypothesis was accepted. Of the four dimensions of training needs, leadership behavior is highly needed with the highest aggregate mean value of 4.05, followed by the professional development needs (3.97); while instructional leadership training has the least aggregate mean value of 3.93. In general, the training needs for effective school management is highly needed as perceived by the school heads with a composite weighted mean of 3.97. The variables under profile are age, sex, civil status, highest educational attainment and the number of years as school head. Of five variables under respondents' profile, only sex has a significant relationship with the perceived level of training needs for effective school management. There are no significant degree of variances among the four dimensions of Training Needs for Effective School Managements.</p>

Keywords: Training Needs, School Heads, Effective School Management, Cebu City, Philippines

Rationale

In the intricate operation of schools in the globalized world, the heads of school play a very important role in school improvement and effectiveness. Increased interest in leadership preparation and development is based on the fact that elementary school leaders can make a difference in the effectiveness and efficiency of schooling (Hallinger & Snidvongs,

2008).

Accordingly, there is the need of ensuring that the school heads play the effective role through providing knowledge; skills and attributes to enhance effectiveness and efficiency. This can be realized largely if such heads are specifically prepared for school leadership before appointment and then developed continuously to enhance the performance of their duties. Preparation and development of school heads will provide a framework within which they will operate to achieve not only the school's objective but also the national objectives of education.

Maxson (as cited in Foley, 2001) states that, hierarchical organizational structures have permeated educational institutions, as stated under BEC program a number of operational functions for schools have been managed from the top. This traditional model is characterized by a superior-subordinate relationship between heads of school and teachers. Under this model, the school head is the primary decision-maker and is held accountable for the operation of the school. In the face of growing student diversity within educational environments, educational reformers have suggested a move toward shared or horizontal organizational structure as an alternative to the traditional hierarchical organization of schools. This approach features a horizontal or collaborative structure in which constituents (i.e., Heads of schools, teachers, parents, students and community members) participate equally in identifying the educational priorities, examining school policy, sharing educational practices, and implementing effective educational programs into the system.

Thus, teachers and other constituents are given the joint responsibility and power to plan, set goals, implement and evaluate innovations to improve the educational outcomes of students (Sarason, 1991). This model is supported by Education and Training Policy of DepEd by saying that; most of the school managerial functions have been devolved to the Regions, Districts and Schools so as to reduce bureaucracy in decision making, encourage community participation and increase effectiveness and efficiency of the system (URT, 2004). This efficacy may be impacted by the professional preparation of elementary school personnel to participate in collaborative-based structures though generally, elementary school administrators perceived their collaboration skills to be below average to average.

Recently, most elementary schools are not effectively managed, this is due to the fact that, the heads lack significant skills for effective school management, and this can be determined through conducting the Training Needs Assessment (TNA) and Professional Development Needs Assessment (PDNA) among the school administrators rather than merely assuming some skills and professional development being useful to school administrators.

Indeed school heads today face a big challenge not only knowing different tools of elementary school management but also maintaining professionalism to efficiently handle the available means. This goes further because some of them do not yet master the basic principles of school management or face problem of understanding which may hinder the efficiency of general administration of the school. Furthermore, the initial training [given to school administrators] does not allow them to acquire enough knowledge in school administration and management (Gaparayi, 2008).

It has been observed by the researcher that heads of school can gain the required knowledge and skills to lead their school through short and long term leadership training programs and also through accession to header-ship in schools (Eliphas, 2011). The school heads are the key players or backbones of schools and the main executives of school management since the overall effectiveness of the school is directly influenced by them. Their roles include facilitating, brokering, providing resources, encouraging, commanding, questioning, coaching, and cheerleading (Dillon-Peterson, 1986). They are like the spring to the watch and an engine to the ship because they are the hearts of school and school management. Heads of school should be well knowledgeable and skilled on management issues through attending various seminars, workshops, meetings, and courses on management and administration.

Education administrators are very important in capacitating the school management. They have to interpret and monitor the implementation of educational policies at their levels of administration (URT, 1995). They have to plan and develop teachers and to guide, direct, and advice the school management on teacher professional development. Planning has to be based on teachers' needs, examination evaluations, inspectorate and monitoring reports thus, led the researcher to conduct this very relevant study.

Theoretical Background

According to Frederick Herzberg's two-factor theory, which he developed in the 1960's, the satisfaction of a need has one of two effects. It either causes employees to be satisfied with their job or it prevents employees from being dissatisfied with their jobs. Herzberg labeled the factors associated with job dissatisfaction "hygiene factors" indicating an analogy to the concept of preventive maintenance. The factors associated with job satisfaction were labeled "motivators" to suggest their effectiveness in evoking individual behavior toward superior performance. Interestingly, Herzberg's hygiene factors correspond closely to Maslow's two lower-level needs (physical and safety needs). The motivators identified by Herzberg are akin to Maslow's higher-level needs of self-esteem and self-actualization. This suggests that meeting lower-order needs can only prevent job dissatisfaction, to achieve job satisfaction requires the fulfillment of higher-order needs.

The theory has a direct link with school administrators and management, as administrators have their needs (training and professional development needs) which need to be fulfilled for them to attain effective school management. Failure to fulfill the desired needs may lead to job dissatisfaction which in turn may lead to ineffective school management and the opposite is true.

THE PROBLEM

Statement of the Problem

The general aim of the study is to investigate the training needs of the elementary school heads for effective school management in Selected Public Schools in the Division of Cebu City for the school year 2023-2024. The findings of which will serve as basis for a training program.

Specifically, it intends to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 civil status;
 - 1.4 highest educational attainment; and
 - 1.5 number of years as school head ?
2. What is the level of training needs for effective school management as perceived by the respondents in the context of:
 - 2.1 training on leadership behavior;
 - 2.2 training on management skills;
 - 2.3 training on instructional leadership; and
 - 2.4 professional development ?
3. Is there a significant degree of relationship between respondents' profile and perceived level of training needs for effective school management?
4. Is there a significant degree of variance on the 4 dimensions of training needs analysis for effective school management?
5. Based on the findings, what training program may be proposed?

Hypotheses

This study was guided under the following null hypotheses:

Ho1: There is no significant degree of relationship between respondents' profile and perceived level of training needs for effective school management.

Ho2: There is no significant degree of variance on the 4 dimensions of training needs analysis for effective school management.

RESEARCH METHODOLOGY

Design

When undertaking any investigation it is appropriate to choose right paradigms and design of inquiry likely to yield the highest quality of data obtainable within the research context. In this study quantitative research approach has been used as the study represents survey research design and it has been observed that "survey design is a quantitative per excellence; it is not unusual to use qualitative research paradigm but applying survey methods" (Omari, 2011).

Environment

This study will be conducted in Selected Public Elementary Schools of Cebu City.

Respondents

The population for this study was the elementary school-heads. Particularly, the universal-purposive sampling technique will be utilized whereby all the 33 elementary school principals from the Division of Cebu City will be respondents for this paper. As the study deals with assessment of training and professional development needs among the heads of school, this fundamentally involves testing of the gap that exist between actual and desired attributes on peoples' capabilities for performance; thus needs a sample which is knowledgeable on issues pertaining to school administration. With that reason the sampling techniques that was employed is purposive sampling.

As it has been emphasized by Ball as cited in (Cohen, 2007) that, in many cases purposive sampling is used in order to access 'knowledgeable people', i.e. those who have in-depth knowledge about particular issues, maybe by virtue of their professional role, power, access to networks, expertise or experience. There is little benefit in seeking a random sample when most of them are unable to comment on matters of interest to the researcher, in this case a purposive sample is vital.

Instrument

According to Cresswell (1994) questionnaire are used when accurate information are desired. To the researcher using questionnaire is useful in establishing understanding, explaining the purpose of the study and questionnaires' items that may not be clear to the respondents. It is also more convenient to complete the questions at respondents' own will and speed.

A total of 6 open-ended questions for preliminary information and 45 closed questions with their rating scale responses ranging from "very highly needed, highly needed, moderately needed, slightly needed, and not needed. This was used based on the fact that, the skills tested were many, hence open- ended questions would not be suitable since they need more clarification of the issue, but for closed-ended they were easy as the answers were limited.

FINDINGS

Profile of the Respondents. Table 1 shows the data gathered on this aspect.

Table 1.
Profile of the Respondents
(n=33)

Variables	f	Percentage	Rank
AGE (in years)			
38-42	2	6.06%	5
43-47	8	24.24%	2
48-52	9	27.27%	1
53-57	6	18.18%	4
58-62	7	21.21%	3
63-67	1	3.03%	6
SEX			
Female	17	51.52%	1
Male	16	48.48%	2
CIVIL STATUS			
Married	32	96.97%	1
Single	1	3.03%	2
HIGHEST EDUCATIONAL ATTAINMENT			
College Graduate	1	3.03%	7
BS with MA units	3	9.09%	5
MA - CAR	8	24.24%	2
MA	11	33.33%	1
MA with Doctorate units	4	12.12%	3.5
Doctorate degree - CAR	2	6.06%	6
Doctorate Degree	4	12.12%	3.5
NO. OF YEARS AS SCHOOL HEAD			
2 months - 4 years	9	27.27%	2
5 - 10 years	13	39.39%	1
11 - 15 years	5	15.15%	3
16 - 20 years	2	6.06%	5
21 - 25 years	2	6.06%	5
26 - 30 years	2	6.06%	5

Table 1 depicts the demographic profile of the thirty-three (33) respondents in terms of age, sex, civil status, highest educational attainment and the number of years as school head. In the context of age, majority of the respondents (27.27%) are of age 48 to 52 years old, while only one (1) respondent who belong to the retireable age of 63 to 67 years old. Most of the respondents are female (51.52%) and married (96.97%). In the context of highest educational attainment, 33.33% are masters’ degree holders while only 3.03% are college graduates. As to the number of years as school heads, majority (33.39%) of the respondents have 5 to 10 years of experience.

Level of Training Needs for Effective School Management. Tables 2-6 shows the data gathered on the 4 dimensions of training needs analysis .

Training on Leadership Behavior. Table 2 shows the data gathered on this aspect.

Table 2.
Level of Training Needs for Effective School Management
in terms of Training on Leadership Behavior

Indicators	Weighted Mean	Interpretation	Rank
1 Strategies for influencing people	3.85	Highly Needed	8
2 Modern leadership behavior theories	4.09	Highly Needed	3.5
3 Initiate and manage changes necessary for the development of the school	4.22	Very Highly Needed	1
4 Act in accordance with the constitution and relevant laws, rules, relations, service codes, and codes of conduct for schools	4.15	Highly Needed	2
5 Effectively cope with crises and emergencies	4.06	Highly Needed	5
6 Maintain guidance and counselling programme in the school	4.09	Highly Needed	3.5
7 Skills on Gender Responsive Pedagogy (GRP)	3.94	Highly Needed	7
8 Self-assessment	4.00	Highly Needed	6
Aggregate Mean =	4.05	Highly Needed	

Table 2 shows the results on the perceived level of training needs for effective school management in terms of leadership behavior. In general, the respondents perceived leadership behavior training as **highly needed** as indicated by an aggregate mean of **4.05**. Specifically, **initiating and managing changes necessary for the development of the school** is **very highly needed** having the highest weighted mean of **4.22**; while **strategies for influencing people**, though is highly needed, got the lowest weighted mean value of **3.85**.

According to Frederick Herzberg’s two-factor theory, which he developed in the 1960’s, the satisfaction of a need has one of two effects. It either causes employees to be satisfied with their job or it prevents employees from being dissatisfied with their jobs. Herzberg labeled the factors associated with job dissatisfaction “hygiene factors” indicating an analogy to the concept of preventive maintenance. The factors associated with job satisfaction were labeled “motivators” to suggest their effectiveness in evoking individual behavior toward superior performance. Interestingly, Herzberg’s hygiene factors correspond closely to Maslow’s two lower-level needs (physical and safety needs). The motivators identified by Herzberg are akin to Maslow’s higher-level needs of self-esteem and self-actualization. This suggest that meeting lower-order needs can only prevent job dissatisfaction, to achieve job satisfaction requires the fulfillment of higher-order needs.

The theory has a direct link with school administrators and management, as administrators have their needs (training and professional development needs) which need to be fulfilled for them to attain effective school management. Failure to fulfill the desired needs my lead to job dissatisfaction which in turn may lead to ineffective school management and the opposite is true.

Training on Management Skills. Table 3 shows the data gathered on this aspect.

Table 3.
Level of Training Needs for Effective School Management
in terms of Training on Management Skills

Indicators	Weighted Mean	Interpretation	Rank
1 Promote achievement of the school's mission statement and develop such a statement if does not exist	3.76	Highly Needed	10
2 Lead others so that school plans and objectives are achieved	4.06	Highly Needed	3
3 Develop annual school objectives/whole school development plan	3.97	Highly Needed	6
4 Prepare a budget for the school and use this to guide spending	3.88	Highly Needed	7.5
5 Financial management skills	3.88	Highly Needed	7.5
6 Make effective decisions about school matters under his/her control	4.06	Highly Needed	3
7 Establish a good work climate at the school	4.03	Highly Needed	5
8 Developing the school vision, mission and goals	3.73	Highly Needed	11
9 Training on computer and ICT skills	3.82	Highly Needed	9
10 Develop with educational policy analysis skills	4.06	Highly Needed	3
11 Training on project management skills	4.09	Highly Needed	1
Aggregate Mean =	3.94	Highly Needed	

In the context of management skills, as presented in Table 3, the respondents perceived this training need as **highly needed** with an aggregate mean value of **3.94** which is slightly lower than the leadership behavior. Of the eleven (11) indicators under management skills, **project management** is top highly needed with a weighted mean of **4.09**.

Moreover, **developing in school vision, mission and goals** received the least weighted average value of **3.73** though it is also highly needed.

Great Man and Trait theories dominated both the literature and thinking on leadership. As the name implies, the Great Man theory only addresses men as leaders, with no mention of or consideration for the “Great Women” in history (Klenke, 1996). The Great Man theory assumed that leaders are born and not made (Komives, Lucas, & McMahon, 1998). The “right mix” of genes lead to traits of great leaders, such as high energy, assertiveness, and emotional control. Since this precise genetic makeup was rare, so were leaders.

Researchers attempted to identify what traits made good leaders, in order to find who would make a great leader. However, there was no scientific evidence to support that having these traits would direct someone into being a leader (Mann, 1959). As researchers struggled with a lack of empirical evidence, they turned their attention to developing other theories of leadership.

In the 1950’s and 1960’s, behavioral theories of leadership were popularized. The Ohio State University and the University of Michigan undertook large scale research projects into the behavioral aspects of leadership (Bass, 1985; Klenke, 1996; Komives et al., 1998). The premise was that there is one best way to lead, which can be found by observing the behaviors of leaders. Researchers studied established leaders and tried to isolate their behaviors to understand the behaviors of leadership.

Training on Instructional Leadership. Table 4 shows the data gathered on this aspect.

Table 4.
Level of Training Needs for Effective School Management
in terms of Training on Instructional Leadership

Indicators	Weighted Mean	Interpretation	Rank
1 Provide advice and guidance to professional staff on educational issues	3.91	Highly Needed	5.5
2 Maintain an effective filing system	3.85	Highly Needed	8
3 Assess school effectiveness in achieving its learning objectives	3.91	Highly Needed	5.5
4 Resolve/handle conflicts when disputes occur	4.00	Highly Needed	2.5
5 Improves students’ learning by changing factors known to affect that learning	4.09	Highly Needed	1
6 Monitor and evaluate the achievement of plans and objectives	3.97	Highly Needed	4
7 Maintain good discipline throughout the school	3.79	Highly Needed	9
8 Identify problems which affect learning and teaching at the school	3.88	Highly Needed	7
9 Whole School Inspection Checklist	4.00	Highly Needed	2.5
Aggregate Mean =	3.93	Highly Needed	

As to instructional leadership, in Table 4, the respondents perceived the level of training needs as **highly needed** with an aggregate mean of **3.93**. Improving students’ learning by changing factors known to affect that learning got the highest weighted mean value of **4.09**, thus it is highly needed. Furthermore, training on maintaining good discipline throughout the school has the least weighted mean value of **3.79**.

Bass (1978) first proposed the idea of vision, which is a central construct of transformational theory. This vision is an overarching mission of both the current state and future of the organization. Having a vision for the organization means constructing the ideal future of the organization, taking into account the current state, leader’s goals, followers’ goals, resources, and mission. As well, Bass believed that in order to be a leader, there must be a commitment to raising the morality of both the leader and the followers, with the best interests of all considered. In Bass’ view of leadership, those such as Adolph Hitler and David Koresh would not be considered leaders, as they were manipulative and used their power over followers in destructive ways.

Kouzes and Posner (2003) have done extensive research, both alone and together, on leadership. Much of their research is based upon in-depth studies with large numbers of executives, organizational leaders, and those wanting to develop their leadership skills. The authors share the idea that leadership can be developed, taking into account the relational process between leader and followers. As well, Kouzes and Posner have developed inventories for not only self-evaluation of leadership skills, but feedback from others who observe the leader or potential leader.

While critics maintain an over-reliance on self-report data, transformational theories of leadership do have empirical support in the literature (Bass, 1985; Kouzes & Posner, 1987, 2002). Transformational leadership has been found to correlate with higher employee satisfaction, lower turnover rates, more commitment to the organization and organizational goals, and more success for the entire organization.

Professional Development Needs. Table 5 shows the data gathered on this aspect.

Table 5.
Level of Training Needs for Effective School Management
in terms of Professional Development Needs

Indicators	Weighted Mean	Interpretation	Rank
1 Observing effective management techniques used by other heads of school	4.12	Highly Needed	3
2 Watching a colleague present an assembly	4.00	Highly Needed	7
3 Observing a visiting educational administrative expert	4.15	Highly Needed	1.5
4 Shadowing fellows effective school administrator	4.09	Highly Needed	4.5
5 Contributing to a professional publication (Educational Journals)	3.94	Highly Needed	9
6 Working with District Supervisor and Education Program Supervisor to redefine your job description	3.64	Highly Needed	11
7 Working with exam board and other educational related institutions	3.55	Highly Needed	12
8 Having administrative study tours at local and international levels	4.06	Highly Needed	6
9 Training on carrying out action research in the school	4.15	Highly Needed	1.5
10 Acting as a performance management team leader	4.09	Highly Needed	4.5
11 Taking part in SWOT analysis	3.91	Highly Needed	10
12 Developing and contributing to teachers in-service courses manuals	3.97	Highly Needed	8
Aggregate Mean =	3.97	Highly Needed	

Table 5 presents the level of training needs for effective school management as to professional needs. As perceived by the respondents, the level of training needs is **highly needed** with an aggregate mean of **3.97**. Of the twelve indicators, observing a visiting educational administrative expert and training on carrying out action research in the school are both **highly needed** with the highest weighted mean value of **4.15**. Meanwhile, working with exam board and other educational related institutions has the least weighted mean of **3.55**.

Training and professional development can be designed specifically to address a perceived deficit to school administrator. This may well be set within the context of performance management, which itself is subjected to debate over its fundamental purpose. Rhodes, (ibid), Point out that "performance management can be viewed as a means of raising standards or 'as an element of government intervention to exact greater efficiency, effectiveness and accountability" (p. 124). Nonetheless, performance management requires that somebody takes charge of evaluating and managing change in teacher performance, and this includes, where necessary, attempting to remedy perceived weaknesses in individual teacher performance. What is not always clear; however, is what the expectations are for competent performance, and whose notion of competence they reflect.

While the deficit model uses continuing professional development (CPD) to attempt to remedy perceived weaknesses in individual teachers, Rhodes, (ibid), suggest that the root causes of poor teacher performance are related not only to individual teachers, but also to organisational and management practices. Indeed, to attribute blame to individual teachers, and to view CPD as a means of remedying individual weaknesses, suggests a model whereby collective responsibility is not considered; that is the system itself is not considered as a possible reason for the perceived failure of a teacher to demonstrate the desired competence. It also assumes the need for a baseline measure of competence, and once this has been committed to paper, it begins to adopt an authority of its own.

Boreham(2004) discusses this issue of individual and collective competence, arguing that "in the school context, effective collective competence is dependent on leadership which promotes three particular conditions, namely: making collective sense of events in the workplace; developing and using a collective knowledge base; and developing a sense of interdependency" (p.9).This argument is clearly at odds with the notion of the deficit model which attributes blame for perceived under- performance on individuals and fails to take due cognizance of collective responsibility.

Summary on the Level of Training Needs for Effective School Management. Table 6 shows the data gathered on this aspect.

Table 6.
Summary Table on Level of Training Needs for Effective School Management

Dimensions	Aggregate Mean	Interpretation	Rank
1 Training on Leadership Behavior	4.05	Highly Needed	1
2 Training on Management Skills	3.94	Highly Needed	3
3 Training on Instructional Leadership	3.93	Highly Needed	4
4 Professional Development Needs	3.97	Highly Needed	2
Composite Weighted Mean =	3.97	Highly Needed	

Table 6 shows the summary table on the level of training needs for effective school management as perceived by the respondents. Of the four dimensions of training needs, leadership behavior is highly needed with the highest aggregate mean value of **4.05**, followed by the professional development needs (**3.97**); while instructional leadership training has the least aggregate mean value of **3.93**. In general, the training needs for effective school management is **highly needed** as perceived by the school heads with a composite weighted mean of **3.97**.

In the late 1960's and early 1970's, several situational and contingency theories were proposed. These theories were developed to observe how situational variables affect and produce effective leaders (Komives et al., 1998). An underlying principle of situational and contingency theories was that who emerges as the leader is dependent upon environmental factors and group dynamics, not just the traits of the leader herself/himself. For the first time, researchers were looking at constructs outside of the leader as determining factors in both skills attainment and success as a leader.

One example is House's Path-Goal theory of leadership (House, 1971). House theorized that the influence that leaders and followers have upon one another is paramount to the success of the leader. The leader has a goal, which is negotiated with the followers. In turn, the followers' goals and dynamics determine how successful the efforts of the leader will be. This mutual influence was important in determining the behaviors of both leaders and those involved, as well.

While there was limited support that environmental and situational factors influences behavior, there was no evidence on what situations produced the best leaders. As well, researchers could not establish what behaviors were best in what situations.

Relationship between the Respondents' Profile and the Training Needs for Effective School Management. Table 7 shows the data gathered on this aspect.

Table 7.
Test of Relationship between the Respondents' Profile and the Level of Training Needs for Effective School Management

Training Needs and...	Comp. Chi-square value	df	crit. value	p-Value	Sig. Level	Result	Ho
Age	13.60	10	18.307	0.19	0.05	Insignificant	Accepted
Sex	7.35	2	5.991	0.03	0.05	Significant	Rejected
Civil Status	2.06	2	5.991	0.36	0.05	Insignificant	Accepted
Highest Educational Attainment	9.41	12	21.026	0.67	0.05	Insignificant	Accepted
Number of Years as School Head	12.35	10	18.307	0.26	0.05	Insignificant	Accepted

Ho: There is no significant relationship between the profile of the respondents and the level of training needs for effective school management.

The relationship between the respondents' profile and their perceived level of training needs for effective school management were tested at 0.05 significance level using Chi-square test statistic as shown Table 7. The variables under profile are age, sex, civil status, highest educational attainment and the number of years as school head. Of five variables under respondents' profile, **only sex has a significant relationship with the perceived level of training needs for effective school management** with a computed Chi-square value of **7.35** which is greater than the critical value of **5.991** at **2** degrees of freedom. The result led to the **rejection of the null hypothesis**. Based on the result, it can be inferred that the sex of the respondent has an impact on his or her perception of the training needs for effective school management.

On Training Needs for School Administrators . Schools are always affected with *behavioral, managerial and instructional leadership* changes that occur at national or international level. A training need is simply stated as the difference between what an individual can do now (Actual attribute) and that 100 % you want them to do, thus, if Actual = Desired = No Training, and to determine the gap, you must ascertain the current level of performance and then define the desired state of performance (Mc Ardle, 2010). In many cases, a manager will bring a performance or training need to you however, if you are not faced with an immediate problem, and you would like to provide training, you can begin with a macro scan of the school as organization. Here are two questions to help you get started: - *What results does the school currently achieve? How do the actual results compare with the expected results?* Or, if a performance problem is

involved, you should determine how the performance has changed from the past and what the desired performance is. In the study of Andrin et. al. (2023), it was found out that the extent of the spiritual needs such as religious, existential, inner peace and generativity needs were very strong because majority of the respondents were responsible to self, family, community, and others. When individual maturity increased it was expected that the longing for inner peace also increased and that being married or single can change their views in life especially on the importance of existence in order to live, share, and fulfill one’s responsibility to self, family, community, and others; moreover, there was no significant relationship on the respondents’ spiritual needs and the profile, thus age, sex, civil status, and religious affiliation were not indicators that influence their individual spiritual needs. It was further found out that there was no significant relationship on the respondent’s spiritual well-being and the profile, there was no significant difference on the respondent’s spiritual.

Conducting a Training Needs Assessment (TNA) is a systematic process based on specific information gathering techniques. Each stage builds off the last; the findings of one stage will affect and help shape the next stage. There is no easy formula for carrying out this process. Each particular situation requires its own mix of observing, probing, analyzing, and deducing. In many ways, the TNA process is like detective work: you follow up on every lead, check every piece of information, and examine every alternative before drawing any conclusion. Only then can you be sure you have the evidence on which to base a sound strategy for problem solving a performance issue.

Degree of Variances on the Four Dimensions of Training Needs for Effective School Management. Table 8 shows the data gathered on this aspect.

Table 8.
Analysis of Variance on the Four Dimensions of Training Needs for Effective School Management

ANOVA Summary									
Source of Variation	Sum of Squares	df	Mean Square	F	crit. Value	p-value	Sig. Level	Result	Ho
Between Groups	0.212617	3	0.070872	0.144438	2.675387	9.33E-01	0.05	Insignificant	Accept
Within Groups	62.80639	128	0.490675						
Total	63.019	131							

Ho: There is no significant degree of variance on the four dimensions of training needs for effective school management.

Descriptive Statistics Summary

Dimensions	N	Sum	Mean	Variance
Training on Leadership Behavior	33	133.13	4.05	0.48
Training on Management Skills	33	130.00	3.94	0.60
Training on Instructional Leadership	33	129.78	3.93	0.47
Professional Development Needs	33	131.08	3.97	0.41

The dimensions of Training Needs for Effective School Management such as Leadership Behavior, Management Skills, Instructional Leadership and Professional Needs were subject to test in order to determine if there is a significant degree of variances among these four dimensions. The statistical test used was Analysis of Variance using 0.05 alpha value. The results, shown in Table 8, revealed that there are **no significant degree of variances among the four dimensions of Training Needs for Effective School Managements** with a computed F-value of **0.1444238** which is less than the critical value of **2.675387** at **3** by **128** degrees of freedom; hence, the **null hypothesis was accepted**.

On Training Needs for School Administrators. Having higher education and experience could not work by itself to being an effective school administrator, who calls for organizational development and attainment of its goals in the long run. Initial and in-service training needs pertaining to leadership behaviour, management skills and instructional leadership is very vital particularly during professional development for all teachers and specifically those who are appointed as heads school.

On Professional Development for School Administrators Mizel (2010)states that, professional development is all about experiences related to an individual’s work, thus for heads of schools encompassed having case studies, vacation, study tour, survey, on-work training, seminars, career development programs etc. These all enrich on educational level, initial training, and working experiences hence it brought about effectiveness on managing the school as supported by Fayol in (Galabawa, 2001) that management could and should be taught at all educational levels. He further argues that, through formal training in management principles administrators could become more effective than

relying on "seat-of-pants practices".

On Effective School Management . This is an output of the complex interaction of the variables like higher level of education that spotlight the school heads to a number of theoretical concept pertaining to effective management, work experience enables us to put theories into practices within a varied circumstances and developing a number of alternatives while training and professional development needs to keep up and respond to initial training and changing world of knowledge and skills respectively. Furthermore data supports the study made by Andrin et.al. (2021) which revealed a significant degree of correlation between the age, as well as, the number of years in teaching to the classroom management practices. The study also showed the significant degree of variance among the ten dimensions of classroom management practices of the teacher participants. The results of the study evidently showed that the teacher participants are not fully practicing the three behavioral parts of the questionnaire. Such dimensions are the following: acknowledging appropriate behaviors, positive actions, and responding to inappropriate behaviors of the students which is very much needed to effective management of any school.

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. Of the four dimensions of training needs, leadership behavior is highly needed with the highest aggregate mean value of **4.05**, followed by the professional development needs (**3.97**); while instructional leadership training has the least aggregate mean value of **3.93**. In general, the training needs for effective school management is **highly needed** as perceived by the school heads with a composite weighted mean of **3.97**.
2. The variables under profile are age, sex, civil status, highest educational attainment and the number of years as school head. Of five variables under respondents' profile, **only sex has a significant relationship with the perceived level of training needs for effective school management**.
3. There are **no significant degree of variances among the four dimensions of Training Needs for Effective School Managements**.

RECOMMENDATIONS

With findings and conclusions drawn form this study, the following recommendations are now offered:

1. The Department of Education should formulate training and professional development program for the aspirant heads of secondary schools; the program will allow teachers growing with school administrative and management skills that will be very useful after being appointed as heads of school.
2. Induction and in-service training on leadership behaviour, management skills, instructional leadership and professional development for the newly appointed heads of school should also be provided so as to equip the immature heads in their administrative and management duties.
3. To solve the above problem, Department of Education, agencies and other education stakeholders should play their roles effectively on improving this area so as to attain effective school administrators who will champion effective school administration. As the data shows very few types of training and professional development are given to school administrators in the sense that, the school heads and their deputy know very little about school management; the study recommended to the DepEd, agencies and other institutes responsible for heads of school training should reflect the real working situations of the heads of school from rural to urban rather than taking them to training as an empty bucket.

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