Systems Management Approach Among Public Secondary Schools In Calabarzon

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Abstract: This study aimed to assess the systems approach management in Public Secondary Schools in CALABARZON, with the end in view of coming up with a management plan for a more effective utilization of the Systems Approach. Specifically, the study sought to answer the following questions:

1. How may the school heads be described by the teachers and school heads themselves relative to the following attributes:
   1.1. professional characteristics;
   1.2. personal characteristics;
   1.3. work ethics;
   1.4. communication skills;
   1.5. intra - personal sills;
2. What constraints are met by school heads in carrying out the dimensions of Systems Approach Management?
3. Based on the analysis, what management plan may be designed for a more effective utilization of the Systems Approach?

This study used the descriptive method of research to trace the status of the Systems Approach Management Among Public Secondary Schools in Calabarzon. This method was thought the most suitable in identifying current status and practices of the indicator used. The study used a questionnaire in the form of a checklist/rating scale to elicit data from the two groups of the respondents. The questionnaire contains school heads and teachers description on the school heads' attributes. To futher elaborate the discussion on the data gathered an interview and focus group discussion with the respondents, both teachers and school heads was done regarding their own experiences. The subjects of the study are the public secondary school heads and teachers. Sampling technique was used applying Slovin's formula at five percent margin of error to obtain the sample population of teachers and school heads from Cavite, Laguna, Batangas, Rizal and Quezon. For the study to become accurate, statistical measures were used for the analytical presentation of results of the study. The responses on the questionnaire were measured through the respondents' answer on each corresponding weight value, with one as the lowest and five as the highest. Descriptive equivalents or verbal descriptions of numerical results were interpreted using the following scale continuum.

Option	Scale Range	Verbal Description
5	4.5 – 5.0	Very Greatly Manifested
4	3.5 – 4.49	Greatly Manifested
3	2.5 – 3.49	Moderately Manifested
2	1.5 – 2.49	Least Manifested
1	1.0 – 1.49	Not Manifested At All

The results of the study revealed that schools heads are aware of their functions, while teachers revealed a lesser extent of awareness of the status school heads relative to the dimension of the systems approach management. From the data obtained, it was concluded that the school heads and teachers differ significantly in their assessments as regards the description of the school heads on the systems approach management. On the other hand, the personal characteristics assesses by the school heads are all very greatly manifested, while teachers assessed this attributes greatly manifested only. With regards on professional characteristics, work ethics, communication skills, intra-personal skills, interpersonal skills, skills in managing time and financial skills were all assessed by the school heads as very greatly manifested, while teachers assessed these attribute as moderately manifested. Based from the findings, it is but imperative that the school heads must do their best to show to their teachers that they possess the different attributes that a school leader must have.

Keywords: School heads, School heads attributes, Systems Approach Management, Teachers

1. Introduction

The school as an academic organization is supported and facilitated by various professionals working on different aspects of school operations, school management, community involvement and even in material management often with a different set of personnel looking into financial matters. There are many sub-systems that generally require inputs in order to engage in some process and produce expected outputs. Systems produce both positive and negative results, as well as intended and unintended consequences that may be either short-term or long-term. Thus, the systems approach compels managers to take a universal perspective and enables every member concerned to get involved in relevant activities of the organization. It is inevitable for managers to work with people and influence the behavioral quality of life in an organization, and consequently the organizations' output. They have larger responsibility because they are the ones who make significant decisions affecting human issues. They are, in other words people related, who help build an organizational culture in which talents are utilized and further developed, people are encouraged, and teams become efficient in order for the organization to reach goals and for the society to gain rewards. Management is the effective and efficient attainment of goals through its different functions (Daft, 2007)[1]. It involves the process of getting things done through people. The topmost responsibilities of managers are to give direction to the organization, provide leadership, and decide how to use organizational resources to accomplish goals. Managers must have the conceptual, human, and technical skills to ensure these are embodied

and emphasized in systems approach management. Systems approach management is an important element in every organization. It is the process of coordinating work activities so that they are completed efficiently and effectively Therefore, in every organization, it is important to take a glance on the systems approach management it adopts, since the performance of the human resources depends greatly on the management it has and the degree of its implementation. Moreover, the proper handling of people results to multiple effects in attaining its goals and objectives. However, there are some instances wherein managers are dislocated in their functions and performances, which are crucial to every organization and this, should be given immediate and appropriate action. The reality of executing a systems approach management is not quite as simple as these descriptions of the management functions. There is no cut-and dried beginning or ending points as a manager plan, organize, lead, and control. As they do their jobs, managers often find themselves doing some planning, some organizing, some leading, and some controlling, and maybe not even in that sequential order. It is more realistic to describe the functions managers perform from the perspective process. To attain the ideal academic aspiration, educational Good leadership refers not only to competence but to ethics and transforming people as well. All leaders are responsible for influencing their followers to perform an action, complete a task, or behave in a specific manner. Effective leaders influence process, stimulate change in their subordinates' attitudes and values, augment the followers' self-efficacy and beliefs, and foster the internalization of the leader's vision by utilizing strategies of empowerment. On the other hand, the effectiveness of any organization is influenced greatly by human behavior and people are a resource common to all organizations. The relationships among individuals and groups in organizations create expectations for individuals' behavior. In the field of systems approach management, the expectations result in certain roles wherein some must perform leadership roles, while others must participate in the role of followers (Lorilla, 2011)[2]. Human interactions in the workplace ultimately have major influence on the field of systems approach management, which is the key to sustained performance success of people. In participative supervision, workers are made to feel important, given a lot of information, and frequently asked for their opinions. Groups can have strong negative, as well as positive influence on individual productivity, so workers must be given the chance to be a part of school management functions. Secondary schools in the Philippines more commonly known as high school consists of four levels largely based from the US school system as it existed until the advent of the comprehensive high schools in the middle of the 20th century. Today, the Philippine high school system with the implementation of K to 12 program has six levels with each level partially compartmentalized, focusing on a particular theme. In the first four levels comprise Junior High School while the remaining two years comprise Senior High School. Department of Education specifies a compulsory curriculum for all high schools, either public or private. In other words, public secondary schools offer free financial obligation and free facilities for the benefit of the students. Parents just have to enroll their children after elementary, and high school education will follow until they complete the 12th grade. Reforms from time to time always have a space and the management approach must be given emphasis. Conflicts may arise at different situations such as superior-subordinate relationships, classroom management, canteen set-up, financial matters, teachers' professional growth and even in work attitudes and ethics. These will be strategically addressed through an effective approach to systems management. In spite of untiring efforts of the different agencies that support public secondary schools, it appears that education still fails to complete achieve its objectives. This has increase the number of illiterate Filipinos and graduates who are not prepared for work, which motivated the researcher to engage in this study. With this scenario, the researcher, being a public secondary school, expects much from management since she works hard to give the best to the students. The researcher is one of the ultimate receivers of this kind of systems approach management that may be adopted to find out the different ways on how such approach may be evident in the schools. It is hoped that proper system approach from the management will be shared among members of the organization. Aiming to be one of those managers, the researcher is inspired to respond to the many unanswered questions in the field which may bring positive change for the attainment of an effective teaching and learning process. With such aspirations to be a successful manager, the researcher deemed it wise to focus the present study in assessing the systems approach management.

RESULTS AND DISCUSSION

After the data were tabulated, analyzed and interpreted, the researcher came up with the following results:

1. School heads be described by the teachers and school heads themselves relative to the following attributes:

Table 2
Attributes of the School Heads Relative To Personal Characteristics

Items	School Heads			Teachers		
	WM	VI	Rank	WM	VI	Rank
1. Emotionally stable and trustworthy.	4.66	VGM	4.5	3.91	GM	2.5
2. Fair, impartial, and honest.	4.55	VGM	10	3.51	GM	14
3. Kind, committed, enthusiastic and cooperative.	4.51	VGM	12	3.79	GM	7.5
4. Accepts the responsibility of developing good moral character as a relevant part of the school.	4.66	VGM	4.5	3.79	GM	7.5
5. Intelligent, optimistic, flexible, and creative.	4.58	VGM	8	3.73	GM	10
6. Has a sense of humor and cheerful.	4.54	VGM	11	3.69	GM	11
7. Shows interest in knowing the difficulties of the teachers.	4.59	VGM	7	3.61	GM	12
8. Respects decision/opinion of the teachers, students and other stakeholders.	4.29	GM	14	3.78	GM	9
9. Concerned with the welfare of the teachers.						
10. Supports, cooperates and attends school activities.						
11. Accepts and is open to changes in the						

school.						
12. Shows willingness to stay beyond official time even without additional compensation.	4.37	GM	13	3.87	GM	5.5
13. Controls temper in frustrating situations and are calm in times of problems and difficulties.	4.76	VGM	2	3.91	GM	2.5
14. Shares good ideas to resolve disputes between peers and subordinates.	4.84	VGM	1	3.87	GM	5.5
	4.64	VGM	6	3.89	GM	4
	4.68	VGM	3	3.62	GM	13
	4.56	VGM	9	3.95	GM	1
Composite Mean:	4.59	VGM		3.78	GM	

As shown in the table, the school heads described themselves as open to accept the changes in the school, having the highest weighted mean. This finding shows how the school heads are able to accept suggestions and comments from teachers, students, and other stakeholders for some school projects and activities that may lead to the improvement of the school. This finds similarity in the work of Luis, which revealed that school heads are positive in accepting changes for school improvement and betterment of students' performance. Likewise, school heads described themselves as they are supportive and cooperative in school activities. This obtained a weighted mean of 4.76 which was interpreted to be very greatly manifested by the school heads. The finding proves how the school heads are able to approve and implement different school activities, as they help plan and decide projects for school improvements. Likewise, they are always present during programs, meetings and other official undertakings. Their presence in all activities are greatly observed and based on the interview from stakeholders, they are highly concerned of the different activities in the school.

Table 3
Attributes of the School Heads Relative To Professional Characteristics

Items	School Heads			Teachers		
	WM	VI	Rank	WM	VI	Rank
1. Manifests genuine enthusiasm and pride in teaching as a noble profession.	4.74	VGM	1	2.93	MM	1
2. Upholds the highest possible standards of quality education.	4.67	VGM	5	2.71	MM	9
3. Participates in Continuing Professional Education (CPE) program of the Professional Regulation Commission.	4.08	GM	13	2.78	MM	5
4. Helps in advertising and marketing the services of the school.	4.26	GM	12	2.77	MM	6.5
5. Considers the teaching profession in a manner that makes it dignified means of earning a decent living.	4.53	VGM	9	2.70	MM	10
6.Demonstrates leadership and initiative to actively participate in community movements.	4.57	VGM	8	2.62	MM	13
7.Enjoys academic freedom.	4.34	GM	11	2.67	MM	12
8. Renders the best service by providing conducive teaching/learning environment.	4.60	VGM	7	2.88	MM	2.5
9. Merits social participation.	4.42	GM	10	2.84	MM	4
10. Informs people in the community on school activities and accomplishments.	4.64	VGM	6	2.88	MM	2.5
11. Applies the philosophy-vision-mission and goals of the institution.	4.69	VGM	3	2.69	MM	11
12. Creates a community of learners among teachers.	4.71	VGM	2	2.72	MM	8
13. Involves teachers in group decision-making and dispute resolution.	4.68	VGM	4	2.77	MM	6.5
Composite Mean:	4.55	VGM		2.70	MM	

As revealed in the table, school heads describe themselves to manifest genuine enthusiasm and pride in teaching as a noble profession, with the highest mean of 4.74. This was interpreted to be very greatly manifested by them. This finding showed that the school heads are able to display their great interest in teaching as a decent profession. In the interview done with the teachers, they quoted that the role of administrators involves upgrading themselves in the service not only for professional growth but also for the improved performance of their duties. They must show enthusiasm in their noble duties, so they could serve as role model of good character among their teachers. Meanwhile, school heads revealed that they create a community of learners among teachers. This obtained a weighted mean of 4.71, ranked second highest and was interpreted to be very greatly manifested by the school heads. This finding shows that schools heads brought learning among their teachers to develop a more conducive and improved teaching process. According to the interview among teachers, it was but right for the administrators to show support, assistance and genuine concern for teachers for them to grow in their profession.

Table 4
Description of the School Heads Relative to their Work Ethics

Items	School Heads			Teachers		
	WM	VI	Rank	WM	VI	Rank
1. Tried out new ideas and suggestions collaboratively with subordinates	4.75	VGM	2	2.62	MM	9.5
2. Looked forward to positive changes in the work place.	4.74	VGM	3.5	2.62	MM	9.5
3. Provided valuable help to others.	4.69	VGM	8	2.87	MM	2
4. Added to the well-being of subordinates	4.70	VGM	7	2.67	MM	4
5. Solved problems and conflicts impartially.	4.68	VGM	9	2.70	MM	3
6. Made judicious decisions on time.	4.67	VGM	10	2.90	MM	1
7. Gave due praises and recognition fairly.	4.64	VGM	11	2.65	MM	5
8. Established camaraderie among fellow workers.	4.73	VGM	5.5	2.63	MM	7.5
9. Was considerate with fellow workers.	4.74	VGM	3.5	2.64	MM	6
10.Respected the suggestions and recommendations of teachers and higher authorities.	4.79	VGM	1	2.63	MM	7.5
11. Followed school and community rules and regulations.	4.73	VGM	5.5	2.55	MM	11
Composite Mean	4.71			2.68	MM	

School heads are expected to exercise ethical standards inside and outside the school. Therefore, they should possess work ethics such as being respectful for suggestions of teachers and other officials, working collaboratively, being positive in work and considerate. The table presents the description of the school heads relative to their work ethics. As shown in the table, the school heads described themselves to be respectful of the suggestions and recommendations of teachers and higher authorities with the highest weighted mean of 4.79. This was interpreted to be very greatly manifested by them. This finding shows that school heads are able to ask teachers and higher authorities' opinions in matters related to school activities that will lead to school improvement. This finds similarity in the study of Cantara[3], which revealed that school heads must encourage teachers to get involved in decision making on important school concerns to make them perform well and be committed for the benefit of the school. Also manifested to a very great extent by school heads was trying out new ideas and suggestions through collaboration with subordinates. This gained a weighted mean of 4.75, and ranked second in the item distribution. This shows that school heads consider not only their own ideas but the teachers' concepts as well and are able to discuss with them the results of such discussion. This may lead to a better professional atmosphere in the school and eventually an improved teaching learning with environment. Relative to this, school heads look forward to positive changes in the work place and are considerate among fellow workers, which were both interpreted to be very greatly manifested by them. These both obtained a weighted mean of 4.74. This shows that school heads accept optimistic variations existing within the schools and show a caring attitude among their teachers. This is aligned in the declaration of Franco[4] that principals should know ways for progress. For them, optimistic projections are effective ways to meet better performances and outputs among internal stakeholders of the school. Generally, teacher respondents interpreted the school heads' work ethics to be moderately manifested and garnered a composite mean of 2.68. Some of these were giving due praises and recognition fairly; being considerate to fellow workers; establishing camaraderie among fellow workers; respecting the suggestions and recommendations of teaches and higher authorities and; trying new ideas and suggestions collaboratively with subordinates. The findings revealed that the school heads' work ethics may affect the system approach management to be implemented in their respective workplace. It may also affect their leadership styles. This implies that teacher-respondents noted that their school heads sometimes follow the ethical standards in their work.

Table 5
Description of the School Heads Relative To Their Communication Skills

Items	School Heads			Teachers		
	WM	VI	Rank	WM	VI	Rank
1. Writes clearly and concisely making messages understood by teachers, pupils, parent and other school personnel.	4.21	GM	11	2.73	MM	3.5
2. Uses new technology to communicate the school's philosophy.	4.47	GM	9	2.68	MM	8.5
3. Knows his/her verbal and non-verbal communications strengths and weaknesses and their implications.	4.64	VGM	5	2.75	MM	1.5
4. Gives feedbacks precisely.	4.28	GM	10	2.68	MM	8.5
5. Tries to practice fairness to issues and problems concerning the teachers, pupils, parents, and other school personnel.	4.53	VGM	6	2.70	MM	6
6. Observes properly the channels and flow of communication among within units/departments.	4.70	VGM	3	2.73	MM	3.5
7. Acknowledges facts and feedbacks accurately.	4.69	VGM	4	2.75	MM	1.5
8. Uses new technology to disseminate messages.	4.51	VGM	7.5	2.66	MM	10
9. Informs the teachers on the latest communications from the agency.	4.51	VGM	7.5	2.69	MM	7
10. Listens to suggestions and comments.	4.72	VGM	2	2.62	MM	11
11. Finds various ways to help network to satisfy their needs.	4.74	VGM	1	2.71	MM	5
Composite Mean	4.55	VGM		2.70	MM	

Communication creates harmonious relations, but sometimes also builds misinterpretations among stakeholders. School heads are expected to be concise in making correspondence, resourceful to help network to satisfy their needs, observable the channels and flow of communication, open and accepts facts and feedbacks and is abreast with the new technologies used in communication. As gleaned from the table, school heads described themselves as they found various ways to help network to satisfy their needs. It garnered a weighted mean of 4.74 and was interpreted to be very greatly manifested. Similarly, school heads listening to suggestions and comments was described to be very greatly manifested by them, obtaining a weighted mean of 4.72. The said items was given the highest ranking, considering that communications nowadays are sent via electronic devices in their respective email addresses so that message dissemination will be very fast. The communication skills of the school heads were remarkable and most of them were interpreted to be very greatly manifested. It got a composite mean of 4.55. This demonstrated that school heads possessed the communications skills necessary for them to function well and implement the appropriate approaches in the workplace. Some of the skills that are noticeable were knowing their verbal and non-verbal communications' strengths and weaknesses and their implications; trying to practice fairness in addressing issues and problems concerning the teachers, parents, and other school personnel; informing the teachers on the latest communication from the agency; and using technology to disseminate messages. This finding is related to the statement of Johnson that posited that effective communication to teachers, students, staff, families and communities can bring a better understanding of the schools' mission and vision. On the other hand, teacher-respondents noted that school heads know their verbal communication strengths and weaknesses, and acknowledge facts and feedback accurately. Both were interpreted to be moderately manifested and got a weighted mean of 2.75. This implies that the respondents observed minimal chances to be asked on their views; they felt that some of the school heads were aware of the things they discuss as well as the gestures they make in dealing among their subordinates. This is in resemblance with the study of Cantara about the correlation study on school heads' human relation, which concluded that clear verbal and non-verbal communication of the school heads is important, so that teachers would be able to interpret correctly the message being transported to them.

Table 6
Description of the School Heads Relative To Their Intrapersonal Skills

Items	School Heads			Teachers		
	WM	VI	Rank	WM	VI	Rank
1. Feels comfortable with himself/ Herself	4.60	VGM	12	2.65	MM	9
2. Expresses strongly like or dislike of particular activity.	4.62	VGM	11	2.68	MM	6
3. Communi-cates his/her feelings.	4.67	VGM	9	2.73	MM	3
4. Feels his/her own strength and weaknesses.	4.63	VGM	10	2.79	MM	1
5. Shows confidence in his/her abilities.	4.77	VGM	1.5	2.72	MM	4
6. Sets realistic goals.	4.70	VGM	8	2.67	MM	7
7. Makes appropriate choices.	4.71	VGM	5.5	2.74	MM	2
8. Follows his/her instinct.	4.74	VGM	3	2.66	MM	8
9. Relates to others based on his/her sense of self.	4.72	VGM	4	2.69	MM	5
10. Makes his/her own decision.	4.70	VGM	7	2.64	MM	10
11. Feels good after finishing a task done.	4.71	VGM	5.5	2.57	MM	12
12. Takes positive attitude towards frustrations and failures.	4.77	VGM	1.5	2.63	MM	11
Composite Mean:	4.69	VGM		2.68	MM	

Relation to oneself is the skill needed by the school heads to build good relations among stakeholders. School heads are expected to be confident, feel comfortable, follow their instinct, be optimistic, and express their like or dislike to something. The table revealed that school heads show confidence in their abilities and look positive attitudes towards frustrations and failures. Both was interpreted to be very greatly manifested, ranked their number one. Both scored a weighted mean of 4.77. These imply that school heads are of great assurance in what they can do for the institution where they belong. More so, school heads claim that they follow their instinct. This obtained a weighted

mean of 4.74, with an interpretation of being very greatly manifested by school heads. This shows that school heads, like any other individuals feel what is natural to them and tailed their emotions to their actions. Likewise, school heads relate to others based on their sense of self. This was interpreted to be very greatly manifested by them. This obtained a weighted mean of 4.72, and ranked as their fourth highest. On the other hand, teacher-respondents found that school heads felt their own strengths and weaknesses. This finding was interpreted to be moderately manifested. It obtained a weighted mean of 2.79 and ranked to be their highest. Another is that, teacher-respondents observe that their school heads make appropriate choices. This gained a weighted mean of 2.74 and was interpreted to be moderately manifested by them. Based from the interview, school heads, even teachers are expected to made right choice, for if this would not happen, then problems may occur in all the undertakings of the school. The school heads manifest intrapersonal skills to a very great extent, having a composite mean of 4.69. This implies that school heads strongly possessed the mentioned intrapersonal skills such as making appropriate choices, feeling good after finishing a task done, and setting realistic goals. This means that intrapersonal skills play great importance pertaining to the different characteristics and qualities of a school heads, because this will lead to the achievement of school goals and objectives. This finds similarity in the study of Bonot[5] and Reyes on leadership potentials, stressing that school heads should possessed competence in managing self to make sound decisions that will contribute to the high performance of the school. From the observation, teacher-respondents interpreted the different intrapersonal skills of the school heads to be moderately manifested by them, obtaining a composite mean of 2.65. This shows that some school heads greatly manifest intrapersonal skills such showing confidence in their abilities; relating to others based on their sense of self; expressing strongly their like or dislike of particular activity; and setting realistic goals. Teacher respondents noticed that some of their school heads were capable of showing who really they are, for this will ensure the teacher their truthfulness in their actions that will lead to the achievement of the institutional goals and targets.

2. Constraints are met by school heads in carrying out the dimensions of Systems Approach Management

Table 7
Constraints Met By School Heads in Coping With The Dimensions of Systems Approach Management

Constraints met by school heads	Frequency	Percentage %	Rank
1. Lack of instructional materials.	180	71	3
2. High cost of living.	130	51	10
3. Inappro-priate strategies applied in team.	94	37	16.5
4. Lack of seminars and conference attended.	94	37	16.5
5. Stiff competition especially in applying for promotion.	101	40	114
6. Improper allocation of expenses.	107	42	11.5
7. Lack of functional classrooms.	159	63	5
8. Insufficient laboratory materials.	237	94	1
9. Worthwhile performance not being recognized.	151	60	7
10. Lack of learning resources and livelihood education rooms.	199	79	2
11. Minimal good relationship among teachers.	91	36	15
12. Lack of good relationship between superiors and subordinates.	73	29	18
13.Unavailabi-lity of learning materials.	149	59	8
14. Lack of opportunity to make researches.	135	53	9
15. Motivated few teachers to pursue post graduate courses.	103	41	13
16. Tasks are delegated in a short period of time.	107	42	11.5
17. Few committed individuals.	13	5	19
18. Unavai-lability of faculty rooms.	156	62	6
19. Inade-quate teaching materials and tools.	178	70	4

Every organization has its limitations. School heads are expected to be equipped with managerial functions in all views. Constraints are assessed by school heads alone. The table presents the constraints met by the school heads in coping with the dimensions of systems approach management. As contained from the table, 94 percent or 237 schools heads rated insufficient laboratory materials to be the top most constraints. The heads found the importance of livelihood education room to provide better learning outcomes of the students which is carried out in the school mission and vision. The next constraint met by school heads is the lack of instructional materials. 74% or 188 school heads noted of this one. This meant that school heads noticed the insufficient of the teaching resources available in their school such as, books, students and teachers' manuals and modules needed by both students and teachers to improve the instructional performance. Another constraint met by school heads is inadequate teaching materials. Out of 253, 70 percent of 178 school heads observed that inadequate teaching materials and tool in educating students are evident. This showed that the resources available in teaching does not quantify what is needed, high performance among teachers and students as well as the school at this point would not be guaranteed. Moreover, if this thing occurs, there is a strong indication that the transfer of learning will decrease too. Lastly, the constraint met by school heads was the lack of functional classrooms. 63 percent or 159 school heads found the shortage of effective learning places. School heads observed that the learning places are far more than the structured one at present. School heads' role is to maintain and ensure effective learning environment. Thus, school heads found the importance of

operative classrooms where the teaching learning process occurs to increase the school performance. Generally, the constraints met by the school heads in coping with the dimensions of systems approach management were all focused in the facilities of the schools. This means that school heads found the teaching learning resources a challenge in their leadership as well as in their management functions. School heads this time noted the needs of school facilities from instruction to learning for this will carry the schools' goals and objectives that will be a basis in the evaluation of school performances The findings find similarity in the study of Magsaysay[6] that revealed the need for various improvements and developments in teaching. He affirmed that to achieve quality education, improved facilities is indispensable requirement in teaching.

3. Management plan may be designed for a more effective utilization of the Systems Approach

Program	**Objectives**	**Strategies/ Activities/ Projects**	**Resources**	**Success Indicators**
Professional Development Program	Enhance the professional characteristics of school heads, teachers and staff.	Conduct School-Based –In Service Training. Hold inter-school collegial exchange of ideas in management and instruction. Encourage one self and others to pursue graduate studies. Establish group Initiated by different organizations.	Teachers, School heads, School Fund, Local Government Scholarship	School heads and teachers are more ready to carry out the duties of the profession.
Staff Development Program	Emphasize high learners' involvement in school activities. Provide Learning Action Cell (LAC) session activities that will enhance individual differences.	Meet students from time to time and advise them to participate in school activities. Making Post and Recognition boards. Conduct regular staff and faculty meeting. Conduct Recollection Provide Team Building activities. Meet teachers to know them better through formal and informal conversation. Join and organize social networking sites. Involve high performing teachers in some light administrative concern. Conduct forum on Best Teaching Practices.	Students Teachers Staff School heads Teachers and School heads Teachers and School heads	Students are more participative in school activities and programs. Teachers and students are more inspired to join competitions Teachers and school heads are more open to each other in sharing ideas and thoughts. Teachers and administrators develop leadership competencies.
Action Development Program	Participate and conduct researches Show accountability in instructional performance. Construct activities that build positive relationships.	Involve in research that will determine the needs of the school. Conduct of pre- conferences and post conferences to give technical assistance to teachers. Provide a Friendly School System. Exchange/ Sharing of ideas and collaborative learning.	Teachers Department heads and School heads	Teachers and school heads become oriented in the needs of the students and teachers. Teachers, department heads and school heads determine the needs to meet quality education. There is collegiality and respect between teachers and principals.

A proposed systems approach management plan was conceptualized and developed based on the significant findings of the study. The plan was anchored on the basic principles of systems approach management, and was designed in the context of public secondary schools in CALABARZON. This system approach management is intended to be utilized by school heads to help facilitate better school management and achieve institutional goals and objectives.

CONCLUSIONS

Based on the findings, the following conclusions were drawn.

1. The public secondary school heads described themselves to manifest very greatly their personal and professional characteristics, work ethics, communication skills, intrapersonal and interpersonal skills, skills in managing time, and financial skills. On the other hand the teacher respondents rated the different skills, values, and professional characteristics of school heads to be moderately manifested by them, except for personal characteristics which was assessed as greatly manifested by school heads.
2. Lack of functional classrooms, learning resources and livelihood educational rooms are the most common constraints met by the school heads in implementing the systems approach management.
3. A Systems Approach Management plan was designed with a focus on the best predictors for a more effective utilization of the systems approach. Schools heads are the implementers of the management plan which was designed to give impact on the different predictors found on this study, namely, professional characteristics from the attributes of the school heads and the best predictors of the systems approach management; man, moment and materials, in order to carry out the best performance among the teachers and the clientele. This may help the school heads to enhance their professionalism, realize their role, devote time in dealing with their subordinates, and utilize and manage available materials.

RECOMMENDATIONS

Based on the findings and conclusions drawn, the following recommendations are hereby offered:

1. Teachers must be sent to seminars and workshops for continuous professional development with a focus on improving their personal and professional attributes.
2. Teachers must be informed and provided with a copy of the memoranda that came from higher offices.
3. School heads must design a program that will enhance teachers' full participation and exchange of ideas to build mutual relationship among them.

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Author Profile

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