

Time Management Skills of Public School Administrators in the Division of Batangas: Implication to Quality School Management

Lolita C. Garcia*

Public Schools District Supervisor, Department of Education, District of Taal, Batangas, Philippines

Abstract: This study aims to ascertain the time management skills of public school administrators in the Division of Batangas wherein the descriptive method of research was used in the study with the questionnaire distributed to 186 respondents. The statistical tools used were frequency, distribution mean analysis, standard deviations, ANOVA, F-test, T-test, Chi-square analysis, regression correlation. The study revealed that time management skill was poorly developed among the school heads thus contributed to the average school management level. The proposed Time Management Plan was the output of the study which aimed to help school administrators to attain quality school management.

Keywords: Quality school management, School administrators, Time management, Time management plan.

1. Introduction

Time is the yardstick of success. It is also an opportunity that must be prepared into good use and must not be wasted. It so precious that its productive use brings incomparable returns and eternal rewards.

In the school system, time is the barometer of school administrators craft. In consideration of their multifarious functions as managers of their respective schools. Quality time management is always one of the indicators that determine the degree of their effectiveness. Cognizant to these, the school administrators become responsible and liable for the success or failure of the school. Sad to say, school administrators are often heard complaining for their heavy workloads and related activities with the least available time. Much to their desire to perfectly achieve stated goals, they could not make it because of lack of time. Hardly, that they could hold the hands of time. However, they have no choice because school management has really many and varied related activities. School management itself takes more of the school managers' time, the voluminous paper works, other government thrusts which are channeled to school and addressed to them, all these occupy them and their time, to the point that they mortally missed other important activities and appointments for themselves, in favor of their work.

Obviously, school administrators have to self-organize themselves in order to produce the best results from their efforts. Progressive school administrators are aware of the

quality time, particularly, the mandated time, allocated time, academic instructional supervisory time, administrative engaged time and extra time.

Developing time management likewise necessitates skills and great responsibility. The school administrators have to identify their actual roles, responsibilities and accountabilities in order for them to be able to frame their time usage. This is vital in controlling and framing their own personal time. Although, there are no other alternatives in the utilization of school time,

School administrators can still make it manageable, for them to be more productive, effective and efficient.

Presumably, no amount of time management can really solve the problem of quality school management in the country, when the school administrators load, and other related activities exceed their capabilities and availabilities. These make it extremely difficult for them to bring about quality schools in the field which to them adversely affect their managerial performances.

It is on this respect that the researcher decided to conduct the study to discover and come up with an ideal time management scheme that could develop school administrators' efficiency on managing their personal and professional time allocation.

Thus, how people manage their time determines their personal development, future opportunities, career options and success.

2. Findings

Findings revealed that the current trend of school heads time utilization had an adverse effect on their supervisory and administrative functions. The time consumed on the administrative functions are greater than the on the time for their supervisory works. Additional responsibilities channeled to them by the government brought burden and stressful atmosphere. Time management skill was poorly developed among the school heads thus contributed to the average school management level.

3. Conclusion

In the light of the findings of the study, the following

*Corresponding author: lolita.garcia006@deped.gov.ph

conclusions were drawn:

1. School administrators are not aware on the ideal time utilization procedure.
2. There are no specific functions for the school administrators to follow for the entire day.
3. Administrative functions, such as, physical improvement of the school and community/stakeholders' acquaintances were given most priorities.
4. Supervisory functions, such as, classroom observation, checking of daily plans, and conduct of Teachers' academic and instructional conference.

4. Recommendation

Based on the findings and conclusions of the study, the following recommendation are hereby endorsed:

1. The school administrators should pursue graduate studies to improve their personal and professional competencies.
2. The school administrators must concentrate and prioritize supervisory concerns to achieve quality academic outputs.
3. The school administrators must develop a better personal behavior and traits and measures of discipline highly that could contribute to the productive outputs of the subordinates.
4. LAC sessions should also be held regularly to increase the

level of teachers' awareness on the academic instructions, school policies and regulations specifically, on time awareness, personal and professional expected attributes and other related school concerns.

5. The school administrators must strictly practice, the 20-80 scheme on school management. 20 percent administrative and 80 percent supervisory function, must be, first and foremost the major concern of the school administrators.

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