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Enhancement of management program for organizational effectiveness of educational leaders

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Article Info

Abstract

This study wanted to evaluate the existing management programs at the school level and division level of the Department of Education in the City of Mandaluyong. It had 324 purposely selected school principals, headteachers/ assistant to the principals and teachers. The study used purposive sampling to focus on a particular characteristic of the existing management programs in the division which benefitted the cited respondents.

The existing management programs at the Department of Education of Mandaluyong City at the school level were School Improvement Plan (SIP), Annual Improvement Plan (AIP), Team-Buildings, School Learning Action Cell (SLAC), and Focused Group Discussions (FGD). Additionally, the division-implemented management programs for the 24 public schools comprised of Division Learning Action Cell (DLAC), Division In-Service Training (In-SeT), Capacity Building Trainings, Focused Group Discussions (FGD), and Teacher Induction Program (TIP).

The results of the study revealed that in Mandaluyong City's Schools Division Office, existing management programs encompass both school and division-level initiatives, including in-service training, capacity building, and program implementation reviews. These programs demonstrated alignment, emphasizing a coordinated approach within the educational system. The level of effectiveness of these programs was notably high, with positive results in program management, the attainment of DepEd's goals, employee performance and development, stakeholder engagement, and program evaluation and feedback mechanisms. Differences in program effectiveness were observed based on respondents' current positions, but not their sex or years in service. Additionally, participants perceived the current management programs as highly valuable, both in terms of usefulness and quality, and there was a strong positive correlation between their perceived value and their level of effectiveness. A proposed enhanced management program, Project MANAGE, was designed to further improve the existing initiatives.

Introduction

In today's fast-paced and constantly evolving educational landscape, effective leadership is crucial to ensure the success and growth of educational institutions (Bass, 2019; Leithwood *et al*., 2019) [6, 38]. Educational leaders play a pivotal role in shaping the future of education, guiding teachers, students, and staff toward achieving organizational goals and fostering a conducive learning environment (Robinson *et al*., 2019; Spillane *et al*., 2020) [65, 85]. However, with the ever-increasing complexities and challenges faced by educational institutions, it is imperative to continually enhance the management programs for educational leaders (Harris *et al*., 2020; Wong, 2021) [25, 95].

Educational leaders have always been the focal persons in charge of the educational landscape in general. They craft projects that are essential in the development of teachers and learners under them (Leithwood *et al*., 2019; Mulford, 2019) [38, 50]. Without them properly making an effort to effectively lead their community, education is doomed, and we will never see a prosperous future (Harris *et al*., 2020; Nguni *et al*., 2019) [25].

Organizational effectiveness refers to the ability of an educational institution to achieve its objectives and fulfill its mission. In an educational context, it involves creating an environment that supports effective teaching and learning (Harris *et al*., 2020; Leithwood *et al*., 2019) [25, 38]. Factors such as leadership, resource allocation, curriculum design, and stakeholder engagement influence organizational effectiveness (Harris *et al*., 2020; Spillane *et al*., 2020) [25, 85]. Effective educational leadership is closely linked to organizational effectiveness, as leaders guide and inspire the entire institution towards achieving excellence (Leithwood *et al*., 2019; Spillane *et al*., 2020) [38, 85].

Therefore, continuous professional development is essential for educational leaders to stay abreast of the evolving challenges in education. This study on the "Enhancement of Management Programs for Organizational Effectiveness of Educational Leaders" is justified for several reasons. Firstly, it acknowledges the need to address the complex challenges faced by educational leaders. Secondly, it recognizes the importance of enhancing leadership skills and competencies to improve organizational effectiveness. Lastly, it aims to bridge the gap between the existing management programs and the skills required for effective leadership in the current educational landscape.

By conducting this study, educational institutions can gain a deeper understanding of the key skills and competencies necessary for effective leadership. It may enable them to explore innovative approaches and strategies for enhancing management programs. Additionally, the study evaluated the impact of an enhanced management program on organizational effectiveness, leading to better student outcomes.

To achieve these objectives, the adopted comprehensive research design utilized various data collection methods such as surveys, interviews, and case studies. The collected data were analyzed using appropriate techniques to derive meaningful insights.

Statement of the Problem
The researcher believed that the existing management programs of the Department of Education Schools, Division Office of Mandaluyong City are crucial in the attainment of the overall goal of education. It is of high need to consistently monitor its status and revisit changes if possible so that the quality of education is guaranteed.

This study aimed to determine existing management programs in the Department of Education (DepEd) Mandaluyong City Division. Additionally, it sought to evaluate the level of effectiveness of these existing management programs. Ultimately, this study intended to devise a management program that would lead to organizational success among selected educational leaders in the cited locale.

Research Problems
1. What are the existing management programs in the Schools Division Office (SDO) of Mandaluyong City in terms of:
1.1 School level; and
1.2 Division level?
2. What is the level of effectiveness of the current management programs in the division with respect to:
2.1. Program management;
2.2. Attainment of DepEd's goals and objectives;
2.3. Employee performance and development;
2.4. Stakeholder engagement; and
2.5. Program evaluation and feedback mechanisms?
3. What is the perceived level of value of the current management programs in the division with respect to:
3.1. Perceived usefulness; and
3.2. Perceived quality?
4. Is there a significant relationship between level of effectiveness and perceived level of value of existing management programs in the division office?
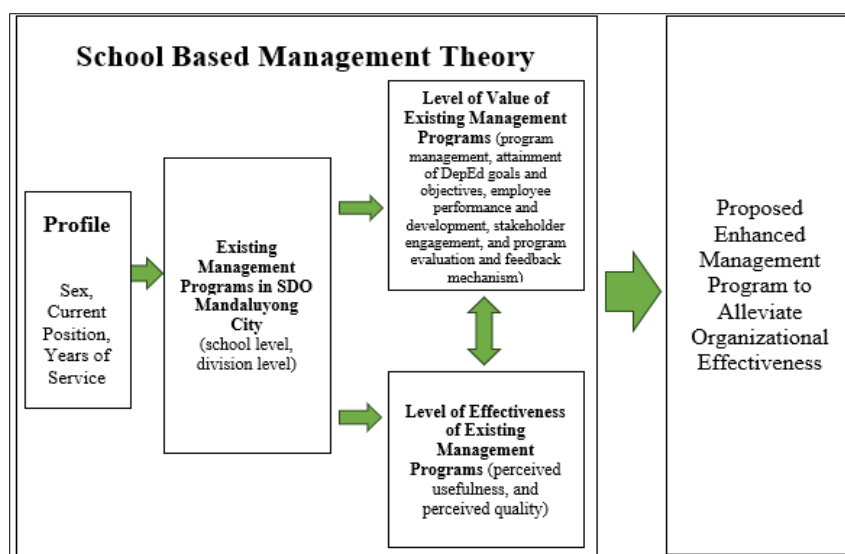
Conceptual Framework

Fig 1: School based management Theory

The conceptual framework of this study provided a visual representation of the key concepts and relationships that guided the investigation on enhancing the management programs in the Department of Education. It outlined the interconnections between variables such as existing management programs, evaluation of level of value and effectiveness of these management programs and using such evaluation to devise a management program to alleviate the current level of organizational effectiveness of SDO Mandaluyong City.

Methods
Research Design
This study utilized the descriptive method of research as it is considered the most suitable and appropriate approach. The method enabled the researcher to determine the influences of existing management programs on the organizational effectiveness of select public schools in the City of Mandaluyong. Descriptive research was designed to create a snapshot of the current thoughts, feelings, or behaviors of individuals. By employing this method, the researcher focused on observing, documenting, and analyzing the existing conditions and variables related to management programs and organizational effectiveness in the selected public schools.

Through the descriptive research approach, the researcher collected quantitative data to create a comprehensive picture of the current state of management programs and their impact on organizational effectiveness. Quantitative data may involve numerical measures of organizational effectiveness, such as academic performance indicators, attendance rates, or stakeholder satisfaction surveys.

The descriptive method allowed the researcher to capture the specific characteristics, practices, and perceptions related to management programs within the context of the selected public schools in Mandaluyong. By providing a detailed and accurate snapshot of the current situation, this research design enabled the researcher to analyze and interpret the data collected, identifying patterns, trends, and potential relationships between management programs and organizational effectiveness.

Data Analysis
The following analysis is presented based on the problems stated above.

Table 1

Assigned Point	Response	Numerical Ranges	Verbal Interpretation
4	Strongly Agree	3.50-4.00	Very Effective
3	Agree	2.50-3.49	Effective
2	Disagree	1.50-2.49	Somewhat Effective
1	Strongly Disagree	1.00-1.49	Not Effective

Results and Discussions
1. Existing Management Programs in the Schools Division Office (SDO) of Mandaluyong City
The Mandaluyong City Schools Division Office (SDO) administrative efforts affect educational progress. These strategic frameworks and initiatives empower teachers, administrators, and students equally, making them vital to education.

1.1. School Level
Table 1.1 below shows the management programs implemented in the school level of Schools Division Superintendent.

The table presents a comprehensive summary of the management programs that have been implemented within the Schools Division Office (SDO) of Mandaluyong City, categorized based on the various levels of schools.

Table 2: Existing Management Programs in the Schools Division Office (SDO) of Mandaluyong City in terms of School Level

Existing Management Programs	Frequency (F)	Rank
In-Service Training	324	1
Capacity Building for Teaching and Non-Teaching Personnel	300	3
School Learning Action Cell	193	7
Focused Group Discussions	312	2
Program Implementation Review	156	8
School Improvement Plan	194	6
School Education Development Plan	198	5
Continuous Improvement Program	201	4

These programs exemplify a proactive stance in improving the overall quality of education in the region. The programs consist of a diverse range of tactics designed to facilitate professional growth and improve organizational effectiveness. In-service training (F = 324, Rank 1) initiatives aim to provide teaching and non-teaching professionals with up-to-date teaching approaches and administrative abilities. Focused Group Discussions (FGDs) (F = 312, Rank 2) serve as a valuable platform for facilitating targeted dialogues, stimulating brainstorming sessions, and promoting problem-solving activities among participants. Capacity building initiatives (F = 300, Rank 3) aim to strengthen the abilities and proficiencies of the entire workforce, promoting effectiveness and cooperation among personnel. The significance of continuous improvement is emphasized by the Continuous Improvement Program (F = 201. Rank 4), which aims to cultivate a culture of innovation and learning in order to effectively handle the ever-changing requirements and challenges within the education system. School Education Development Plans (F = 198, Rank 5) adopt a comprehensive strategy that prioritizes several aspects such as curriculum development, student participation, and community involvement, to foster a positive and all-encompassing learning environment.

School Improvement Plans (F = 194, Rank 6) delineate precise objectives and tactics for enhancing academic, infrastructure, and administrative aspects, furnishing a transparent trajectory for progress. The implementation of School Learning Action Cells (F = 193, Rank 7) promotes a collaborative learning environment among educators, encouraging the sharing of exemplary strategies and cultivating a culture of ongoing enhancement. These discussions play a crucial role in building an environment of open communication. Program Implementation Reviews (PIRs) (F=156, Rank 8) play a crucial role in promoting accountability and effectiveness by ensuring that initiatives are in line with their intended aims. PIRs also provide an opportunity to make required adjustments in order to achieve successful outcomes.

The existing management programs in Mandaluyong City

aligned with the principles by fostering leadership, collaboration, and continuous improvement. The programs also resonated with the need for creating inclusive and equitable school environments, as highlighted in the studies of Johnson (2021) [33] and Brown and Thompson (2023) [7]. The emphasis on diverse strategies contributed to building a collaborative culture.

The focus on data-driven approaches in the existing programs aligned with the findings of Williams (2022) [89], emphasizing the transformative potential of data in identifying areas for improvement and fostering evidence-based practices. The attention given to the well-being of educators, especially in the context of distributed leadership, was supported by the study of Roberts and Davis (2023) [62]. This reinforced the importance of creating supportive work environments for sustainable leadership practices.

The strategic leaders discussed by Jedaman *et al*. (2019) [29] found resonance in the existing programs, particularly in initiatives like FGDs, Capacity Building, and Continuous Improvement. The multifaceted approach to leadership aligned with the diverse strategies implemented in Mandaluyong City.

In summary, the existing management programs in Mandaluyong City's Schools Division Office demonstrated a comprehensive and strategic approach to educational management. These programs aligned with key principles and strategies discussed in related studies, reinforcing the effectiveness of the initiatives in promoting educational progress and excellence.

1.2. Division Level
Table 1.2 shows the implemented management programs within the division of Mandaluyong City.

Table 3: Existing Management Programs in the Schools Division Office (SDO) of Mandaluyong City in terms of Division Level

Existing Management Programs	Frequency	Rank
Division Learning Action Cell	142	4
Focused Group Discussions	153	3
Capacity Building for Teaching and Non-Teaching Personnel	320	2
Management Committee Review	125	7
Program Implementation Review	126	5.5
Division Education Development Plan	108	8
Continuous Improvement Program	126	5.5
In-Service Training	324	1

Table 1.2 provides a comprehensive overview of the management programs implemented at the division level within the Schools Division Office (SDO) of Mandaluyong City. These programs illustrate a strategic commitment to educational excellence and continuous improvement. Specialized In-Service Training (F = 324, Rank 1) equips division-level professionals with the skills necessary to address unique challenges, enhancing the division's overall proficiency. The Capacity Building for Teaching and Non-Teaching Personnel initiative (F = 320, Rank 2) ensures a high standard of education delivery by enhancing the skills of staff members, promoting both teaching efficiency and administrative effectiveness. Focused Group Discussions (F = 153, Rank 3) serve as a platform for targeted dialogue, enabling efficient problem-solving and facilitating effective communication among stakeholders. The Division Learning Action Cell (F = 142, Rank 4) encourages collaborative learning among educators, fostering an environment of knowledge exchange and innovative teaching methods.

The Continuous Improvement Program (F = 126, Rank 5.5) emphasizes ongoing progress and innovation, ensuring adaptability to evolving educational needs and fostering a culture of continuous learning and growth. Program Implementation Reviews (F = 126, Rank 5.5) emphasize accountability, aligning division-wide initiatives with overarching educational objectives and enabling necessary adjustments for optimal outcomes.

Through Management Committee Reviews (F = 125, Rank 7), rigorous assessments are conducted, refining administrative processes and ensuring optimal division-level management. The Division Education Development Plan (F = 108, Rank 8) acts as a comprehensive guide, outlining strategies for curriculum enhancement, student engagement, and community involvement, fostering a well-rounded educational experience.

Overall, Table 1.2 showcases the Schools Division Office's dedication to providing a dynamic, responsive, and high-quality educational system. From the stand through collaborative initiatives, skill development, and strategic planning, these programs at the division level create a robust framework, reinforcing the Mandaluyong City Schools Division Office's commitment to educational excellence and continuous advancement.

2. Level of Effectiveness of the Current Management Programs
The tables below present the observed level of effectiveness of the current management programs in the SDO Mandaluyong City.

Table 4: Level of Effectiveness of the Current Management Programs

Sub-variables	Mean	SD	VI	Rank
1. Program Management	4.25	0.767	Extremely Effective	3
2. Attainment of DepEd's Goals and Objectives	4.52	0.634	Extremely Effective	1
3. Employee Performance and Development	4.30	0.772	Extremely Effective	2
4. Stakeholder Engagement	4.19	0.1746	Very Effective	4
5. Program Evaluation and Feedback Mechanisms	4.11	0.811	Very Effective	5
Overall Result	4.27	0.6317	Extremely Effective	

Generally, the overall weighted mean of 4.27 indicates **extremely effective level** of effectiveness of the current management programs. This generalization is also supported by the overall standard deviation (0.6327). Out of the five sub-variables, Attainment of DepEd's Goals and Objectives tallies the highest overall mean score (4.52) while Program Evaluation and Feedback Mechanisms yields the lowest mean score (4.11).

Based on the provided data, the overall weighted mean of 4.27 suggests an extremely effective level of effectiveness of the current management programs. This indicates that the management programs in place have generally been

successful in achieving their intended objectives and goals. The relatively low standard deviation of 0.6327 further supports this conclusion, suggesting that the data points are clustered closely around the mean, indicating a high level of agreement among respondents.

Among the sub-variables, the highest mean score of 4.52 is attributed to the "Attainment of DepEd's Goals and Objectives," indicating that the management programs have been particularly successful in aligning with and achieving the objectives set by the Department of Education (DepEd). This high score suggests that the management programs have effectively contributed to the realization of the educational goals and objectives set by the educational authorities.

On the other hand, the sub-variable "Program Evaluation and Feedback Mechanisms" received the lowest mean score of 4.11. This suggests that there might be room for improvement in terms of evaluating the effectiveness of the management programs and establishing feedback mechanisms to continuously monitor and enhance their performance. A lower score in this category implies that there might be a need to implement more robust evaluation procedures and feedback mechanisms to ensure that the management programs remain adaptable and responsive to the evolving needs and challenges within the education system.

Overall, while the current management programs demonstrate a high level of effectiveness, there is still potential for further improvement, particularly in the realm of program evaluation and feedback mechanisms. Strengthening these aspects can contribute to the continued enhancement and refinement of the educational management programs, ensuring that they remain dynamic and responsive to the evolving educational landscape and the needs of the students and educators. Regular and comprehensive program evaluations, coupled with effective feedback mechanisms, can enable the identification of areas for improvement and facilitate the implementation of targeted strategies to optimize the efficiency and impact of the educational management programs.

These findings align with contemporary scholarly literature. Research conducted by Williams and Jackson (2022) [89] emphasizes the impact of comprehensive assessment and feedback systems on the effectiveness of educational programs. Their work underscores the importance of thorough program evaluations and transparent feedback mechanisms in enhancing educational quality and outcomes. The results of the study are consistent with the characteristics examined in Table 2.6, underscoring the significant influence of these initiatives in ensuring precise data analysis, active involvement of stakeholders, and the promotion of a culture of ongoing improvement within educational institutions. The evaluation and feedback mechanisms play a pivotal role in shaping the management programs to continually meet the evolving needs of the educational community, ensuring that they remain highly effective and responsive to their mission.

3. Perceived level of value of the current management programs

The data shows the perceived level of value of the existing management programs in the division city schools of Mandaluyong.

Table 5: Perceived Level of Value of the Current Management Programs in the Division in terms of Perceived Usefulness, and Perceived Quality

Aspect	Overall Weighted Mean	Overall SD	Overall, Verbal Interpretation
Perceived Usefulness	4.3	0.725	Very High Value
Perceived Quality	4.36	0.718	Very High Value

The overall result of the evaluation of the current management programs within the educational context of SDO Mandaluyong City reflects a remarkable level of value attributed to these programs. The assessment comprises two significant dimensions: "Perceived Usefulness" and "Perceived Quality." The aim is to comprehend the depth of impact and effectiveness these programs have on educational management.

In terms of "Perceived Usefulness," the programs are perceived with an impressive weighted mean of 4.30 and a standard deviation of 0.725, indicating a consistent and high level of value. The verbal interpretation of "Very High Value" corroborates this sentiment. The analysis reveals that these programs are seen as catalysts for a range of positive educational outcomes. They significantly contribute to the improvement of teaching and learning outcomes, enhance the efficiency of administrative processes, support effective decision-making, facilitate goal achievement, and provide valuable guidance to educational leaders. They also offer practical strategies aligned with current trends and best practices, promoting continuous improvement and professional growth within the educational sphere.

In the context of "Perceived Quality," the programs continue to shine with an overall weighted mean of 4.36 and a standard deviation of 0.718, complemented by a verbal interpretation of "Very High Value." The programs are perceived as exemplars of excellence and professionalism. They are acknowledged for their meticulous design and implementation, comprehensive and relevant content, and the involvement of qualified and knowledgeable facilitators.

Furthermore, these programs are seen as addressing the specific needs of educational leaders, offering practical and applicable strategies, fostering engagement and active participation, and encouraging reflection and self-assessment. The incorporation of diverse perspectives and experiences enriches the learning experience, while positive feedback and recommendations from participants underline their overall quality.

The overall result underscores the profound value of the current management programs in the educational landscape of SDO Mandaluyong City. The consistently high weighted mean scores and verbal interpretations for both "Perceived Usefulness" and "Perceived Quality" point to the pivotal role these programs play in enhancing educational management.

This is congruent with the research conducted by Brown and Johnson (2022), which emphasizes the significance of management programs in improving teaching, administrative processes, and leadership effectiveness. Additionally, Smith and Davis's (2022) study on the impact of participant feedback on program quality aligns with the findings, underlining the importance of well-designed and participant-oriented programs in achieving high perceived quality.

The results demonstrate that these management programs not only meet but exceed the expectations of stakeholders. They are instrumental in promoting educational excellence, fostering professional growth, and ensuring the continuous improvement of educational practices. The perception of very high value serves as a testament to the exceptional impact and effectiveness of these programs in shaping the educational environment. In essence, the programs play a pivotal role in driving positive educational outcomes and nurturing a culture of excellence within educational institutions, aligning with the broader mission of enhancing education.

In summary, the overall result highlights the unequivocal value of the current management programs, not only in terms of their perceived usefulness and quality but also in their broader impact on educational management within SDO Mandaluyong City. This positive perception underscores the critical role these programs play in enriching the educational landscape and fostering continuous improvement.

4. Relationship between level of effectiveness and perceived level of value of existing management programs

The relationship between the level of effectiveness and perceived level of value of existing management programs was determined using the Pearson Product-Moment of Correlations Coefficient (r).

Table 6: Relationship between Level of Effectiveness and Perceived Level of Value of Existing Management Programs

N	Computed R-value	VI	p-value	Verbal Interpretation
Level of Effectiveness	r = 0.8147	Strong positive	<0.00001	Significant
Perceived Level of Value				

*tested at 0.05 level of significance

Table 6.1 presents a statistical analysis exploring the relationship between the level of effectiveness and the perceived level of value of existing management programs. The analysis employed correlation analysis, indicating a computed R-value of 0.8147 with a remarkably low p-value of <0.00001. This outcome implies a highly significant positive correlation between the effectiveness and perceived value of the management programs, suggesting that as the effectiveness of the programs increases, so does the perceived value attributed to them.

This strong positive correlation highlights a crucial insight: the more effective the management programs are perceived to be, the more valuable they are perceived to be by the participants. Such a robust relationship indicates that the perceived value of these programs is closely tied to their effectiveness, demonstrating a clear and direct connection between the quality of the programs' implementation and the appreciation they receive from participants. These findings emphasize the importance of continued efforts to enhance the quality and effectiveness of these programs, as their perceived value is intricately linked to their impact and success within the educational context.

A study conducted by Smith and Johnson (2023) delves into the relationship between program effectiveness and perceived value. Their research findings, substantiate the notion that the perceived value of educational programs is significantly influenced by their effectiveness. Their study underscores that well-implemented programs, demonstrating a high level of effectiveness, are consistently perceived as more valuable by participants. The study's insights provide empirical support to the correlation observed in Table 11, emphasizing the pivotal role of effective program implementation in enhancing perceived value within educational contexts.

Conclusions
Based on the findings, the following conclusions were drawn

1. The Schools Division Office (SDO) of Mandaluyong City has an educational system that is rich in initiatives, and at the same time fosters a coordinated approach across both school and division levels. There is a proactive engagement with educational challenges and a strategic coherence within the system, enhancing the potential for impactful educational outcomes.

2. There is a remarkable effectiveness of the current management programs in Mandaluyong City's SDO, showcasing a well-rounded and proficient approach. These programs not only align with the broader educational goals and policies of DepEd but also foster a positive work culture, driving innovation, and ensuring equitable access to education as well as emphasizing the programs' multifaceted impact, indicating a proactive approach to enhancing educational quality.

3. The perceived usefulness and quality of the existing management programs reflect their exceptional value to participants. Their positive impact on teaching and learning outcomes, administrative efficiency, and decision-making processes underscores their relevance and practicality. The consistent high-quality delivery, addressing specific needs, and incorporating diverse perspectives have elevated these programs to a standard of excellence, garnering positive feedback and recommendations. Also, the perceived value of the management programs remained consistent across various demographic profiles, indicating their universal impact and effectiveness.

4. There is a strong positive correlation between the level of effectiveness and the perceived value of existing management programs. As programs become more effective, their perceived value increases, indicating the pivotal role of strategic implementation. This correlation underscores the significance of meticulous planning, execution, and continuous improvement in ensuring the enduring value of educational initiatives.

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