Support Delivery Program for Middle Level Managers in Private Secondary Schools in the Three Cities of Batangas

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Abstract: The middle level managers essentially needs to be empowered in order for them to perform well as they support in the everyday operations of the school. This study aimed to determine the level of performance of middle level managers in private secondary schools in the three cities of Batangas Province. Specifically, this study described the personal and professional attributes of middle level managers. The top level managers and the middle level managers themselves assessed their level of performance in the delivery of services. This study also compared the responses of the two groups of respondents on the relationship of personal and professional attributes and the delivery of services of middle level managers. In addition, the problems and issues encountered by the respondents in providing support to the school operation were identified. Lastly, the study proposed a support delivery program based on the results of the study. The study used the descriptive method of research with the questionnaire as its main tool for gathering data. This was complemented by a focus group discussion and interviews to substantiate the analysis of data gathered from the questionnaire. The respondents of this study were selected top level managers and middle level managers from private secondary schools in the three cities of Batangas Province. The statistical tools used in the analysis of data were percentage, weighted mean, ranking, t – test and person product moment correlation.

The findings of the study showed that the middle level managers greatly manifest personal and professional attributes. The delivery of services relative to the implementation of school policies, involvement in decision making, students' achievement, partnership building with parents and involvement in community activities were assessed to be performed to a moderate extent. Further, there were no significant differences on the assessments on the delivery of services of middle level managers. A significant relationship between the personal and professional attributes of middle level managers and delivery of services was observed in all variables. In addition, the respondents agreed on the problems and issues encountered by middle level managers in giving support to school operation. Lastly, the study proposed a support delivery enhancement program which contains the support delivery objectives, areas of concern, strategies and activities. From the foregoing findings, it was recommended that the top level managers of private secondary schools should provide competency building enhancement intended for middle level managers. The proposed support delivery program for middle level managers may also be tried out as enhancement tool. Further, a similar research may be conducted to study other important aspects of support delivery system in secondary schools.

1. Introduction

All schools have the ultimate goal of improving the quality of life and over all well-being of people through the provision of quality education. While this is predominantly placed upon the shoulders of teachers and top academic managers, this noble task is successfully achieved through efficient and effective delivery of support services by middle level managers such as the guidance counselor, registrar, librarian, accounting personnel and sports manager. They are professionals who use their expertise to ensure that students succeed in their studies aside from making them enjoy their campus experiences.

Middle managers also affect the daily operations of the school and influence the lives of students, thus contributing significantly to the overall coordination of institutional resources and activities. They fulfil the institution's vision, mission and objectives by administering programs and other functions of the school. Noted for their interpersonal skills, dependability and commitment, these professionals and academicians are the key to collaboration, collegiality and change.

In the past, especially in private secondary schools, the heads of departments generally carry out the middle management roles to ensure the efficient delivery of student services. The inevitable expansion of schools over the years necessitated the addition of more middle managers. This phenomenon has also increased their assigned roles and responsibilities. The complexities of middle management roles in some schools are exacerbated by the move of top level managers to designate faculty members to perform such roles. Furthermore, the transition of school management from a top down hierarchical model to a flattened structure affecting majority of the staff in the institution. Hence, school middle managers place their roles between the senior management team and their colleagues whose job description does not extend beyond the normal functions as they perform several tasks depending on the responsibility assigned to them. Some of these include monitoring student achievement, evaluating programs and plans, coordinating staff and programs, substituting for

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Volume-2, Issue-4, April-2019
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designated classes, implementing plans, appointing and appraising staff, running meetings, communicating and monitoring procedures, participating in school- wide decision making and contributing to the corporate functions of the school.

With all these, it is evident that the middle managers' roles have become increasingly complex, varied and demanding, which entails an increase in the level of responsibility. This has resulted to various issues relating to role ambiguity, role conflict and role overload. This is the case because they have varied functions, most of which overlap, hence the responsibilities and job description do not match which creates confusion and sometimes even anxiety.

Research findings relative to this, indicate that middle managers do not receive the relevant support and training required to effectively fulfil their roles. Badong (2002) noted that educational attainment of secondary middle level managers significantly affected their management practices. This implies that the knowledge the middle level administrators gained from their professional advancement contributed much as they performed their varied tasks in improving skills. Further revealed was the influence of school heads to their subordinates. A lot of subordinates rely on them as regard improvement of skills. This matter was not given much importance by some administrators, who manifested withdrawal from meeting them until such time they were labelled an inhibitors.

This revealed that educational growth positively affects the performance of individuals. Administrators who settled in managerial position can do his job well because of the high obtained education. They are also competent enough in any angle in the realm of work being assigned. The higher the educational training, the more employees place great importance on work values This indicates that while there have been improvements, there continues to be a lack of adequate and relevant professional training provided to them prior to taking up their roles, including those aspiring for higher posts. In addition, there are a number of positions identified in middle management, yet middle managers are expected to perform tasks without sufficient support or training.

Another important role that middle managers perform is that of managing staff in their respective departments. Most of them may not be able to perform well because there were no clear guidelines on the scope of their roles, especially since they were not oriented on professional handling of staff evaluations. This is a clear indication that there is a need for them to develop skills in personnel monitoring and evaluation. They ought to receive training on conducting staff appraisals and designing professional development plans for staff as this would lead to efficiency in academic service delivery to students.

In addition, there are internal drives affecting middle level managers, such as work ethics and a need for achievement, opportunities to engage in their own professional development, recognition and pay, all of which influence the performance of their work roles. Frustrations due to role conflict, lack of recognition and limited opportunities for career growth and advancement continue to plague middle level administrators. Mid-level managers who had developed positive relationships with senior administrators, faculty, staff, students and external constituents tended to have higher levels of satisfaction with their work experiences and were less likely to leave the organization. According to Lauren (2006), work relationships with supervisors and colleagues which included open communication processes and a sense of teamwork are important to mid-level managers and had a significant impact on morale. When they perceive that they have quality relationships with supervisors and other colleagues, their morale tends to be higher. At times, the departure of staff at this level can bring opportunities for restructuring and new ideas; however, losing professional staff at the middle level position can also be costly to any organization. Losing quality staff at this level in an academic institution may also impact succession planning for future leadership, as well as the mentoring of new professionals in the organization. The attrition of mid-level professionals is a problem when those who are leaving are the same people whom the organization most wanted to retain. Similarly, those who do not receive opportunities or rewards eventually become unmotivated, which ultimately can create a negative impact. Retaining them can significantly affect the tone, manner and management style of the entire organization, and their daily performance levels can determine the quality of relationships with faculty, staff, students and external constituents such as parents, alumni, community members and colleagues from other institutions.

The researcher strongly felt the need to conduct this kind of study for the staff to be equipped with knowledge and skills necessary to succeed in the performance of various roles. In her fifteen years of service as school counselor, she found out that there is no clear definition of the middle management's roles and responsibilities. In addition, the professional development programs in schools do not fully empower the middle level managers. Despite the lack of support from the school, the researcher still got inspired and motivated to undertake this study to open the door for possible professional growth leading towards becoming an effective manager. Further, it is deemed necessary that with the findings revealed in the study, the school management will undertake appropriate action to offer support to middle level managers so they continuously grow both personally and professionally. Hence, a management program is offered to ensure effective and efficient delivery of support services.

A. Objectives of the study

This study aimed to determine the level of performance with regards to delivery of services of middle level managers in private secondary schools in the three cities of Batangas. Specifically, it sought answers to the following questions:

1. How may the top and middle level managers themselves assess the personal and professional attributes of middle

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Volume-2, Issue-4, April-2019
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level managers?

2. How do the respondents assess the level of performance in the delivery of services with reference to:
   - Implementation of school policies
   - Involvement in decision making
   - Students' achievement
   - Partnership building with parents
   - Involvement in community activities
3. Are there significant differences between assessments by two groups of respondents?
4. Is there a significant relationship between personal and professional attributes of middle level managers and delivery of services?
5. What are the problems and issues encountered by middle level managers in giving support to school operation?
6. Based on the analysis, what support delivery enhancement program may be proposed?

2. Methodology

The study used the descriptive method of research to assess the level of performance of middle level managers in the delivery of services in private secondary schools in the three cities of Batangas Province. The subjects of the study comprised of two groups of respondents constituted by 181 top level managers and 148 middle level managers from the private secondary schools in the three cities of Batangas Province. Simple random sampling technique was utilized in this study. Through Slovin's formula at five percent margin of error, the number of respondents was identified. There were 181 out of 329 top level managers and 148 out of 235 middle level managers who served as respondents of the study.

Table 1 presents the distribution of the top level managers and middle level managers, and the respective divisions where they belong.

Table 1
Distribution of respondents

Division	Top Level Managers		Middle Level Managers	
	Population	Sample	Population	Sample
Tanauan City	84	46	60	38
Lipa City	119	66	85	53
Batangas City	126	69	90	57
Total	329	181	235	148

The study used the questionnaire as the primary tool for gathering data. Interviews and focus group discussion were also conducted to substantiate the gathered data from the instrument. The researcher was advised to present the draft to experts in the field for validation. A dry run was conducted to test the validity of the instrument. The questionnaire underwent reliability testing through Cronbach alpha test. The result obtained was 0.943, which was higher than 0.70 revealing internal efficiency level which was higher than 0.70.

A permit to conduct the study was secured from the Dean of CTE Graduate School, and approval was sought from the Schools Division Superintendent of each city division. The same was presented to the school heads of each school upon delivery of the questionnaires, which were distributed to the top level managers and middle level managers. Retrieval of questionnaires was done after two weeks. Prudence and discretion were observed by the researcher to give objectivity in the conduct of the study. On the retrieval period, some top level and middle level managers were interviewed and there was one focus group discussion conducted to expound on the responses from the questionnaire. After gathering the instrument, the data were collected, tabulated and statistically treated.

The responses of the two groups were treated with the use of the following statistical tools:

- *Ranking.* This was applied to determine the importance of responses with the use of frequency count, percentage and ranking of obtained weighted means.
- *Weighted Mean.* This was used to determine the typicality of responses of the two groups of respondents on items that would be rated based on the scale or options.
- *t – Test.* This was utilized to determine significant difference in the assessments of two groups of respondents with regards to the delivery of services of middle level managers.
- *Pearson Product Moment Correlation (r).* This was applied to determine the relationship between personal and professional attributes of middle level managers and the delivery of services.

3. Results and discussion

Based on the data gathered, the researcher came up with the following findings:

A. Personal and professional attributes of middle level managers

Personal Attributes. Observance of honesty in work at all times, responsibility to one's actions, adaptability, understanding others' opinions and feelings, inspiring others to give their best effort, and considers future challenges for growth are the personal attributes that middle level managers greatly manifest. As mentioned by Leveriza, administrators are truly responsible when it comes to school outcomes and who dictates the tempo of progress in their respective place of assignments. This result is in line with Dessler's idea that the school managers must be committed and responsible to his work to bring out the best in people in attaining the plans of the school. This assessment of top level managers have a composite mean of 3.50. Observing honesty in work at all times with weighted mean of 3.78 was rated first. The item rated least with weighted mean of 3.16 was allotting time for self-reflection. On the other hand, the middle manager's assessment on their personal attributes obtained a composite mean of 3.62 which means they

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Volume-2, Issue-4, April-2019
www.ijresm.com | ISSN (Online): 2581-5792

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greatly manifest these personal attributes. Considering oneself responsible for one's action was on top list. Allotting time for self-reflection was rated least among the ten item with a weighted mean of 3.29.

Professional Attributes. Professional attributes such as fairness in delegating task to subordinates, positive work attitude, self-commitment, transparency, performance of duties unconditionally, welcoming of changes and embracing challenges, fairness in treating people, observance of school policies strictly and considering members as potential contributors to success were all greatly manifested by the middle level managers. The attitude of being respectful and establishing positive relationships with anyone relates to what is stated by Leveriza that in the Philippines, caring and ensuring smooth interpersonal relationship are manifestations of good professional attributes and are considered as traits ingrained in a cultural concept.

The obtained composite mean was 3.54 as assessed by top level managers. Treating everyone with respect and kindness was rated first with a weighted mean of 3.66 while giving criticisms constructively was rated least with a weighted mean of 3.41.

The assessment of middle level managers on their professional attributes obtained a composite mean of 3.63. The highest rated item, with a weighted mean of 3.73 was exercising

fairness in delegating tasks to subordinates while giving criticisms constructively was the least evaluated item with a weighted mean of 3.43.

B. Extent of delivery of services of middle level managers

The respondents indicated that there was a moderate extent of performance in the delivery of services relative to implementation of school policies. This is similar to Goetsch's idea that school managers has the overall responsibility for the smooth and effective running of the school and ensure that the school policies geared towards the implementation of the same. The composite mean for the top level respondents was 3.42. Implementing policies based upon the school's mission and objectives with weighted mean of 3.49 was rated first while meditating in mobilizing accountability mechanisms was rated least with weighted mean of 3.30. The assessment of middle level respondents had a composite mean of 3.37. Accepting and following changes in the implementation of school policies was on the top list while observing rules on transfer and expulsion strictly was rated least.

As a whole, the two groups of respondents assessed all items in the delivery of services relative to involvement in decision making to be performed to a moderate extent with a composite mean of 3.35. Supporting final decisions made with weighted mean of 3.43 was assessed as top item, while preparing road

Table 2
Personal Attributes of Middle Level Managers

Items	Top level			Middle level			Average		
	WM	VI	R	WM	VI	R	WM	VI	R
1. Observes honesty to work at all times.	3.78	GM	1	3.73	GM	2.5	3.75	GM	1
2. Considers oneself responsible for his action.	3.67	GM	2	3.76	GM	1	3.72	GM	2
3. Understands others opinions and feeling.	3.62	GM	3	3.73	GM	2.5	3.68	GM	3
4. Adjusts situations for the sake of other people.	3.60	MM	4	3.67	GM	4.5	3.54	GM	4
5. Inspires others to give their best effort.	3.56	GM	5	3.66	GM	6	3.61	GM	5
6. Asserts his rights courteously.	3.48	GM	7	3.67	GM	4,5	3.58	GM	6
7. Accomplishes more than what is expected.	3.47	MM	8	3.55	GM	8	3.51	GM	7.5
8. Considers future challenges for growth.	3.50	MM	6	3.52	GM	9.5	3.51	MM	7.5
9. Plans activities to be performed each day.	3.29	MM	9.5	3.58	GM	7	3.44	MM	9
10. Keeps a record of the achievement.	3.29	MM	9.5	9.5	MM	11	3.41	MM	10
11. Allots time for self-reflection.	3.16	GM	11	3.39	GM	11	3.28	GM	11
Composite Mean	3.50	GM		3.62	GM		3.56	GM	

Table 3
Professional attributes of middle level managers

Items	Top level			Middle level			Average		
	WM	VI	R	WM	VI	R	WM	VI	R
1. Treats everyone with respect and kindness.	3.66	GM	1	3.67	GM	5	3.67	GM	1
2. Exercises fairness in delegating tasks to subordinates.	3.59	GM	5	3.73	GM	1	3.66	GM	3
3. Commits oneself to the work assigned.	3.61	GM	3	3.70	GM	3	3.66	GM	3
4. Observes school rules and policies strictly.	3.60	MM	4	3.72	GM	2	3.66	GM	3
5. Welcomes changes and embraces challenges.	3.62	GM	2	3.64	GM	39	3.63	GM	5
6. Considers every member of the organization as potential contributor to its success.	3.56	GM	6	3.67	GM	5	3.62	GM	6
7. Performs duties and responsibilities unconditionally.	3.55	GM	7.5	3.67	GM	5	3.61	GM	7.5
8. Show positive work attitude at all times.	3.55	GM	7.5	3.66	GM	7	3.61	GM	7.5
9. Transparent in reporting academic and financial matters.	3.50	GM	9	3.65	GM	8	3.58	GM	9
10. Manifests diligence in maintaining orderliness of the workplace.	3.43	MM	12	3.60	MM	10	3.52	MM	10.5
11. Participates actively in all school related activities.	3.49	GM	10	3.55	GM	11	3.52	GM	10.5
12. Pursues worthwhile activities toward professional growth.	3.47	MM	11	3.54	GM	12	3.51	GM	12
13. Gives criticisms constructively.	3.41	MM	13	3.43	MM	13	3.42	MM	13
Composite Mean	**3.54**	**GM**		**3.63**	**GM**		**3.59**	**GM**	

International Journal of Research in Engineering, Science and Management
Volume-2, Issue-4, April-2019
www.ijresm.com | ISSN (Online): 2581-5792

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Table 4
Delivery of services relative to implementation of school policies

Items	Top level			Middle level			Average		
	WM	VI	R	WM	VI	R	WM	VI	R
1. Implements policies based upon the school's mission and objectives.	3.49	ME	1	3.46	ME	3	3.48	ME	1
2. Accepts and follows changes in the implementation of school policies.	3.46	ME	2	3.47	ME	1	3.47	ME	2
3. Balances competing interests and avoids favoring the majority at the expense of individual rights.	3.45	ME	4	3.46	ME	3	3.46	ME	3
4. Implements the school policies for a safer and more disciplined learning environment.	3.44	ME	6	3.46	ME	3	3.45	ME	4
5. Reiterates the school policies, rules disciplinary measures and services stated on the handbook during general assembly.	3.45	ME	4	3.43	ME	5	3.44	ME	5
6. Ensures that the policies are communicated clearly.	3.45	ME	4	3.37	ME	7	3.41	ME	6
7. Adopts administrative policies and procedures regulating the use of school's materials, services and facilities.	3.39	ME	9	3.38	ME	6	3.39	ME	7
8. Disseminates information regarding admission policies to stakeholders.	3.40	ME	7.5	3.23	ME	9	3.32	ME	8
9. Observes rules on transfer and expulsion strictly.	3.40	ME	7.5	3.20	ME	10	3.30	ME	9
10. Meditates in mobilizing accountability mechanisms.	3.30	ME	10	3.25	ME	8	3.28	ME	10
Composite Mean	**3.42**	**ME**		**3.37**	**ME**		**3.40**		

Table 5
Delivery of services relative to involvement in decision making

Items	Top level			Middle level			Average		
	WM	VI	R	WM	VI	R	WM	VI	R
1. Suggests alternative solution to particular problems.	3.39	ME	4.5	3.45	ME	1	3.42	ME	1
2. Supports final decision made.	3.43	ME	1	3.38	ME	4.5	3.41	ME	2
3. Shares information and uses control based on mutual trust, respect and collegiality.	3.41	ME	2	3.37	ME	6	3.39	ME	3
4. Makes decision after analyzing factual information.	3.38	ME	7	3.38	ME	4.5	3.38	ME	5
5. Assists in creating a safe, orderly and nurturing environment.	3.36	ME	9	3.40	ME	2.5	3.38	ME	5
6. Discusses differences before arriving at a consensus.	3.40	ME	3	3.36	ME	7	3.38	ME	5
7. Assists in clarifying issues about the decision made	3.34	ME	11	3.40	ME	2.5	3.37	ME	7.5
8. Offers solutions to problems met.	3.38	ME	7	3.35	ME	8	3.37	ME	7.5
9. Involves careful analysis of facts before deciding.	3.31	ME	12	3.34	ME	9	3.33	ME	9
10. Offers findings of researches conducted relative to the decisions that will be made.	3.38	ME	7	3.26	ME	10	3.32	ME	10
11. Provide adequate data to proposed school plans.	3.39	ME	4.5	3.20	ME	11	3.30	ME	11
12. Confirms viability of school plans.	3.35	ME	10	3.15	ME	13	3.25	ME	12
13. Prepares road mapping for contingencies.	3.27	ME	13	3.18	ME	12	3.23	ME	13
Composite Mean	**3.37**	**ME**		**3.33**	**ME**		**3.35**	**ME**	

mapping for contingencies with a weighted mean of 3.27 was rated least. This supports the idea of Cooper wherein the decision process is highly participative in nature and thus, the school manager is ultimately responsible for the outcomes of a decision. The assessment top level respondents had a composite mean of 3.37, while the middle managers assessed suggesting alternative solutions to particular problems as top item with weighted mean of 3.45. Confirming viability of school plans with a weighted mean of 3.15 was rated least. The composite mean of 3.33 means that middle managers deliver services to a moderate extent relative to decision-making.

Generally, the items in the delivery of services relative to students' achievement were assessed to a moderate extent of performance with a composite mean of 3.39. The composite mean for top level respondents was 3.36 wherein two items were rated with weighted mean of 3.44 and rated first. These were preparing support programs suited to the needs, interests and abilities of students and socializing with the students to identify their academic needs and interests. Attending small group meeting to improve student's involvement in curricular and co-curricular activity when needed with weighted mean of 3.23.

The assessment of middle level respondents had composite mean of 3.41. Recognizing students' exemplary performance

and giving incentives as part of motivation was on top of the list with a weighted mean of 3.49. In this study, the finding supports the statement of Dessler who stressed the importance of grading as a powerful tool to use to communicate with students, colleagues and institutions as well as external entities.

ties that will help improve students' study habits and attending small group meeting to improve students' involvement in curricular and co-curricular activity when needed was rated least.

The respondents indicated that there was a moderate extent of performance in the delivery of services relative to partnership building with parents which had a composite mean of 3.32. The two groups of respondents have the same assessment. Sharing with parent's information about their children's learning and development with weighted means of 3.41 and 3.46 for top level and middle level managers respectively, was assessed best. Volunteering to be a member of coordinating team to address key issues with a weighted mean of 3.14 for the top level and 3,22 for middle level was evaluated least by the respondents. This supports Bees' observation that it is the school's obligation to inform and make parents understand the good values to be taught to their children.

The two groups of respondents assessed that middle level managers' delivery of services relative to involvement in

International Journal of Research in Engineering, Science and Management
Volume-2, Issue-4, April-2019
www.ijresm.com | ISSN (Online): 2581-5792

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Table 6
Delivery of services relative to students' achievement

Items	Top level			Middle level			Average		
	WM	VI	R	WM	VI	R	WM	VI	R
1. Socializes with the students to identify their academic needs and interests.	3.44	ME	1.5	3.43	ME	4	3.44	ME	1
2. Encourage student's participation in school related activities as approved by higher authorities.	3.41	ME	3	3.45	ME	2.5	3.43	ME	2.5
3. Prepares support programs suited to the needs, interests and abilities of students.	3.44	ME	1.5	3.41	ME	5	3.43	ME	2.5
4. Recognizes students' exemplary performance and gives incentives as part of motivation.	3.34	ME	7	3.49	ME	1	3.42	ME	4
5. Proposes activities relevant for maximum student participation.	3.37	ME	4.5	3.40	ME	6.5	3.39	ME	5
6. Contributes in making the school an inspiring educational environment.	3.30	ME	9	3.45	ME	2.5	3.38	ME	6.5
7. Offers time and effort to students with problems or needing special attention.	3.37	ME	4.5	3.39	ME	8	3.38	ME	6.5
8. Gives meaningful feedback as to how academic achievement can be further improved.	3.33	ME	8	3.40	ME	6.5	3.37	ME	8
9. Initiates activities that will help improve students study habits.	3.35	ME	6	3.36	ME	9.5	3.36	ME	9
10. Attends small group meetings to improve students involvement in curricular and co-curricular activity when needed.	3.23	ME	10	3.36	ME	9.5	3.30	ME	10
Composite Mean	**3.36**	**ME**		**3.41**	**ME**		**3.39**	**ME**	

Table 7
Delivery of services relative to partnership building with parents

Items	Top level			Middle level			Average		
	WM	VI	R	WM	VI	R	WM	VI	R
1. Shares with parents information about children's learning and development.	3.41	ME	1	3.46	ME	1	3.44	ME	1
2. Shares responsibility of staying informed and connected with parents for student's success.	3.36	ME	2	3.44	ME	2	3.40	ME	2
3. Finds a way for parents to understand what values to promote among their children.	3.31	ME	3	3.41	ME	3	3.36	ME	3
4. Takes time to talk to parents regarding the development of their children.	3.29	ME	4	3.38	ME	4	3.34	ME	4
5. Shares information about the school setting and the curriculum.	3.28	ME	5	3.32	ME	6	3.30	ME	5
6. Assists in building home life atmosphere as in the school setting.	3.24	ME	6	3.33	ME	5	3.28	ME	6
7. Works with parents for increased confidence in their own parenting skills.	3.20	ME	7	3.28	ME	7	3.24	ME	7
8. Volunteer to be a member of coordinating team to address key issues.	3.14	ME	8	3.22	ME	8	3.18	ME	8
Composite Mean	**3.28**	**ME**		**3.36**	**ME**		**3.32**	**ME**	

community activities was performed to a moderate extent. The composite mean for top level respondents was 3.27. Supporting school improvement projects with weighted mean of 3.40 was rated first while suggesting possible livelihood projects for the community with weighted mean of 3.12 was evaluated as the least item.

On the other hand, the assessment of middle level respondents had a composite mean of 3.34. The items on the top list were proposing measures regarding students' safety and security and supporting school improvement projects both with weighted mean of 3.44. The item rated least was offering assistance in soliciting aid from generous individuals with a weighted mean of 3.23

There were no significant difference in the assessments of the two groups of respondents on the extent of delivery of services of middle level managers relative to implementation of school policies, involvement in decision making, students' achievement, partnership building with parents and involvement in community activities. The computed p-values of all items were greater than 0.05 significant level, thus the rejection of the null hypothesis.

C. Relationship of personal and professional attributes and delivery of services

There was significant relationship between the professional attributes and the delivery of services as to implementation of school policies, involvement in decision making, students' achievement, partnership building with parents and

involvement in community activities. The computed p-values all of which are 0.000 were lower than 0.05 level of significance. The computed r - values of 0.60, 0.62, 0.63, 0.55 and 0.49 were found to be significant. Thus, the null hypothesis is rejected.

D. Problems and issues encountered by middle level managers

Lack of support for professional growth and development with a weighted mean of 2.85 was ranked first and agreed upon by the respondents to be a problem and an issue encountered in giving support to school operation The item no specific job description / specification was ranked least with a weighted mean of 2.58 and was agreed on to be a problem encountered by the respondents. As a whole, the composite mean of 2.71 reveals that all the items are agreed upon by the respondents to be the problems and issues encountered in giving support to the school operations. This supports the statement of Rosser that the number of individuals in the administrative positions have increased, as well as the turnover rates in the field of management. Turnover occurs in every workplace. It has an effect on every organization especially when it is a frequent employee turnover. Organizations with these tend to have lower than average customer satisfaction and loyalty. Employees feel unsatisfied because their superiors show lack of appreciation and constantly express negativity towards their work. According to the interviewees, if their personality and work ethics do not match the organizations culture, they will not probably stay long. Oftentimes, the pay, benefits and working

International Journal of Research in Engineering, Science and Management
Volume-2, Issue-4, April-2019
www.ijresm.com | ISSN (Online): 2581-5792

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Table 8
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Items	Top level			Middle level			Average		
	WM	**VI**	**R**	**WM**	**VI**	**R**	**WM**	**VI**	**R**
1. Supports school improvement projects.	3.40	ME	1	3.44	ME	1.5	3.42	ME	1
2. Proposes measures regarding student's safety and security.	3.34	ME	2	3.44	ME	1.5	3.39	ME	2
3. Helps promote awareness on proper waste segregation and waste disposal.	3.28	ME	4.5	3.38	ME	3	3.33	ME	3
4. Takes active part in the dissemination of meetings regarding health and sanitation.	3.28	ME	4.5	3.36	ME	4	3.32	ME	4
5. Participates in the social/civic activities of the community.	3.31	ME	3	3.28	ME	5	3.30	ME	5
6. Offers assistance in soliciting aid from generous individuals.	3.18	ME	6	3.23	ME	7	3.21	ME	6
7. Suggests possible livelihood projects for the community.	3.12	ME	7	3.27	ME	6	3.20	ME	7
Composite Mean	**3.27**	**ME**		**3.34**	**ME**		**3.31**	**ME**	

Table 9
Difference in respondent's assessments of delivery of services

Variables	p-values	Computed t-values	Decision on Ho	Verbal Interpretation
1. Implementation of school policies	.33	.98	Failed to Reject	Not Significant
2. Involvement in decision making	.46	.74	Failed to Reject	Not Significant
3. Students achievement	.36	-0.92	Failed to Reject	Not Significant
4. Partnership building with parents	.18	-1.35	Failed to Reject	Not Significant
5. Involvement in community activities	.22	-1.23	Failed to Reject	Not Significant

Table 10
Relationship between personal attributes

Variables	p-values	Computed r-values	Decision on Ho	Verbal Interpretation
1. Implementation of school policies	.000	.49	Reject	Significant
2. Involvement in decision making	.000	.522	Reject	Significant
3. Students achievement	.000	.521	Reject	Significant
4. Partnership building with parents	.000	.464	Reject	Significant
5. Involvement in community activities	.000	.45	Reject	Significant

Table 11
Relationship between professional attributes and delivery of services

Variables	p-values	Computed r-values	Decision on Ho	Verbal Interpretation
1. Implementation of school policies	.000	.60	Reject	Significant
2. Involvement in Decision making	.000	.62	Reject	Significant
3. Students' Achievement	.000	.63	Reject	Significant
4. Partnership Building with Parents	.000	.55	Reject	Significant
5. Involvement in Community activities	.000	.49	Reject	Significant

Table 12
Problems and issues encountered by middle level managers

Item	WM	VI	Rank
1. Lack of support for professional growth and development	2.85	Agree	1
2. Absence of salary standardization scheme	2.78	Agree	2
3. Frequent employee turnover	2.75	Agree	3
4. Lack of recognition for services rendered	2.71	Agree	4.5
5. Absence of consultative approach particularly in decisions that impact organization	2.71	Agree	4.5
6. Work over load as a result of poor staffing	2.70	Agree	6
7. Stress due to middle level manager – student ratio	2.66	Agree	7
8. Stagnation in one job for a long time resulting to boredom and burnout	2.65	Agree	8
9. No specific job description/specification	2.58	Agree	9
Composite Mean	**2.71**	Agree	

conditions also fall short of their expectations causing them to leave.

E. Proposed support delivery enhancement program

The proposed support delivery program is based from the findings of the study. It covers six areas of concerns namely: personal and professional attributes of middle level managers, implementation of school policies, involvement in decision making, students' achievement, partnership building with parents and involvement in community activities. In each area

there are objectives, strategies and activities.

4. Conclusion

Both top level and middle level managers assessed that the latter greatly manifest personal and professional attributes. Middle managers were assessed to observe honesty in work at all times, and treat everyone with respect and kindness.

1. The respondents assessed the level of performance by the middle level managers in the delivery of services to a

International Journal of Research in Engineering, Science and Management
Volume-2, Issue-4, April-2019
www.ijresm.com | ISSN (Online): 2581-5792

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moderate extent.
2. There are no significant differences between assessments by two groups of respondents.
3. Personal and professional attributes and delivery of services; significant in all aspects.
4. Middle level managers experienced lack of support for professional growth and development, absence of salary standardization scheme, frequent employee turnover, absence of consultative approach particularly in decisions that impact the organization and lack of recognition for services rendered.
5. The proposed support delivery enhancement program hopes to enhance the delivery of services by middle level managers through the suggested strategies and activities.

5. Recommendations

1. The proposed support delivery enhancement program for middle level managers maybe tried out as enhancement tool.
2. The top-level managers of private secondary schools should pursue competency building enhancement activities for middle level managers.
3. A similar research may be conducted to study other important aspects of support delivery system.

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