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The Management of the City College of Calamba Towards the Attainment of the School's Vision and Mission: A Basis for a Framework for Skills Enhancement Program

Mary Rose F. Montano

City College of Calamba, Philippines

esoryram5@yahoo.com

Abstract. The research was focused on the relationship of management functions of the administrators to the attainment of the school's vision and mission because the researcher believed that it is possible for the College to accomplish and to attain the school's vision and mission if only there will be direct participation, cooperation and coordination among administrators and staff. Specifically, it sought to find out the following: the effectiveness level of the said management functions of the school administrators and the different assessments on these matters by the two sets of respondents; the attainment level of the school's vision and mission; the relationship, if there is any, between the two cited variables of the study; the frequency occurrence of the problems related to management functions; and the proposed framework for skills enhancement program. The respondents of the study were all 56 teaching staff and 17 non-teaching staff of the City College of Calamba. No sampling technique was used. Statistical treatments applied to the data of the study include the frequency and percent distributions in presenting the category of the respondents; the simple mean in determining the effectiveness level of the management practices, attainment level of the school's vision and mission and the occurrence frequency of related problems; and the Goodman and Kruskal's Gamma Correlation in establishing relationship between the two variables of the study. The research focused on three integrated elements comprised of the heart of every organization and its culture: its primary purpose; its desired future; and its core beliefs about itself and others. These serve as the "what to do and how to do" of every organization. Its achievement is the success and end-all, but this could only be attained if it is organized, operated and administered. According to the research result, the management functions of the CCC Administrators specifically, planning, organizing, leading and controlling were generally effective as assessed by the two sets of respondents. In the management functions of the School's Administrators in relation to the attainment of CCC's vision and mission the conducted correlation analysis generated a computed gamma coefficients of 0.577 and 0.729 which means that there are "high positive correlations" between the effectiveness of the management practices of the school administrators and the attainment both of the CCC's vision and mission. Some related problems to the management functions of the school's administrators were identified by both teaching and non-teaching staff such as: (1) poor learning environment – no air conditioning, insufficient space & lighting, and primitive toilet facilities (2) the work is not appropriately divided among faculty members and staff (3) they believe that the school administrators are the role policy maker in the school and (4) the teaching staff observe the existence of gap between the administrators and subordinates with a mean of 3.30 (sometimes), while the non-teaching staff was observed to withhold information (lie or tell half-truths) with a mean of 3.53 (sometimes). A proposed framework for skills enhancement program was formulated. It has the following: aspects of management for development, objective, activity, implementing strength, KRA indicator, performance indicator, budget and time. In the aspects of management for development, there

are the four management practices – planning, organizing, leading and controlling. This was believed to be a great help for the administrators of City College of Calamba to improve the level of their effectiveness towards the attainment of the school's vision and mission.

Keywords. public administration, management, effectiveness, efficiency, skills enhancement, development, descriptive method, city college

Introduction

An organization, like a school, achieves its goals by creating, communicating and operating an organizational behavior system. Major elements of the system are philosophy, vision and mission.

Philosophy consists of an integrated set of assumptions and beliefs about the way things are, the purpose for these activities, and the way they should be. It is explained by Lazaro (2005) as the company's way of thinking and directs its way of life. It is what the company stands for, gives meaning to its existence, and provides the ultimate direction of its operations. Vision, on the other hand, represents a challenging portrait of what the organization and its members can be – a possible, and desirable, future. It evokes pictures in the mind, suggests a future orientation, and implies a standard of excellence or virtuous condition. This also has the quality of uniqueness. Lastly, mission is the organization's reason for existence. It describes the organization's values, aspirations, and reason for being. A well-defined mission is the basis for development of all subsequent goals and plans.

Organizational success depends on the managers; thus, an ideal set-up of an organization is a combination of a well-defined or structured organization and a very good manager. It must have personnel or officials responsible for the whole operation of the organization especially its human relations aspect. An organization cannot function effectively without somebody to direct in accomplishing its goals. Administrators serve as a common source of authority within their organization by exercising leadership functions which are inherent in their position. It is their responsibility to know and understand the nature, elements, and functions of leadership, as well as to have techniques and practices identified with effective leadership. Administrators are very important in the management function of any organization. With this, they must really possess abilities that their subordinates can adopt or follow. It is the nature of individuals to follow whom they see as providers of means of achieving their own desires, wants and needs. They must influence others to agree on certain goals towards organizational success. Administrators must have established abilities since their subordinates are following them. They will only be followed if they have already established something among his subordinates. Viewed in its simplest and most direct form, administration has to do with getting things done through the joint efforts of the people. Thus, the key element in the administrative process is people. The administrator has to see to it that he has the people for the tasks of the organization that they know what they are to do, that they know how to go about the task together, that they get it done, and that they are rewarded for doing it.

The bright image of the school can be projected through maintenance of a high moral and a good professional standard in the staff. All the staff members should work in a team for reaching the objectives of the school.

The study was limited to the school administrators' management practices in the attainment of the mission and vision during the second semester of school year 2009 – 2010 at the City College of Calamba as perceived by the teaching and non-teaching staff excluding the guards and the janitors. The evaluation was based on the responses of fifty-six (56) faculty members

- twenty-one (21) females; thirty-five (35) males and seventeen (17) non-teaching staff - ten (10) females and seven (7) males. The researcher focused on the manager’s functions in terms of planning, organizing, leading and controlling and on the relationship of these management practices on the attainment of the school’s mission and vision.

Framework of the Study

The study was anchored on the management theory of Chuck R. Williams which states that the three levels of a corporate hierarchy--top, middle, bottom is commonly known as the management pyramid. Top managers create organizational vision and mission, middle managers develop tactical plans and use management by objectives to motivate employee efforts toward the overall vision and mission, and first-level managers use operational, single-use and standing plans to implement the tactical plans. (Williams, 2009)

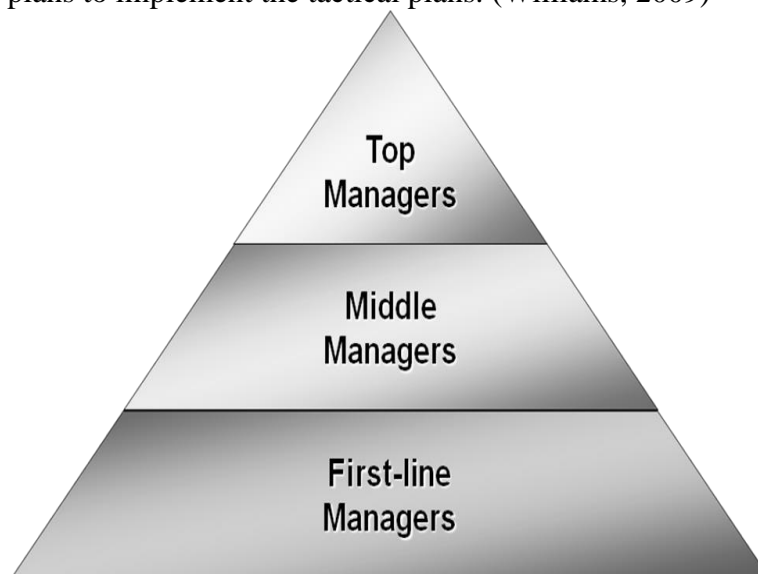


Figure 1: The Management Pyramid

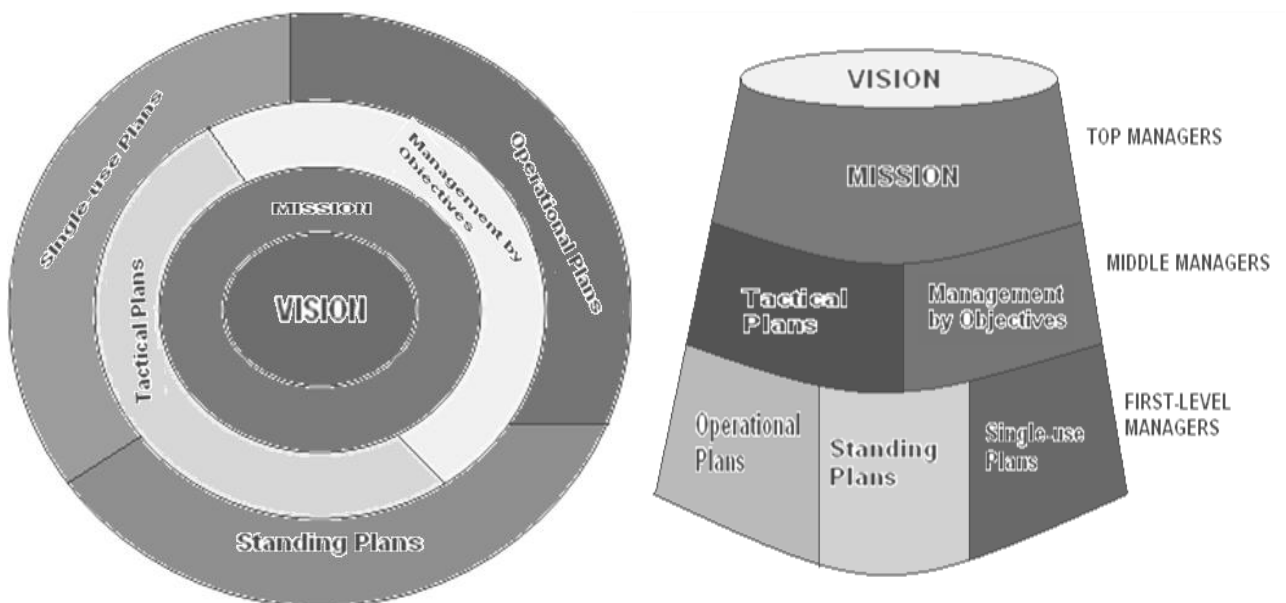


Figure 2: Planning from Top to Bottom

Figures 1 and 2 illustrated that the top managers are the upper-level managers who have the most power and who take overall responsibility for the organization. Top managers establish the structure for the organization as a whole, and they select the people who fill the upper-level positions. Top managers also make long-range plans, establish major policies, and represent the company to the outside world at official functions and fund-raisers.

Middle managers have similar responsibilities, but usually for just one division or unit. They develop plans for implementing the broad goals set by top managers, and they coordinate the work of first-line managers. In traditional organizations, managers at the middle level are plant managers, division managers, branch managers, and other similar positions. But in more innovative management structures, middle managers often function as team leaders who are expected to supervise and lead small groups of employees in a variety of job functions. Similar to consultants, they must understand every department's function, not just their own area of expertise. Furthermore, they are granted decision-making authority previously reserved for only high-ranking executives.

At the bottom of the management pyramid are first-line managers (or *supervisory managers*). They oversee the work of operating employees, and they put into action the plans developed at higher levels. Positions at this level include supervisor, department head, and office manager.

The other part of management process is the attainment of organizational goal in an effective and efficient manner. These can be achieved through the practice of major functions of management – planning, organizing, leading and controlling. Through these functions, productive resources – manpower, money, machines, materials, and methods – are properly allocated and utilized in the attainment of the goals of the organization. The job of the manager is to closely coordinate such functions for optimum result as shown in Figure 3.

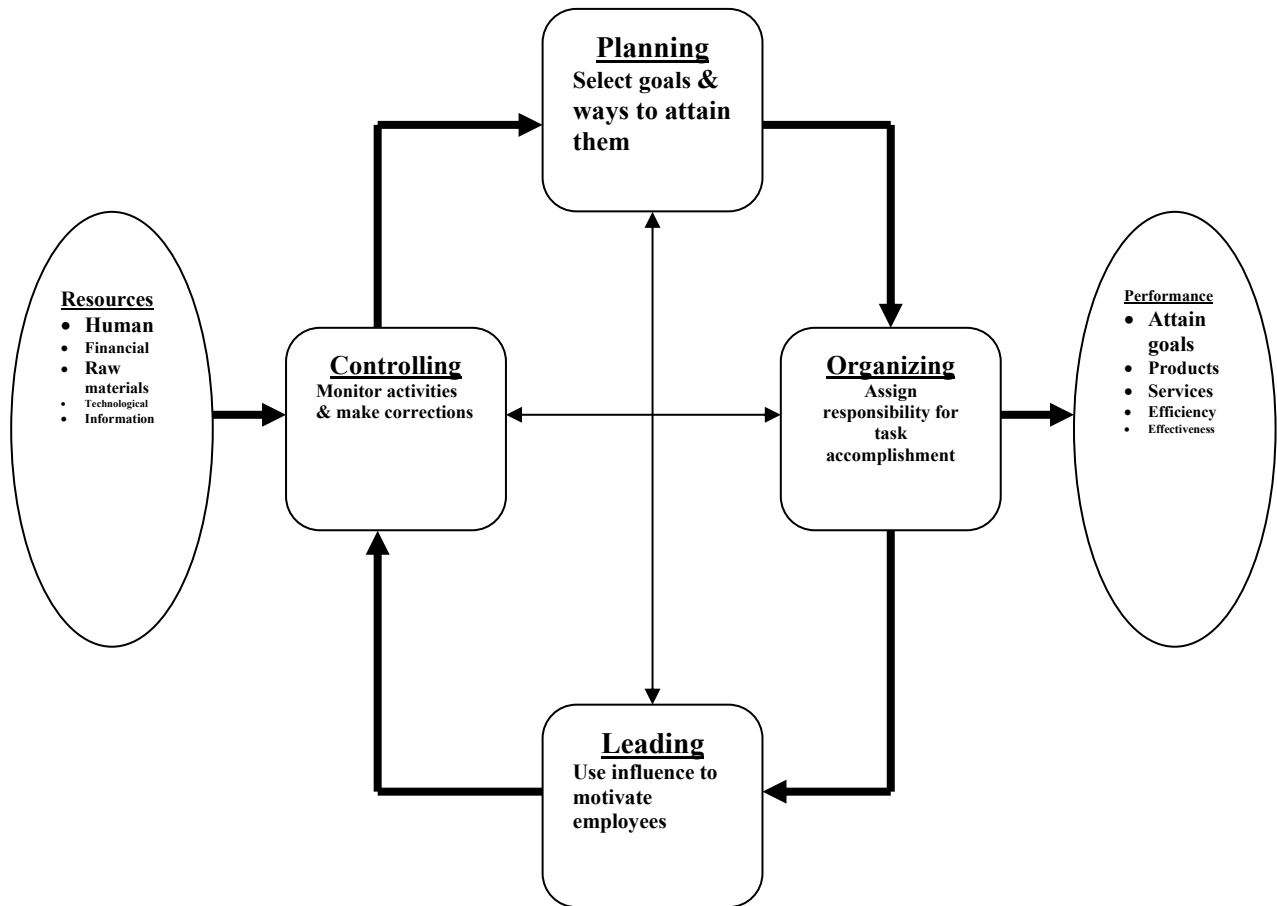


Figure 3: The Management Process

Based on the above-cited theoretical framework, the systematic diagram of the research was visualized in figure 4.

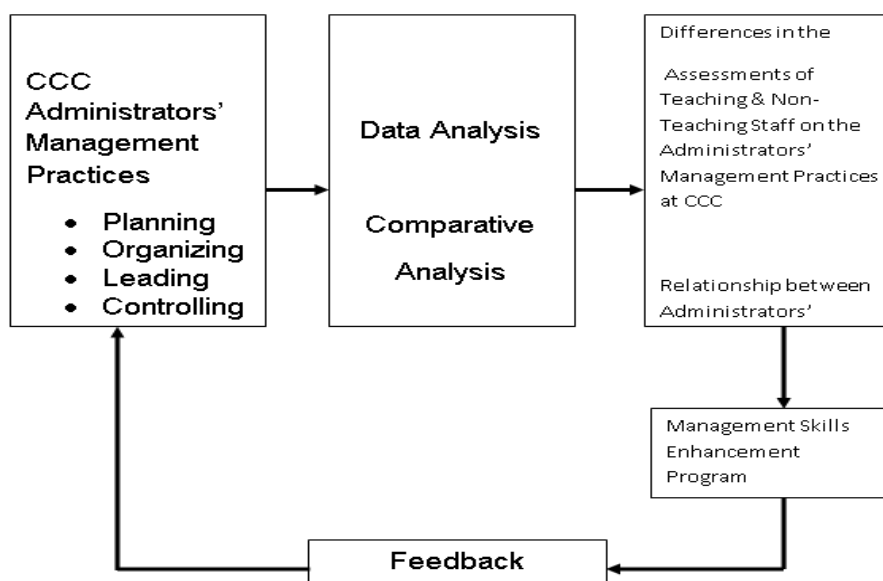


Figure 4: The Research Paradigm

For any study, the researcher should first and foremost know the status of the area under study. In this case, the CCC status on the attainment of the school's vision and mission was given emphasis in the presentation. Perceptions were taken from the two groups of respondents: teaching and non-teaching staff. Their perceptions about the effectiveness of CCC administrators' management practices, the attainment of the school's vision and mission and problems encountered in management practices were gathered.

After gathering the data, analysis was done. This was done using descriptive method and comparative method. The results of the data gathering were subjected to analytical methods in statistics to provide more meaningful information to know the differences in the assessments of teaching and non-teaching staff on administrators' management practices at CCC and the relationship between administrators' management practices and attainment of the school's vision and mission.

With the help of analysis, the researcher comes up with a management skills enhancement program for the administrators of CCC.

Statement of the Problem

The study assessed the management practices of the administrators of City College of Calamba as related to the attainment of the school's mission and vision as perceived by the teaching and non-teaching staff.

Specifically, the study answered the following questions:

1. How do the respondents teaching & non-teaching staff of City College of Calamba assess the effectiveness of the following administrators management practices:
 - 1.1 planning
 - 1.2 organizing
 - 1.3 leading
 - 1.4 controlling
2. How do the assessment of the two sets of respondents on the administrators management practices compare?
3. To what extent are the vision and mission of City College of Calamba attained?
4. How are the CCC administrators management practices related to the attainment of its vision and mission?
5. How often do the problems related to the performance of administrator's management practices occur?
6. Based on the findings of the study, what management skills enhancement program can be proposed?

Research Design

The researcher used the descriptive method wherein the researcher described the management functions of the administrators of the City College of Calamba. This covers the description of the condition as well as the situation of the said school. The researcher determined the relationship of the management functions on the attainment of the school's vision and mission.

Respondents of the Study

The respondents of the study were all the 56 teaching and 17 non-teaching staff of the City College of Calamba for the second semester, school year 2009-2010. Specifically, the faculty members are comprised of twenty-one (21) females and thirty-five (35) males while the non-teaching staffs are comprised of ten (10) females, seven (7) males.

Since the study involves the total population, there was no need for the application of any sampling technique.

Research Instrument of the Study

A self-made questionnaire–checklist was utilized as the main data gathering instrument. It was devised by the researcher based on her readings from books, periodicals and some unpublished materials regarding the topic.

The questionnaire containing questions related to the statement of the problem of the study consists of three (3) parts.

Part I was intended to gather the perceptions of the respondents about the management functions of the administrators of the City College of Calamba in the attainment of the school’s mission and vision.

Part II was utilized to know the degree of the attainment of the school’s vision and mission.

Part III was made to know how often the problems related to management functions occur.

Data Gathering Procedure

The researcher asked the permission to conduct the survey from the College President before the questionnaires were distributed. After the President’s approval, the researcher distributed the questionnaire to the teaching and non–teaching staff of the school.

The respondents were reached in their respective offices. The structural questionnaires were administered personally to obtain their honest response. The respondents were given enough time to answer the questionnaire after which the accomplished forms were retrieved. One hundred percent retrieval rate was achieved.

The result of the questionnaires were tallied, prepared in tabular form, presented and analyzed in the text applying the appropriate statistical treatment with the assistance of the statistician.

Statistical Treatment of the Data

The following are the statistical treatments applied in the study:

1. The frequency and percent distributions were used in presenting the category of the respondents. The percent formula is

$$\% = \frac{\text{frequency}}{\text{total frequency}} \times 100 \%$$

2. Concerning the effectiveness levels of the management practices of the school administrators, the attainment levels of the vision and mission of the City College of Calamba and the occurrence frequencies of related problems, the five-point Likert Scale and the simple mean were used.

The formula for the mean is given as:

$$\bar{x} = \frac{\sum_{i=1}^n x_i}{n}$$

where \bar{x} = simple mean, $\sum_{i=1}^n x_i$ = sum of all values of variable x, and n = number of respondents. The interpretation of the data gathered from the distribution of the questionnaire was made with the aid of the scales and description below:

Weight	Ranges	Qualitative Description
5	4.51 – 5.00	Extremely Effective / Extremely Attained/ Always
4	3.51 – 4.50	Highly Effective / Highly Attained / Often
3	2.51 – 3.50	Effective / Attained/ Sometimes
2	1.51 – 2.50	Moderately Effective / Moderately Attained/ Seldom
1	1.00 – 1.50	Not Effective/ Not Attained /Never

3. The correlation between the management practices of the school administrators and the attainment of its vision and mission was established using the Goodman and Kruskal's Gamma Correlation. The said correlation was used since the data involved are ordinal variables of more than 30 sample size. The formula is given as:

$$\delta = \frac{x_r - x_1}{x_r + x_1}$$

where x_r = number of pairs observed
in parallel direction
 x_1 = number of pairs observed
in opposite direction

To give interpretation to computed gamma correlation coefficient, the following guide is adopted:

Coefficient Interpretation

± 1.00	Perfect Positive/Negative Correlation
± 0.76 - ± 0.99	Very High Positive/Negative Correlation
± 0.51 - ± 0.75	High Positive/Negative Correlation
± 0.26 - ± 0.50	Small Positive/Negative Correlation
± 0.01 - ± 0.25	Very Small Positive/Negative Correlation
0.00	No Correlation

Results and Discussion

Analysis of data revealed the following findings:

1. Management Functions of the Administrators of the City College of Calamba

1.1. Planning practices are done by developing policies, setting procedures, allocating resources, programming, developing strategies, setting objectives and forecasting. The two sets of respondents have different indicators to have gotten the lowest mean. For the teaching staff, it was conducting research on job oriented academic courses relevant to the local and national needs with a mean of 2.69 (effective), while for the non-teaching staff, it was inviting business industries for job fair with a mean of 3.06 (effective).

1.2. Organizing practices are done by establishing structure organizations, staffing and establishing position qualifications. The two sets of respondents have different indicators to have gotten the lowest mean. For the teaching staff, it was recommending deserving faculty and staff for promotion on the basis of merit with a mean of 3.00 (effective), while for the non-teaching staff, it was offering seminar classes designed to help students enhance self-awareness, build confidence and develop a strong sense of direction with a mean of 3.00 (effective).

1.3. Leading practices include such activities as delegating, motivating, managing differences and managing change. For the lowest mean, the indicator for the teaching staff was combining the power of a practical, skill-based curriculum with opportunities to develop leadership skills, self-awareness and on-the-job experience, all of which prepares students to compete & win in the global marketplace with a mean of 3.02 (effective), while for the non-teaching staff, it was improving the capacity of individual families, schools & communities to support teaching & learning with a mean of 3.00 (effective).

1.4. Controlling practices are done by coordinating, evaluating and monitoring the activities and programs. The two sets of respondents have different indicators to have gotten the lowest mean. For the teaching staff, it was reviewing and analyzing the outcome and progress of the linkages program with a mean of 2.77 (effective), while for the non-teaching staff, it was demonstrating the tact and diplomacy with subordinate regarding critical issues and Take corrective and constrictive actions with staff, personnel and student whose behavior or performance is inappropriate with a mean of 3.00 (effective).

2. Differences in the Assessments of Respondents on the Effectiveness of the Management Functions of the School's Administrators

2.1 Planning. The teaching and non-teaching staff both gave a rating of "effective". The general mean response of the area in planning practices is 3.14 as rated by the teaching staff and 3.43 by the non-teaching staff.

2.2 Organizing. Based on the findings, it showed no difference was observed between the perceptions of the teaching and non-teaching staff. They both believed that the administrators were effective in the performance of their organizing practices having general means of 3.31 for the teaching staff and 3.32 for the non-teaching staff.

2.3 Leading. There was no significant difference between the perceptions of the teaching and non-teaching staff as indicated in the findings. The general mean of the two sets of respondents showed that the administrators were effective in their leading practices. They have general mean of 3.19 for the teaching staff and 3.27 for the non-teaching staff.

2.4 Controlling. The two sets of respondents perceived that the administrators were effective in the performance of their controlling practices having general means of 3.21 for the teaching staff and 3.30 for the non-teaching staff.

3. Vision and Mission of the City College of Calamba

3.1. Vision. The vision of producing skillful and conscientious graduates has gotten the lowest mean.

3.2. Mission. The two sets of respondents have same indicator to have gotten the lowest mean. This was to link up with prestigious colleges and universities for institutional guidance and mentoring.

4. Management Functions of the School's Administrators as Related to Attainment of its Vision and Mission

The conducted correlation analysis generated a computed gamma coefficients of 0.577 and 0.729 this means that there are "high positive correlations" between the effectiveness of the management practices of the school administrators and the attainment both of the vision and mission of the City College of Calamba.

5. Problems Related to the Management Functions of the School's Administrators

5.1 Both teaching and non-teaching staff are very much aware and thus, they observed that the learning environment was poor – no air conditioning, insufficient space & lighting, and primitive toilet facilities having gotten the highest mean.

5.2 The two sets of respondents observed that the work is not appropriately divided among faculty members and staff having gotten the highest mean.

5.3 Both the two sets of respondents believed that the school administrators are the role policy maker in the school having gotten the highest mean.

5.4 The two sets of respondents have different indicators to have gotten the highest mean. For the teaching staff, it was the existence of gap between the administrators and subordinates with a mean of 3.30 (sometimes), while for the non-teaching staff, it was withholding of information (lie or tell half-truths) with a mean of 3.53 (sometimes).

6. The Proposed Framework for Skills Enhancement Program

Based on the perceptions of the two sets of respondents, a proposed framework or matrix on the content of the program was devised by the researcher.

The proposed framework has the following: aspects of management for development, objective, activity, implementing strength, KRA indicator, performance indicator, budget and time. In the aspects of management for development, there are the four management practices – planning, organizing, leading and controlling.

The proposed framework for skills enhancement program (For A.Y. 2010 – 2011)

Aspects of Management for Development	Objective	Activity	Implementing Strength	KRA (Qualitative)	Performance Indicator (Quantitative)	Budget	Time Frame
Planning A. Strengthening Institutional Culture	*to strengthen institutional culture	*Group orientation *Seminar/workshop	*organize a group to discuss on the following: • Philosophy, vision and mission of the school • roles in the institution • benefits derived from the institution *a seminar/workshop on Personal Values Assessment in relation to the philosophy, vision and mission of the school	*awareness of the philosophy, vision and mission of the school; their roles in the institution and benefits derived from the institution *congruency between personal and organizational values	*100% of the employees become aware of the philosophy, vision and mission of the school; their roles in the institution and benefits derived from the institution	P 20, 000	June 2010
B. Decision-Making	*to know the pointers on sound	*Seminar/workshop *Lecture Forum			*100% of the administrator	P 5, 000	August 2010



<p>Organizing A. Team Building</p> <p>B. Communication</p>	<p>decision-making</p> <p>*to develop unity and cooperation among members</p> <p>*to broaden one's knowledge on communication in organization</p>	<p>*Seminar *Team Building Activities</p> <p>*Training on Communication Capability</p>	<p>*conduct seminar on the following topics:</p> <ul style="list-style-type: none"> • Type s of Decisions • Man agement in Decision-making • Phas es of Decision-making • Grou p Decision-making <p>* conduct seminar on the following topics:</p> <ul style="list-style-type: none"> • Effec tive and Ineffective Team • Tea m Operating Procedures • Fact ors Contributing to Team Effectiveness <p>*a training communication capability on the following topics:</p> <ul style="list-style-type: none"> • Effec tive Communicatio n • Theo ries of Communicatio n • Feed back • Barri ers 	<p>*sound decisions on different aspects concerning institutional matters</p> <p>*maximum participation of the members in the different institutional activities</p> <p>*ability to address different sectors of organization effectively</p>	<p>s make sound decisions on different aspect concerning institutional matters</p> <p>*100% of the employees become effective and efficient</p> <p>*100% of the participants learn to address different sectors of organization effectively</p>	<p>P 100,000</p> <p>P 5,000</p>	<p>May 2010</p> <p>July 2010</p>
<p>Aspects of Management for</p>	<p>Objective</p>	<p>Activity</p>	<p>Implementing Strength</p>	<p>KRA (Qualitative)</p>	<p>Performance Indicator</p>	<p>Budget</p>	<p>Time Frame</p>



Development					(Quantitative)		
Leading A. Technical Ability	*to keep abreast of the trends in information technology and other technical aspects of the institution	*Lecture Demonstration *Training	*invite speakers to conduct a lecture demonstration on current trends in the following aspects: <ul style="list-style-type: none"> • Management • Teaching *provide training on: <ul style="list-style-type: none"> • Handling Institutional materials • Improving school plants, buildings, facilities and sites • Improving auxiliary services • Preparing correspondence 	*awareness on trends in technology *skill development on the technical aspect of management	*100% of the participants become aware on trends in technology and become knowledgeable on the technical aspect of management	P 15, 000	January 2011
B. Motivation	*to reinforce motivation and to boost the morale of the members	*Debate *Workshops	*conduct a debate and resolve the issue: "Intrinsic motivation is better than extrinsic motivation" *hold workshops on "Effective Incentive Compensation Program" and "The Development of a Realistic Teacher's"	*realization that both intrinsic and extrinsic motivations are key factors in making employee work *orientation with the Institution's Effective incentive compensation programs *submission of outputs *awareness of the existing evaluation system	*100% of the employees become motivated	P 30, 000	February 2011
		*Colloquiums			*100% of the employees show interest	P 12, 000	March 2011



C. Continuing Improvement Capability	*to show interest in continuing improvement capability	*Innovations in Organization	*Invite resource persons from different institution to share means of establishing linkages and effects of innovations in organizations	*openness to linkages and innovations	in continuing improvement capability		
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Aspects of Management for Development	Objective	Activity	Implementing Strength	KRA (Qualitative)	Performance Indicator (Quantitative)	Budget	Time Frame
Controlling A. Conflict Management	*to enhance conflict management skills	*Training on Conflict Management	*a brainstorming on sources of conflicts and how they go about them *a training on conflict management on the following topics: <ul style="list-style-type: none"> • Changing Views of Conflicts • The Process of Conflicts • Dynamics and Consequences of Organizational Conflicts • Models of Conflicts • Functional and Dysfunctional Conflicts Managing Organization Creativity	*dealing with management professionally *attainment of more school objective	*100% of the participants enhanced their conflict management skills	P 10, 000	April 2011

Conclusions

Based on the above-mentioned findings of the study, the following conclusions were drawn:

1. Management Functions of the Administrators of the City College of Calamba
 - 1.1. Planning. That the administrators need to give much attention in conducting research on job oriented academic courses relevant to local and national needs and inviting business industries for job fair having gotten the lowest mean.
 - 1.2. Organizing. That the administrators need to focus on offering seminar classes designed to help students enhance self-awareness, build confidence and develop a strong sense of direction and recommending deserving faculty and staff for promotion on the basis of merit.
 - 1.3. Leading. That the administrators need to consider combining the power of a practical, skill-based curriculum with opportunities to develop leadership skills, self-awareness and on-the-job experience, all of which prepares students to compete & win in the global marketplace and improving the capacity of individual families, schools & communities to support teaching & learning.
 - 1.4. Controlling. That the administrators need to pay much attention in reviewing and analyzing the outcome and progress of the linkages program and ensuring the tact and diplomacy with subordinate regarding critical issues and take corrective and constrictive actions with staff, personnel and student whose behavior or performance is inappropriate.
2. Comparison in the assessment of the two sets of respondents on the effectiveness of the management practices of the school's administrators did not yield a significant difference because the two sets of respondents gave a rating of effective.
3. Vision and Mission of the City College of Calamba
 - 3.1. Vision. That the administrators need to pay attention on producing skillful and conscientious graduates.
 - 3.2. Mission. That the administrators need to strengthen the linkages with other prestigious colleges and universities for institutional guidance and mentoring and to develop pertinent and job oriented academic courses relevant; first and foremost, the local and national needs.
4. That the CCC administrators' management functions are very much related to the attainment of its vision and mission. When the management functions are seen to be "highly effective," it can be expected that attainment of the vision and mission of the school is "high."
5. The problems related to the performance of administrators' management functions occur either often or sometimes.
 - 5.1. Planning. That the administrators need to resolve the problem in planning that revolves around the learning environment.
 - 5.2. Organizing. That the administrators should learn to appropriately divide the work among faculty members and staff.
 - 5.3. Leading. That in leading the school administrators should not always be the role policy maker.
 - 5.4. Controlling. That the existence of gap between the administrators and subordinates and withholding of information (lie or tell half-truth) are very rampant in the college.
6. The Framework for Skills Enhancement Program could be a great help for the administrators of City College of Calamba to improve the level of their effectiveness towards the attainment of the school vision and mission.

Recommendations

Based on the afore-cited findings and conclusions of the study, the researcher came up with the following recommendations:

1. The CCC administrators need to further enhance their skills in order to improve the level of their effectiveness on the performance of the management practices.
 - 1.1 Planning. Planning should include the areas of leadership, empowerment and shared governance wherein the staff participate, in various ways and to varying extents, in making decisions in schools especially in instructional improvements, planning of curricular activities and professional development.
 - 1.2 Organizing. There must be a spirit of shared purpose and cooperation among members and elements of the educational community and other sector of society.
 - 1.3 Leading. Organizational leadership should be developed along lines of interpersonal relationship, teamwork, self-motivation to perform emotional strength and maturity to handle situations, personal integrity and general management skills.
 - 1.4 Controlling. The administrators must be sincere, honest and straightforward in their dealings and must have the confidence of all the teachers, their personnel, student, and the community.
2. Good management appears to be so strongly linked with good performance that it might be reasonable to expect all firms/institutions to make better practices a priority.
3. The CCC should stay true to its vision and mission.
 - 3.1 Vision. The administrators must design educational programs that are meaningful and responsive to the world that the youth will find themselves in and they should be able to anticipate future alternative scenario and their corresponding implications.
 - 3.2 Mission. The administrators of CCC must develop and establish new forms of educational partnerships with stakeholders both within and outside the accepted boundaries of the college.
4. If a strong leadership and effectiveness is the dominant thread that binds other factors within the organization, leadership formation and efficiency should be a primary concern in management development program.
5. The CCC administrators should focus and pay much attention on the problems related to the performance of their management practices.
 - 5.1 Planning. The environment needs to be conducive to learning. The administrators should create and maintain stimulating learning environments through effective classroom organization, interactive and whole school displays and a climate of innovation.
 - 5.2 Organizing. The institution should provide a way in which tasks can be properly divided among personnel so that there will be maintenance of organizational effectiveness to meet unforeseen problems.
 - 5.3 Leading. There is a need for a management style that is consultative and participatory in decision-making as well as carrying out its function efficiently and effectively.
 - 5.4 Controlling. They need to understand the feelings of another person, deal with the emotional aspects of communication and be morally sound and worthy of trust.
6. Adopt the proposed Management Skills Enhancement Program for the administrators' advancement.
7. The findings and conclusions of the study may be used by future researchers who might get inspired to undertake researches tackling the problem considered in this study.
8. The following are recommended for further study:
 - a. The Performance of the Employees of City College of Calamba as Related to the Attainment of the School's Vision and Mission
 - b. The Relationship of the Administrators' Leadership with the School Effectiveness of City College of Calamba
 - c. The Implementation of Evaluation for Management Skills Enhancement Program in City College of Calamba

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