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## **Flexibility and Adaptability of Secondary School Managers to 21<sup>st</sup> Century Skills**

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### **Abstract**

The 21st century has set diverse changes on the role of the school managers in the management of schools requiring them to develop and use skills to cope up with such changes. Along this concern, this study aimed to look into the flexibility of school managers to 21<sup>st</sup> century skills in handling educational technology, changing cultural values, diverse workforce and financial resources. Likewise, it also covered the extent of adaptability to 21<sup>st</sup> century skills in learning and innovation, communication, life and career, and information, media and technology. Some issues and challenges confronting the school managers were also considered. Moreover, the constraints of the school managers on flexibility and adaptability were also determined. Educational management had been the area of concern of this study. The researcher as a school principal was prompted to conduct this study to assess the flexibility and adaptability of school managers to 21st century skills in all secondary schools in the Division of Batangas Province, Manila Philippines. The study made use of the descriptive type of research with a researcher - made questionnaire as the main instrument in gathering data. In addition, focus group discussion was also conducted to substantiate the data gathered from the questionnaire. The study involved all 113 public secondary school managers and 362 secondary school teachers from the four congressional areas, Division of Batangas Province Philippines. Weighted mean and t -test were the statistical tools utilized to treat data. The study was conducted in the public secondary schools in the Division of Batangas Province. Respondents included the school managers who are the school heads and teachers and their assessments on the school managers' flexibility and adaptability in the 21st century management. The school manager respondents were all included as to the recent data from the Planning Section of the School Division Office for SY 2015-2016, while the teachers were determined through sampling.

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The study was limited to the responses of the school managers, and teachers based on the research-made, questionnaires and focus group discussions on flexibility and adaptability of secondary school managers to 21st century skills. The proposed management plan was not tried out but the drafts were presented to school managers for comments and their suggestions incorporated in the final draft. Based from the findings of the study, conclusions were drawn; it is evident that school managers are flexible in handling educational technology, changing cultural values, diverse workforce and financial resources, that school managers show their adaptability to 21st century skills to a great extent in relation to the aspects of learning and innovation, communication, life and career and information, media and technology; the issues and challenges confronting the 21st century school managers are basically on weak ICT resources and capabilities, inadequate funds and conventional and traditional beliefs of the people in the organization which are somewhat serious and the two groups of respondents did not differ on their assessments as regard flexibility of school managers to 21st century skills but differed significantly on handling financial resources. There were no significant difference in their assessment in the school managers' adaptability to learning and innovation however their responses differed on communication, life and career and information, media and technology. And a proposed a management plan was prepared to enhance the flexibility and adaptability of public secondary school managers to 21<sup>st</sup> century skills. If properly implemented, such management plan will heighten the productivity of public school managers as regard leadership and management. This study is significant to all educational learning leaders and teachers who excellently aimed to create a productive technologically driven academic community with superb clientele prepared and ready for life beyond borders. It is further noted that technology is important in a diverse environment but the learners were more important.

**Keywords:** adaptability; flexibility; leadership styles; school managers; 21<sup>st</sup> century skills; management plan.

## **1. Introduction**

The 21<sup>st</sup> century is labeled as the age of competition, change and excellence. In order to persist, educational institutions must embrace multitude changes and reforms towards a great future, continuously and rapidly so that the clientele of education, the students may be productive members of the country and compete in the world stage. Parallel to this, it is the task of school managers with novel ideas, to inspire, motivate, and build new strategic partnerships to address global challenges. In these endeavors, they need the skills to go along with the fast emerging changes and reforms.

In view of this, the Department of Education has commissioned bigger and fully loaded responsibilities to secondary school principals empowering them to manage the operations of their own school. They are given the leeway to think on how situations best fit the circumstances to achieve the quality performance expected of them. These are articulated [8] which verbalized their responsibilities, accountabilities and empowerment to handle administrative and instructional supervision of the school.

As required, they should be open and receptive to novel reforms, educational agenda and revolutionized innovations which are tantamount to a heightened type of leadership. These school managers, to be in tune with the demands of the fast escalating times, must be aware of the necessary skills needed for them to be

labeled as reengineered leaders and customized managers as well.

In the educational setting, these school managers must learn cognitive flexibility, manage stress and possess divergent thinking because of multitude challenges and a plethora of contemporary problems brought about by the changing forces of the environment and an interconnected fast moving world. Further, they must be visionaries, risk takers, proactive, willing to communicate and listen, value team and student clientele and focused, more importantly.

It is very clear that the school managers, to effectively run the affairs and school operations must have the willingness to embrace changes brought about by educational technology and innovations thereby aligning themselves on the use of modern gadgets and tools in leading and managing. School managers should have the capacity to work and collaborate with people in the school organization with varying cultural style and diversities in beliefs, styles, customs and values. Part and parcel the school managers' responsibilities are to manage school finances to cater to the needs of all the stakeholders.

Moreover, the school managers must be adjusting freely with the skills to improve learning and innovation by possessing decision making skills, managing instructions and framing interventions for further improvement and evaluating approaches for quality instruction and learning. Communication skills must be enhanced because managers have multi-faceted roles like a monitor, disseminator and spokesperson. In addition, the school managers must adapt the skills necessary for productivity and accountability, initiative and self-direction, and leadership and responsibility to be in tune with the life and career skills. Further, information media and ICT literacy must be well embraced by the school managers to be allied with the present educational and leadership complexities.

The school systems and operations today have considerably changed. The key difference is that the emerging technologies have paved the way in employing new set of tools to apply to the multi-faceted tasks that teachers confront in their stints. With all the varied resources available today, the teachers and the school managers as well, get closer to the sources of information than they could have before. The stress on problem solving and critical thinking is really vital in the school system today. Group work and social skills play a vital role in the functioning of globalized economy and that the teachers and the stakeholders need to learn through collaborative process. Social responsibility and integrating community based projects into the curriculum enhance and enrich teachers' and school managers' awareness of life beyond schools.

The 21st century school managers are pictured as new breed of educators as adaptors, where they are able to acclimate the curriculum and the requirements in innovative and creative ways. They are able to use energizing tools and web technologies; communicators who are fluent in tools and technologies for communication and collaborators able to use teamwork tools to enhance and motivate teachers and peers to share, contribute, adapt and invent ideas. And lastly, they should be risk takers, able to decide and immerse themselves to teacher's knowledge and are able to trust their subordinates [1]. Evidently, the role of school managers becomes crucial in driving through change and ensuring that performance of student-clientele is at par with their competitors.

Secondary school principals, being the managers of the transition stage of the pedagogy are tasked to perform the vital role in creating successful schools magnifying capacities through efficacy and transforming schools into a system of networking learners. In the school scenario, where the school principals govern the affairs of the school, they must possess the skills in adapting to subsequent changes and educational reforms at an escalating pace. They must own the skills necessary in adapting to a quite diverse and changing environment and must see the 21<sup>st</sup> century classroom as student- centered technology rich, understand and embrace technology and seek out solutions to challenges.

Evidently, the role of school managers becomes crucial in driving through changes and ensuring that performance of student-clientele go on with their competitors. Their roles and responsibilities as school managers are oftentimes diverse, but they take the lead to set and improve the machineries; the in and out of the school operations, guide the teacher in the whole pedagogy thus choosing the high quality learning opportunities for the students to attain the objectives set and select reliable assessments to determine whether or not the aims have been met.

Corollary to this [7] states that, the challenges are expressed in the development of the curriculum which should be a learner-centered, inclusive and developmentally appropriate; relevant, responsive and research-based; culture-sensitive; contextualized and global and uses pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative.

These complexities and challenges are complete packages of being and becoming school managers. Times are getting harder and tougher, encounters and dealings are becoming more complicated as people and societies hastily change so as they must not be left behind in the walls of old thoughts and ideas. They therefore, must cope up with the changes happening around them and transform their convictions into deep seated coping principles around the school scenario and even borders. Furthermore, the role of the school managers needs to be adaptive and responsive to the emerging needs of the academe and the immediate environ.

Presently, the Philippine educational system is faced by several issues that need to be addressed to improve the delivery of education. They are provision of equitable access that includes hiring of competent and adequate teaching personnel and availability of instructional materials, facilities and equipment. Quality and relevance that covers nutritional status of students' and teachers' competence and instructional skills; school management and school performance indicators are part of the school's predicament. Undeniably, these setbacks are relational to the other problems upsetting the school managers in the discharge of their duties and responsibilities, the evolution of technology in teaching, the voluminous student migrants and diverse ethnical culture hamper these secondary school managers in handling the smooth affairs and school operations.

Repeatedly, it is emphasized that school managers need the necessary leadership skills in running the school operations by exhibiting creativity and innovation as manifested by being open and responsive to new and diverse perspectives in teaching, learning, and leading respectively. They can communicate and collaborate efficiently by using multiple media and technologies, have access and apply technology in disciplines and lastly, can adapt to varied changes, roles, job responsibilities, schedules and contexts.

The most challenging task vested on the shoulders of school managers is meeting the demands of the modern world. Their competencies on the assigned responsibilities as well as the ability to effectively lead their men and women are required among them. As it is, the quality of educators greatly depends on the quality of school managers that an institution has and determines the quality of education an institution can impart to its students. With this, the function of school managers is significant in improving the quality of education and in meeting the ends of a fast changing and developing society. Such role will only be satisfied very well if the needed support from the government and concerned education agencies are equally available for these school managers. Hence, school managers' aptitude and capability to spearhead developments required in this millennium will somehow be realized if the glaring challenges and ambiguities in the Philippine education system tormenting them will perish.

With this, the school officials in the Division of Batangas Province are initiating, pursuing and tracking policy reforms to meet the needs of their clientele of the 21<sup>st</sup> century to achieve excellence. It is premised on the principle that in order to deliver better packages of learning outcomes in a sustainable manner, schools must be strategic and uphold commitment, dedication and collaboration of the all stakeholders as the strong partners of the program implementation of the Department of Education.

To this effect, the main purpose of this work is to assess the flexibility and adaptability of school managers to 21<sup>st</sup> century skills thereby considering the assessment of the school managers and the teachers on the variables under study signifying the no significant difference on the responses of the school managers and teachers as regard to flexibility and adaptability of school managers to 21<sup>st</sup> century skills. The researcher made questionnaire based on her readings from varied sources had become the major source of data. Focus group discussion was also conducted to substantiate the validity of the results drawn from the questionnaire.

## **2. Materials and methods**

This study utilized the descriptive method of research to determine the assessments of the school managers and teachers regarding the flexibility of school managers to the 21<sup>st</sup> century skills. Descriptive research involves asking questions to different groups of individuals which measure instruction, interest, attitudes, and even policies of the administration. It gathers information about prevailing conditions for the purpose of description and interpretation [2].

There were two groups of respondents in the study: the public secondary school teachers and managers from the four congressional areas in the Division of Batangas Province: namely, Area 1, Area II, Area III and Area IV, respectively.

Teachers were 362 determined using Slovin's formula at .05 margin of error from the population of 3,807 teachers, on the other hand all 113 school heads were included in this study .

The main data gathering instrument was a researcher - made questionnaire substantiated by the conduct of focused group discussion.

The researcher used a self-constructed questionnaire to gather data and information about the adaptability and flexibility of school managers to the 21<sup>st</sup> century skill consisting of three important parts for clearer understanding on the part of the respondents. This study adopted the construction of the instrument wherein the researcher’s intensive reading of insights and concepts and her experiences as school manager were seriously considered. Revisions were made after validation of the experts and the final draft was tried out to those who were not respondents. As to validation, the answered questionnaires were tallied for content validation using Cronbach’s Alpha value of 0.88 which was greater than the critical p value of 0.404, at .05 level of significance. The items were considered valid. Kudor Richardson formula was used to test the reliability and the obtained value was 0.70 indicating the instrument was reliable. The instrument was administered to the research locale. The rating scale was utilized in scoring the responses of the respondents with corresponding verbal interpretation. The instrument had been distributed and retrieved. The responses gathered were tallied and were given corresponding statistical treatment. Likewise, interview was also conducted to supplement the data gathered from the questionnaire to further supplement information gathered from the questionnaire, the researcher also conducted focus group discussion. Weighted mean and t-test were the statistical tools to treat the data.

### 3. Result

**Table 1:** Flexibility of School Managers in Handling Educational Technology

Item	School Managers		Teachers	
	WM	VI	WM	VI
The secondary school manager ...				
1. Uses personal or laptop computers to facilitate instructional and administrative functions	3.51	HE	3.49	E
2. Applies mobile technology to access people and to share information	3.56	HE	3.42	E
3. Avails Electronic Learning Environment (e-learning) for the students and school personnel	3.28	E	3.09	E
4. Presents projects, outputs and reports through the use of LCD Projectors and interactive whiteboard	3.35	E	3.14	E
5. Uses printers to represent an electronic document	3.66	HE	3.54	HE
6. Utilizes Virtual Learning Environment System (VLES) to help teachers and staff in downloading electronic files	1.35	NA	3.07	E
7. Applies E-assessment in any related activities like computation of grades, LIS (Learners Information System) and E-BEIS (Electronic Basic Information System)	3.24	E	3.41	E
8. Collects Learning Outcomes, generates reports and exports data for further analysis using E-portfolio	3.10	E	2.98	E
9. Utilizes online collaboration in exchanging ideas and in accessing to stakeholders, teachers and students	2.89	E	3.02	E
10. Applies web browser, a software application for retrieving, presenting and traversing information resources on world wide web	2.92	E	3.08	E
11. Uses digital camera to capture important images and videos essential for documentation of school management and operation	3.56	HE	3.34	E
12. Utilizes LED television as an instructional tool for learning	3.43	E	3.38	E
13. Shares with other school heads experiences in the use of technology	3.35	E	3.10	E
Composite Mean	3.18	E	3.24	E

The composite mean of 3.18 revealed that the school managers' skills in handling varied educational technology was evident. This is a clear indication that the school managers utilized technology in their instructional and administrative roles as leaders in their own schools. With [11] forwarded that there is a need to develop different administrative and leadership skills among the school principals in response to their roles in the context of change and reform. To be able to do to do this, they should be adept and expose in the use of varied educational technologies that will promote instructional and managerial tasks.

The obtained composite mean of 3.24 indicates that the teacher-respondents affirm that their school managers' flexibility in handling educational technology is evident. Undoubtedly, the teacher- respondents noted that their school managers adhere to the concept stressed by [7] that in leading a complex organization, a leader must have a holistic system of command and control focused on changes that will come along the way. In this case, the school managers evidently manifested their capability to manage communication resources.

**Table 2:** Flexibility of School Managers in Handling Changing Cultural Values

Item	School Managers		Teachers	
	WM	VI	WM	VI
The secondary school manager...				
1. Adapts to the language used by peers and subordinates	3.40	E	3.41	E
2. Mingles with peers who work collaboratively	3.45	E	3.42	E
3. Recognizes varied cultural values in the workplace	3.42	E	3.37	E
4. Respects cultural differences and practices in the school	3.43	E	3.47	E
5. Sets aside utang na loob, pakikisama and hiya for attaining quality performance	3.47	E	3.25	E
6. Ensures that school leaders and teachers are facilitators of educational learning environment	3.78	HE	3.51	HE
7. Shows respect to different religious affiliations and sects in the workplace	3.52	HE	3.54	HE
8. Develops futuristic minds to achieve goals in life	3.67	HE	3.45	E
9. Adapts to varying preferences in arts and music	3.06	E	3.30	E
10. Is flexible in considering change in plans as needs arises for improvements	3.53	HE	3.40	E
11. Is sensitive to varying gender preferences	3.39	E	3.42	E
Composite Mean	3.47	E	3.41	E

The obtained composite mean of 3.47 reveals that the school managers have evident flexibility in handling changing cultural values.

Summing up, the composite mean obtained was 3.41 which revealed that the teacher-respondents noted that their school managers evidently exhibited flexibility in handling changing cultural values.

They have seen that their school managers respect different and varying styles, cultural preferences with reference to the different predictors comprising culture of the subordinates, teachers and staff in the school setting. As emphasized

Reference [4] the world changes, so is the workplace and as such, the chief of office must operate and regularly update skills to meet the challenges of dynamism.

**Table 3:** Flexibility of School Managers in Handling Diverse Workforce

Item	School Manager		Teachers	
	WM	VI	WM	VI
The secondary school manager...				
1. Establishes quality relationship to all subordinates	3.57	HE	3.45	E
2. Recognizes individual differences and talents	3.53	HE	3.45	E
3. Eliminates the idea of generation gaps	3.19	E	3.36	E
4. Shows open mindedness on different ideas and views from peers	3.51	HE	3.40	E
5. Employs blended and eclectic ways and means of leading people	3.29	E	3.28	E
6. Adapts to different choices, preferences and inclinations of the group	3.47	E	3.34	E
7. Solicits and considers varied suggestions and comments	3.32	E	3.31	E
8. Encourages strong feedback mechanism	3.27	E	3.31	E
9. Treats constituents fairly with cordiality and dignity showing no favoritism.	3.42	E	3.29	E
10. Demonstrates ability to empathize with others	3.44	E	3.33	E
Composite Mean	3.40	E	3.35	E

The composite mean of 3.40 revealed that the school managers' flexibility in handling diverse workforce was evident. They built worthy relationship to all subordinates that in the other way recognized the full potentials of their subordinates to be working partners in the school set up. This brought the open mindedness and sharing of different ideas needed to work as one unit. This result is in consonance with [12] that school administrators should possess technical, human and conceptual skills to sufficiently work with others, accomplish the goals of the job and recognize contingency of the situation for the good of the organization.

**Table 4:** Flexibility of School Managers in Handling Financial Resources

Item	School Managers		Teachers	
	WM	VI	WM	VI
The secondary school manager				
1. Prepares a financial management plan, aligned with the School Improvement Plan (SIP)/ Annual Improvement Plan (AIP)	3.76	HE	3.29	E
2. Follows the guidelines on Maintenance and Other Operating Expenses (MOOE) stated in Dep ED Order No. 67, s. 2011 for its allocation and liquidation	3.80	HE	3.38	E
3. Prepares the budget for operation and other expenses of the school.	3.78	HE	3.25	E
4. Organizes a procurement committee for school - based purchases.	3.65	HE	3.23	E
5. Supervises the purchases of textbooks, equipment and supplies needed.	3.59	HE	3.25	E
6. Adheres to DepED Order No. 22 s 2005 on collection and utilization of school legal fees and contribution	3.84	HE	3.38	E
7. Accepts donation, gifts and grants for the purpose of upgrading school facilities.	3.62	HE	3.31	E
8. Manages and operates school canteen with reference to Dep ED Order No. 14 s. 2005	3.81	HE	3.32	E
9. Utilizes funds for school programs, activities and projects as reflected in SIP/AIP.	3.73	HE	3.28	E
10. Solicits school funds for improvement of school facilities.	3.73	HE	3.26	E
Composite Mean	3.73	HE	3.30	E

The composite mean of 3.35 showed that the teacher-respondents had observed their school managers were evidently flexible in handling diverse workforce as manifested by establishing quality relationship to all



subordinates, recognizing individual differences and talents, and being open minded on different ideas and views from peers and other people in the organization. This observation presumably lead to a stimulating and friendly environment wherein each people in the organization was recognized inspite of differences.

The obtained composite mean of 3.73 indicated that it was highly evident that school managers handled financial resources as guided by the department’s issuances and memoranda about handling and managing the finances of the school. With this, the school managers are responsible in managing the finances and school resources efficiently and wisely so as to run the affairs of the school. As mentioned [11], school managers had fiscal responsibility of using and acquiring funds judiciously. The composite mean of 3.30 indicated that the teacher - respondents noted that it was evident the school managers handled financial resources. This group of respondents saw that the school managers complied to issuances and memorandum as regard management of financial resources and control. [8] mandated a framework of governance for basic education, established authority and accountability of school heads and responsibility over personnel, physical and fiscal resources of the school.

**Table 5:** Adaptability of School Managers to Learning and Innovation

Item	School Managers		Teachers	
	WM	VI	WM	VI
The secondary school managers...				
1. Fluency in expressing ideas, insights and information	3.24	GE	3.32	GE
2. Decision making skills relative to choice of teaching and learning style	3.48	GE	3.36	GE
3. Managing instruction with appropriate pedagogy	3.69	VGE	3.30	GE
4. Framing interventions to address educational issues and concerns	3.15	GE	3.27	GE
5. Demonstrating novelty and inventiveness in leadership and management	3.30	GE	3.31	GE
6. Evaluating new approaches and technique relative to instruction and management	3.18	GE	3.32	GE
7. Synthesizing thoughts and concepts leading to innovation and change	3.23	GE	3.25	GE
Composite Mean	3.32	GE	3.30	GE

The composite mean of 3.32 revealed that the secondary school managers manifested adaptability to 21<sup>st</sup> century skills as regard learning and innovation to a great extent.

This is a clear indication that the school managers managed instruction with best pedagogical approaches coupled with decision making skills and selected best styles to improve instruction and innovation in teaching and learning. According to [12], the quality of education is dependent on the kind of instructional supervision and management skills of principals and other educational officials. Their personal integrity, professional competence, efficiency and credibility matter so much in turning out knowledgeable, skillful and productive citizens.

Summing up, the composite mean of 3.32 showed that the teacher-respondents concurred that their school managers had adaptable skills needed of them in the aspects of learning and innovation emphasizing that school managers were instructional managers and decision makers to address teaching and learning concerns.

This is in consonance to the provision on [10] that the school managers need to embrace innovative culture on pedagogy, ICT, learning evaluation, instructional technology and counseling services

**Table 6:** Adaptability of School Managers to Communication

Item	School Managers		Teachers	
	WM	VI	WM	VI
The secondary school managers...				
1. Articulating thoughts and ideas effectively through speaking and writing	3.19	GE	3.38	GE
2. Sending instant messaging services thru a chat room over internet	2.47	GE	3.10	GE
3. Directing messages and conversations on wireless and landline services within and outside the country	3.61	VGE	3.12	GE
4. Exchanging ideas and information thru e-mail, group chats, personal messenger and the like	2.68	GE	3.16	GE
5. Gathering information, policies and posts thru videoconferencing	1.81	LE	2.96	GE
6. Collecting first hand-facts and information thru radio and television	3.18	GE	3.13	GE
7. Accumulating data and materials by accessing wireless fidelity (WIFI)	3.05	GE	3.19	GE
Composite Mean	2.86	GE	3.15	GE

The composite mean of 3.15 revealed that the teacher-respondents assessed that the adaptability of the school managers to 21<sup>st</sup> century skills in terms of communication was to a great extent.

As aforecited, the school managers articulated their thoughts and ideas effectively in writing and in speaking, they accessed information using wireless fidelity and exchanged ideas using email, personal messenger and other social network schemes.

This confirms that these school managers are no longer strangers in using the electronic technology that is now used in the field.

As such, they respond to what author 5 posited that schools administrators must be good manipulators of technology and be good school leaders at the same time.

Principals as administrators need to acquire knowledge, pursue training, and develop skills on the job to prepare them and their schools for the 21st century.

The composite mean of 3.15 revealed that the teacher-respondents assessed that the adaptability of the school managers to 21<sup>st</sup> century skills in terms of communication was to a great extent.

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This confirms that these school managers are no longer strangers in using the electronic technology that is now used in the field. As such, they respond to [5]

posited that schools administrators must be good manipulators of technology and be good school leaders at the same time.

Principals as administrators need to acquire knowledge, pursue training, and develop skills on the job to prepare them and their schools for the 21st century.

**Table 7:** Adaptability of School Managers to Life and Career

Item	School Managers		Teachers	
	WM	VI	WM	VI
The secondary school managers...				
1. Setting goals and norms within the organization	3.56	VGE	3.33	GE
2. Managing conflict and change	3.40	GE	3.23	GE
3. Building trust and nurture collaboration	3.49	GE	3.33	GE
4. Coaching others and establishing team values	3.39	GE	3.27	GE
5. Solving problems and adversities in the organization.	3.34	GE	3.24	GE
6. Identifying expectations and giving feedbacks.	3.33	GE	3.22	GE
7. Conducting meetings and communicate with peers.	3.72	VGE	3.27	GE
8. Coaching subordinates and training them for competence.	3.51	VGE	3.19	GE
Composite Mean	3.47	GE	3.26	GE

The composite mean of 3.47 indicates that the school managers assessed their adaptability to life and career skills to a great extent. They know that as school managers they should conduct meetings and communicate with their peers and normally set goals and norms within the organization to pursue the direction and path to excellence of the whole school organization. The composite mean of 3.26 revealed that the teacher-respondents noted that their school managers showed life and career skills to a great extent manifested in their setting of goals and norms within the organization, in redesigning the school in its best shape and begetting trust and collaboration among subordinates to work effectively; thus, ensuring enhancement and effectiveness. This is in conformity with [6] stressed that the role of the principal has expanded nowadays to economic, technological, demographic and global changes all of which contribute to the change in superintendents' and principals' jobs. as leaders they must totally redesign schools.

**Table 8:** Adaptability of School Managers to Information, Media and Technology

Item	School Managers		Teachers	
	WM	VI	WM	VI
The secondary school managers...				
1. Surfing information within the shortest span of time possible	3.22	GE	3.09	GE
2. Evaluating media influence in the workplace	2.80	GE	3.11	GE
3. Managing the information relative to teaching and learning process by digital means	2.73	GE	3.14	GE
4. Applying information and technology to manage change	2.88	GE	3.17	GE
5. Handling responsibilities and accountabilities of media in the organization	2.85	GE	3.15	GE
6. Applying IT to facilitate the school operation specially student's record and other important documents	2.95	GE	3.19	GE
Composite Mean	2.90	GE	3.14	GE

The obtained composite mean of 2.90 reveal that the school managers themselves assessed that they could adjust

to web technologies and computer literacy that are now an agenda in the new era for management and innovation in the field of teaching. This indicates that school managers can manipulate and use the technology and gadgets which are useful in achieving organizational goals and objectives.

Summing up, the composite mean of 3.14 shows that for the teacher-respondents, their school managers showed adaptability to information, media, and technology to a great extent. They could have noted that their school managers have access to surfing the internet and applied information technology to facilitate school operation. This means that school managers adapted and adjusted easily to the use of technology and change leading to school effectiveness. As cited [13], today, much success of school leaders lies in being able to communicate, share, and use information to solve complex problems, in being able to adapt and innovate in response to new demands and changing circumstances, in being able to command and expand the power of technology to create new knowledge.

**Table 9:** Issues and Challenges of 21<sup>st</sup> Century School Managers

Item	School Managers		Teachers		Average Weighted Mean	
	WM	VI	WM	VI	WM	VI
1. Lack of appropriate information on the proper use of educational technology	1.89	SS	2.62	S	2.26	SS
2. Inadequate access to computed facilities	2.10	SS	2.51	S	2.31	SS
3. Inadequate funds for technology advancement	2.31	SS	2.55	S	2.43	SS
4. Weak ICT Infrastructure	2.39	SS	2.53	S	2.46	SS
5. Unavailability of broadband and bandwidth capabilities	2.34	SS	2.51	S	2.43	SS
6. Lack of Information in relation to learning and innovation	1.65	SS	2.40	SS	2.03	SS
7. Traditional and conventional beliefs of people in the organization	2.42	SS	2.48	SS	2.45	SS
Composite Mean	2.16	SS	2.51	S	2.34	SS

The obtained composite mean of 2.34 shows that the issues confronting the school managers were somewhat serious in the sense that the school managers can adapt to enormous innovations and changes, thus the challenges that confronted them can be addressed and when managed considerably. The success of overcoming these issues would rest on the school managers' capability to exercise their administrative and managerial tasks of handling cited predicaments. This premise supported the ideas of [3] emphasizing that blended way of leading and managing a particular organization in times of change and uncertainties that maybe directive

wherein goals are permanent to each constituents, a leader may employ participative leadership where decision making would delegate authority to engage each one in decision making and lastly a leader may employ the achievement oriented leadership wherein empowerment and autonomy was manifested and that results to the continuous improvement of an organization.

**Table 10:** Comparison of the Responses of the School Managers and Teachers Regarding School Managers’ Flexibility and Adaptability to 21st Century Skills

Item	School Managers		Teachers		Average Weighted Mean	
	WM	VI	WM	VI	WM	VI
1. Lack of appropriate information on the proper use of educational technology	1.89	SS	2.62	S	2.26	SS
2. Inadequate access to computed facilities	2.10	SS	2.51	S	2.31	SS
3. Inadequate funds for technology advancement	2.31	SS	2.55	S	2.43	SS
4. Weak ICT Infrastructure	2.39	SS	2.53	S	2.46	SS
5. Unavailability of broadband and bandwidth capabilities	2.34	SS	2.51	S	2.43	SS
6. Lack of Information in relation to learning and innovation	1.65	SS	2.40	SS	2.03	SS
7. Traditional and conventional beliefs of people in the organization	2.42	SS	2.48	SS	2.45	SS
Composite Mean	2.16	SS	2.51	S	2.34	SS

Based from the table, the assessments of the two groups of respondents did not differ as to the school managers’ flexibility in handling educational technology, changing cultural values, and diverse workforce reflected in registered p-values from 0.023-0.033 which were higher than .05 level of significance. Computed t-values were -0.98, 1.20, and 0.99, respectively. This led to the acceptance of null hypothesis.

The non- difference of responses signifies that the school managers’ and teachers’ assessments on adaptability of school managers and teachers both focus and are geared on the same directions most specifically in handling educational technology which account on instruction and pedagogy. This manifests that flexibility of school managers’ in handling technology in improving instruction is not a strange thing to them and that the teachers observed the same in their school managers inherent flexibility towards the matter.

The results also revealed that the responses of the school managers and teachers pertaining to school managers’ extent of adaptability to communication, life and career and information, media and technology yielded each p-value of .000 lower than .05 level of significance and with computed t-values of -5.20, -3.81, and -3.90, respectively. This led to the rejection of the null hypothesis.

This means that the assessments on the extent of adaptability of secondary school managers to 21st century skills as regard to communication, life and career and information, media and technology differed primarily because of the differences on the responsibilities and accountabilities, preferences and inclinations of the school managers and the teachers with respect to these aspects. Communication wise, school managers as assessed by the teachers, were not competently comfortable in using new gadgets because volumes of work and stints file up the school managers' daily routine as compared to teachers who are mainly focused on teaching and other works. As cited in [9], the school leaders are driven towards energy and efforts to innovation where communication is considered better stimulators of the new possibilities of learning and change. This must be an awakening reminder to school managers adapting to new possibilities which would make them competitive and competent in their profession and career as learning leaders.

#### **4. Discussion**

This study which aims to assess the flexibility and adaptability of school managers to 21<sup>st</sup> century skills deepen the awareness of the researcher who is a school manager in offering and lobbying solutions to pressing dilemmas most school managers were facing this millennium. Due to fast escalating changes brought about by diversity and technology school leaders experiences so much pressure due to reforms which sometimes hinder good and effective governance. In so doing the result of this study can be an excellent breakthrough not only to the school managers but also to the top management to work collaboratively to offer the best possible solutions to help these school managers in tune with the demands of the millennium.

The problems address from the school system when consider will start anew to guide and provide the necessary interventions that school managers can adopt to be with the technology driven society and other global concerns which will uplift their personalities and boost self-esteem to be in good shape and character with the end goal of an influence to the students and to the institution where they served. School managers may not be left behind in their own cubicles in school waiting for their staff to perform their stints. They will surely perform and share insights to different and varied cultures, race and beliefs, communicate effectively and be technology user in all their routines, correspondence and dealings with all their stakeholders.

As challenges and adversities plague the competitive world of leading and management, these school managers may have the necessary skills to be flexible and adaptable to assure that the success of the organization will be in vein, As [8] reiterated 21st century managerial skills have been labeled as ways of thinking for school leaders and organization which include creativity, critical thinking, problem solving, decision making and learning. Ways of working is labeled for communication and collaboration necessary for transfer of communication and effective relationship and linkages within and outside bound of the principals. Information and communication technology (ICT) and information literacy skills are branded to be tools for working the effective school system. Skills for living in the world are used for citizenship, life and career and personal and social responsibility. Parallel to the importance of this study as it coincides with the its objectives as a whole, is the success of the school managers towards achieving what is best for all their stakeholders amidst of the many challenges and changes they encounter they still manage to cope up and be triumphant, this study can move its concerns with business and entrepreneurship, communication and linkages and other significant disciplines that educate

and nurture people to strengthen partnership and evolve management, leadership and governance to its highest level

## **5. Conclusions**

Based from findings of the study, the following conclusions are drawn.

5.1. It is evident that school managers are flexible in handling educational technology, changing cultural values, diverse workforce and financial resources. It is safe to say that school managers can adjust to innovations in the pedagogy, can mingle and can go along with people of varied preferences and handle one of the most predictor in management, financial resources.

5.2. The school managers show their adaptability to 21st century skills to a great extent in relation to the aspects of learning and innovation, communication, life and career and information, media and technology. It is needless to say that with the advances brought about by the new era the school managers manage to comply with what is expected of them inspite flaws and inconsistencies they encounter in their areas of work.

5.3. The issues and challenges confronting the 21st century school managers are basically on weak ICT resources and capabilities, inadequate funds and conventional and traditional beliefs of the people in the organization which are somewhat serious. The problems upsetting the school managers should be taken into consideration due to the fact that goal of the academe is to produce high caliber students from highly competent teachers who were all redounded to creating and restructuring a learning community who has the will to compete within and outside the borders of the school perimeters.

5.4. The two groups of respondents did not differ on their assessments as regard flexibility of school managers to 21st century skills but differed significantly on handling financial resources. There were no significant difference in their assessment in the school managers' adaptability to learning and innovation however their responses differed on communication, life and career and information, media and technology. It is considerable that school managers and teachers had evident differences in their nature of job with respect to the discharge of their duties and responsibilities but seemingly these two comprises the core of the teaching learning process where changes and transformation emanates and evolve. Even they focused on the same direction they have different observations and perceptions as to how school mangers handle and run the affairs of the academe. Managing finances to the point of view of a school manager is largely different from a teacher's conviction since the former holds a position to govern and manage all the affairs and school operations, however a teacher being involved in instruction alone simply would not matter to manage and look into the financial capabilities of the school and the organization as well. This premise is the same with the other predictors of the 21<sup>st</sup> century skills since the school manager functions mainly on instruction and administration as well nevertheless a teacher was purely looking into the ways and means of instruction and acquisition of learning and value formation as well.

5.5. A proposed management plan highlight the enhancement of the flexibility and adaptability of secondary school managers to 21st century skills in the Division of Batangas Province, Philippines. One of the necessary

part of this research was the output wherein this would help the school managers to rectify and improve their practices in the school system. This plan which was prepared would serve as vehicle in the heightening of flexibility and adaptability of these school managers to the demands of the new millennium.

## **6. Recommendations**

From the findings and conclusions of the study, the following recommendations are offered:

6.1. The proposed management plan maybe reviewed prior to implementation in the secondary schools in the Division of Batangas Province and can be tried out in other Divisions.

6.2. Review of the existing allocation of funds for technology development may be done to render funds judiciously in improve existing technology and communication facilities.

6.3. School managers must apply genuinely what they learn from seminars, trainings and workshops that would change their outlook, perspective and attitude towards changes and transformations.

6.4. Studies of the same nature but in different disciplines and division may be conducted by other researchers.

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