

Effective School Management Industrial Revolution 4.0 Towards Educational Model

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Abstract

In the era of the fourth industrial revolution, educational institutions must adapt to education 4.0 by teaching 21st-century skills and digital technology, using strategies like accelerated remote learning, which blends online theory with face-to-face practice, to prepare students for a future of smart technology. The study's main objective was to develop an educational model for an effective school management system in IR Education 4.0 and to determine the level of the 21st-century skills of school administrators as perceived by the school administrators themselves and the teachers. The study employed a descriptive research method and survey design, focusing on elementary teachers with at least three years of teaching experience and school leaders in the Schools Division of Mandaluyong City, Philippines for S.Y. 2022-2023. Homogeneous purposive sampling was used to select respondents, aiming to achieve a sample with similar characteristics. The result of the study revealed that School administrators consistently rate their skills as "Outstanding," across the five skill areas: management, technology, communication, thinking, participation and teamwork, and self-development. while teachers rate the administrators in the "Above Average" category. There are statistically significant differences in the level of 21st-century skills between school administrators and teachers in the areas of Management Skills, Thinking Skills, Participation and Teamwork Skills, and Self-Development Skills. There is a significant difference between the assessment of the school administrators and teachers regarding the level of effectiveness of 21st-century strategies of school leaders in school management in terms of aligning, empowering, serving, and collaborating. The following conclusions can be drawn based on the findings, the school administrators consistently perceive their own skills as "Outstanding" across various areas, indicating a high level of confidence in their abilities; The lack of a significant correlation between most of the 21st-century skills indicates that these skills and strategies operate relatively independently of each other.

Keywords: Industrial Revolution 4.0, Educational Model, School Management, 21st-century