

## **BIBLIOGRAPHY**

OLIVIA O. PALISPIS, October 2006. *Administrative and Supervisory Roles of Elementary Public School Heads in La Trinidad, Benguet*. Benguet State University, La Trinidad, Benguet.

Adviser: Mary Jane L. Laruan, Ph. D.

## **ABSTRACT**

The study was designed to determine the level of attainment of the objectives of administration and supervision in elementary schools in La Trinidad, Benguet. The study also determined the extent of implementation of administrative and supervisory roles of the school heads and determined if there were significant differences between the profile of school heads and the extent of implementation of administrative and supervisory roles as well as on the attainment of the objectives of administration and supervision.

The study was conducted during the first semester of school year 2006-2007. A questionnaire was distributed to the school heads in the elementary schools of La Trinidad, Benguet.

The objectives of administration and supervision were fully attained. The administrative roles of the school heads were fully implemented while the supervisory roles were moderately implemented.

There were significant differences between the profile of school heads and the extent of implementation of administrative roles as to gender, age and length of service.

A significant difference existed between extent of implementation of supervisory roles and length of service of school heads.

There was a significant difference between profile of respondents to the level of attainment of the objectives of administration and supervision in elementary schools in La Trinidad, Benguet.



## TABLE OF CONTENTS

	<b>Page</b>
Bibliography .....	i
Abstract .....	i
Table of Contents .....	iii
<b>INTRODUCTION</b>	
Background of the Study .....	1
Statement of the Problem .....	4
Objectives of the Study .....	4
Importance of the Study .....	5
Scope and Delimitation of the Study .....	5
<b>REVIEW OF LITERATURE</b>	
Administrative Roles and Supervisory Roles .....	7
Extent of Implementation of Roles .....	14
Conceptual Framework .....	18
Definition of Terms .....	20
Hypotheses of the Study .....	22
<b>METHODOLOGY</b>	
Locale and Time of the Study .....	23
Respondents of the Study .....	26
Instrumentation .....	29
Data Gathering Procedure .....	29
Statistical Treatment of Data .....	29

## RESULTS AND DISCUSSION

Level of Attainment of the Objectives of Administration in Elementary Public Schools .....	31
Level of Attainment of the Objectives of Supervision in Elementary Public Schools .....	35
Extent of Implementation of Administrative Roles in Elementary Public Schools .....	38
Extent of Implementation of Supervisory Roles in Elementary Public Schools .....	40
Relationship Between Profile of School Heads and Extent of Implementation of Administrative Roles and Supervisory Roles .....	41
Level of Attainment of the Objectives of Administration in Elementary Public Schools as to Profile .....	47
Level of Attainment of the Objectives of Supervision in Elementary Public Schools as to Profile .....	50
<b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b>	
Summary .....	54
Conclusions .....	55
Recommendations .....	56
<b>LITERATURE CITED</b> .....	<b>57</b>
<b>APPENDICES</b> .....	<b>59</b>
Permit to Administer Questionnaires .....	60
Letter to the Principal .....	61
Letter to the Respondents .....	62
Questionnaire .....	63
<b>BIOGRAPHICAL SKETCH</b> .....	<b>69</b>

## **INTRODUCTION**

### **Background of the Study**

Each school building is staffed by a principal (school head), teachers and a janitor. The principal carries out all the duties necessary to run an effective school. Generally, these duties include administering all policies and programs; making recommendations regarding improvements in the school; planning, implementing, and evaluating the curricular and instructional programs; hiring, coordinating, and developing staff, organizing programs of study and scheduling classes; maintaining a safe school environment; providing stewardships for all school resources; and providing for co-curricular and athletic activities.

Teachers want to find out if the principals are really doing their work well or not. Some school heads depend on their teachers in doing paper works and processing them. Teachers are overloaded with their work. Some of the teachers don't have time to make their lesson plans in school because their school heads are giving them extra work aside from being a teacher. Yet, teachers say that it is unethical to say "no" to their school head whenever he/she gives the task. School heads are expected to help and make the work of a teacher lighter but not to give additional tasks especially to the married ones.

Sergiovanni (1991) concludes that schools must be ran effectively and efficiently if they are to survive. Schools need a wise and effective leader to



manage. The success of any school organization depends on how well leaders can reframe the problems they face so as to discover and invent new solutions that significantly enhance the performance of their schools. Policies must be in place. They should be suitable and adaptable to the organization. Budgets must be set. Budget must be allotted for each priority need of the school. Teachers must be assigned. The subjects assigned to be taught by teachers should be in line with his/her expertise. Classes must be scheduled. Every teacher should follow the class home program wherein the specific time for one subject is allotted so that all subjects must be taught for the day. Reports must be completed. Administrators should instruct the teachers of the different reports to accomplish before the start of the classes for the year so as to avoid rushing at the end of the school year. Standardized tests must be given. To have a good test result, standardized test is advisable. Supplies must be purchased. The school must be kept clean. The necessary supplies and materials need to be purchased for the teachers to use and for the utility worker in maintaining cleanliness and beautification of the school. Students must be protected from violence. The school has to be fully secured to avoid violence. The service of a security guard or police officer is required to protect students/pupils from any harm. Classrooms must be orderly. Well managed classrooms affect the performance of the learners. Seats must be arranged properly, windows, walls and floors should be clean, books must be



placed in the bookshelf and proper ventilation is highly appreciated. These are essential tasks that guarantee the survival of the school as an organization.

Hoerr (2004) said that principals need to be fearless in deciding how to use their time. There's too much to do and not enough time to do it. Administrators are required to use time efficiently and effectively. They should learn how so that the school's objectives are carried out, while good working practices are fostered.

Gregorio (1961) stated that the administrative and supervisory activities of the elementary school principal demand a higher and a more professional type of leadership than ever before, and becomes an avenue for a greater opportunity for service.

Hoy and Miskel (2000) discussed that administrator activities vary widely; hence administrators constantly change gears and tasks. Administrators work primarily in their offices. Their jobs are characterized by long hours and brief verbal encounters across a wide range of issues with diverse individuals and groups. Moreover, technological advances, demands for reform and accountability, and environmental competition from new forms of schools are changing the nature of work for school administrators.

These foregoing situations prompted the researcher to come up with this research.



### **Statement of the Problem**

1. What is the level of attainment of the objectives of administration and supervision in elementary schools in La Trinidad, Benguet?

2. What is the extent of implementation of administrative roles of the school heads of elementary schools in La Trinidad, Benguet?

3. What is the extent of implementation of supervisory roles of the school heads of elementary schools in La Trinidad, Benguet?

4. Are there significant differences in the extent of implementation of administrative and supervisory roles in elementary schools in La Trinidad, Benguet when the respondents are grouped as to profile?

5. Are there significant differences between the profile of the respondents and the level of attainment of the objectives of administration and supervision in elementary schools in La Trinidad, Benguet?

### **Objectives of the Study**

1. To find out the level of attainment of the objectives of administration and supervision in elementary schools in La Trinidad, Benguet.

2. To determine the extent of implementation of administrative and supervisory roles of the school heads of elementary schools in La Trinidad, Benguet.





3. To find out if there are significant differences between the profile of the school heads and their extent of implementation of administrative and supervisory roles.

4. To find out if there are significant differences between the profile of the respondents and the level of attainment of the objectives of administration and supervision in elementary schools in La Trinidad, Benguet.

### **Importance of the Study**

The results of the study will help and guide the principals/school heads to improve their administrative and supervisory roles in their respective school assignment. The study will orient and give knowledge to any person planning to become school administrators in the future.

The teachers too, will draw much insight from the results of the study. If he/she is able to discover what role is actually being performed by his administrator at a given time, he can offer his help so that both can reach a consensus to solve the problem at hand.

To future researchers, this study will help and guide them in accomplishing necessary information needed in their study.

### **Scope and Delimitation of the Study**

This study is delimited to the profile of the principals/school heads of elementary schools in La Trinidad, Benguet, the extent of implementation of



administrative roles such as planner, organizer, coordinator, director, leadership provider and public relations officer, the extent of implementation of supervisory roles such as inspector, trainer, guidance counselor and evaluator, the level of attainment of the objectives of administration, the level of attainment of the objectives of supervision, during the school year 2006-2007.



## **REVIEW OF LITERATURE**

### **Administrative Roles and Supervisory Roles of Elementary School Principals**

Gregorio (1991) stated that, besides the division and district supervisors, the elementary school principal also shares the administrative and supervisory responsibilities of the division superintendent of schools. Like the division superintendent, the principal teacher is created to give efficiency to classroom supervision and secure greater effectiveness in school administration. Being the head of his school, the principal is vested with complete administrative and supervisory powers and duties.

The administrative duties of elementary school principals cover the following: planning the school programs, systematizing the office work, maintenance of school discipline, care of school grounds and buildings, care of school property, making reports, filing forms, and attending the correspondence. His administration of the school covers also the enforcement of school policies, direction of school government, opening and closing of schools, and eliminating hazards. Custody over pupils' funds is another administrative responsibility of the principal.

The supervisory duties cover classroom observation, conferences with teachers, tests and measurements, teachers' meetings, demonstration classes, and in-service training.



The Service Manual of the Bureau of Public Schools (3<sup>rd</sup> edition, 1959), gives the following duties of the principal teacher:

1. He is the administrator, organizer, supervisor, and leader of the school.
2. He makes friendly contacts with the municipal officials and the school patrons.
3. He creates, on the part of the public and local officials' strong support for public education programs.

Besides the major activities, several miscellaneous duties are inherent in the elementary school principal's work. Record keeping, guidance, and curriculum improvement are some of the principal's miscellaneous duties, which, combined with many others, constitute a tremendous challenge to his capacity as a mentor. The administrative and supervisory activities of the elementary school principal demand a higher and a more professional type of leadership than ever before, and offer him a greater opportunity for service.

### **Leadership as an Administrative and Supervisory Function**

According to Ayer (1954), "leadership is the most potent influence and, at the same time, the most dramatic activity in the field of school administration and supervision." It can be said, therefore, that democratic leadership and harmonious human relationship are essential or basic to successful administration and supervision.



Leadership, as known in education, requires a complete self-identification with the group that is engaged or involved in the tasks. The modern concept of leadership in school administration and supervision calls for a new interpretation of responsibility — responsibility to the larger group rather than one member of the group. It emerges as members express ideas and utilize skills in forming and securing group process. Democratic school administration and supervision keeps open the channels of cooperative interactions so that the best minds among the staff will emerge. Therefore, the school administrator and supervisor can provide leadership by providing constant expansion of professional knowledge and skills so that they inspire and lead the teachers to more effective teaching and productive learning.

### **Role of the Leader as a Supervisor**

Cooper (2000) asked, “What is the role of a supervisor, and why is it important? Is the supervisor simply the person who makes sure employees get to work on time and work gets done?” This is a shortsighted definition of a supervisor.

Supervision is a positive process that can improve position or organization for efficiency. How can a leader do this in the role of supervision? As a leader, one is expected to perform the following roles as a supervisor:

- Support the mission of the organization
- Communicate expectations to subordinates



- Understand how people work
- Identify ways to motivate people
- Encourage people to work as a team
- Assist people in their professional development
- Evaluate, discipline, and reward people for their work
- Follow the personnel policies and procedures of the organization

As one can see from this comprehensive list, supervisory responsibilities are extensive and require multiple skills. Each role is dependent upon the other; as the leader understands and implements each role, he or she becomes a more effective supervisor.

### **Role Performance in Educational Settings**

Covey (1989) discussed managerial roles on the actual work of administrators. On interpersonal roles, the school administrators must give purpose and directions to subordinate's works and functions. They also lead the shaping of desired school culture and values. They encourage participation, teamwork and collegiality in organization. They supervise and treat staff as professionals; provide intellectual stimulations, support innovations; and serve as role models in the organization. The administrators who do the interpersonal roles should also embrace cultural diversity and difference; concern for their needs; and plan, organize and facilitate their professional development.



### **Evaluating People Appropriately**

Cooper (2000) discussed about evaluation of people. Probably the most challenging aspect of supervision is that of evaluating people. However, this responsibility can be mastered if the supervisor has a full understanding of the job, has established expectations, and has maintained communication with employees. The overall message an employee receives during an evaluation period should not come as a surprise. In other words, an employee should not learn for the first time during a performance appraisal that his or her work has not been satisfactory during the performance period. On the other hand, the employee should not have to wait until the end of the evaluation period to learn that he or she has performed the job in a satisfactory manner.

The first step in evaluating people is to establish the standards of performance. The supervisor and employees must have a complete understanding of the job duties and responsibilities. This step is usually referred to as the planning stage of the evaluation process. Most companies require a written evaluation plan that includes standards of performance that the employee and the supervisor have reviewed and agreed upon. The next step is for the supervisor to provide frequent feedback on standard of performance. Most employees expect to be informed if their work is not satisfactory; they also expect to be recommended for a job well done. The supervisor does not have to be evaluating constantly, but he or she should realize that evaluation is a continuous process. Formal evaluation



in most organizations occurs on an annual basis, but informal evaluation should be a routine part of the supervisor's job.

### **Role of the Administrators in Guidance**

Aquino and Alviar (1980) stated the following roles of administrators in guidance:

1. Recognizes the need for guidance and gives his support.
2. Educates the board of education on the value of guidance.
3. Makes adequate provision in the budget for carrying out of the guidance program.
4. Be responsible for the appointment of a guidance committee which will formulate the policies of such a program.
5. Selects the best qualified personnel available to carry on the guidance program.
6. Distributes the responsibilities among the personnel doing guidance work.
7. Initiates a program of in-service training for all staff members.
8. Provides adequate time and facilities in order to carry out the guidance program.
9. Initiates and maintains an adequate cumulative record for each child.
10. Attempts to adopt a curriculum to fit the needs of the students.
11. Acts as a public relations agent to staff, school board and community.





### **Occupational Competence**

Lingbaoan (2005) stated that on occupational competence, the management skills and roles are shown to their greatest impact as it takes mainly the work of administrators. The administrators must have to show the effectiveness of their skills and roles facing enormous activities, different people and limited resources in school governance.

Lunenburg, et al. (1996) stated that effective school administrators create more effective working environment.

Occupational competence comprises the preparation and implementation of educational supervisory plan: the development and implementation of educational programs; and the administrative management.

Along instructional supervisory plan preparation, Lunenburg, et al. (1996) and Gregorio (1991) stated that administrators are preparing a plan that considers general aims and objectives to be achieved and the procedures or criteria to be employed to determine the degree of success of the plan. During the implementation of the instructional supervisory plan, the administrators use their human skills and informational roles as they deal with orientation of teachers, observation of teachers and pupils in classroom and they give feedback to teachers about the observations made. The administrators also deal with community people in school institutions.



### **Extent of Implementation of Roles**

School heads are empowered so that they may have significant control over personnel, facilities, and resources in a total effort to improve pupil/student achievement levels. A school support system consisting of parents, teachers, communities and business industry as well as among other stakeholders in education shall be established to become a valuable advocate for planning and implementation.

The processes for managing the educational system shall also be modernized with information and telecommunication systems to be installed as basic tools for carrying out the functions of educational administration and supervision.

Caoayan (1999) found out in her study entitled, “Supervisory Competence of Elementary School Administrators In Region I” the following: 1) The aims of supervision were much attained, 2) The public elementary school administrators were competent in performing the functions of supervision relative to teaching and learning, 3) Elementary school administrators practiced much the types of supervision, 4) Techniques of supervision were much implemented in the study area, and 5) The suggestions to improve elementary school supervision were much needed.

Tumbaga (2004) found out in his study entitled, “Role Expectations and Role Performance of Public Elementary School Administrators in the First District of Ilocos Sur” the following: 1) The public elementary school



administrators in the First District of Ilocos Sur often performed their managerial roles, 2) They were moderately skilled in the performance of their expected roles, 3) The public elementary school administrators' role performance had been moderately affected more by intellectual rather than personal factors, 4) The problems encountered by the public elementary school administrators in performing their managerial roles were moderately serious, and, 5) There was a moderate need for suggested measures to minimize the public elementary school administrators' problem in performing their managerial roles.

The public elementary school administrators should perform their administrative and supervisory roles more often and efficiently. They should improve to the highest level to effectively perform their expected roles. Suggested measures to minimize the problems encountered by public elementary school administrators and teachers in performing their expected roles should be implemented.

Enerio (1972) conducted a research on the role of high school principals in Cagayan de Oro City as viewed by teachers. He found out that as a whole, the teachers expected their principals to do these tasks which involved the improvement of instruction. And, the principals as actually observed tend to perform those tasks which the teachers expected. Hence, the actual order of performance of the principal's task followed closely the teachers' expected order.

In a study conducted by Eder (1978), the following were revealed:



1. On role expectation, the head teachers have considered the following roles as most important: interpreter, supervisor, helper, evaluator, planner, coordinator, disciplinarian, decision maker, and information giver.

2. On role expectation, the district supervisor, considered the following roles as most important: selector, initiator, influencer, stimulator, provider, coordinator, rater, report-maker, pupil problem analyst, helper and reviewer.

3. On role expectation, the principals considered the following roles as most important: planner, programmer, reviewer, pupil problem analyst, promoter, provider, and goal analyst.

4. On role expectation, the top ten roles in common by the three groups of respondents are: reviewer, planner, supervisor, helper, pupil problem analyst, evaluator, programmer, rater and researcher.

5. On role fulfillment, the head teachers considered the following roles as most fulfilled by the district supervisors: pupil problem analyst, harmonizer, rater, selector, provider, orienter, helper, programmer, reviewer, supervisor, and decision maker.

6. The principals perceived the following roles as best fulfilled by the district supervisor: scholar, promoter, creator, reviewer, rater, selector, researcher, and planner.

7. On role fulfillment, the district supervisors considered the following roles as best fulfilled by them: promoter, rater, harmonizer, stimulator, budget-drafter, liaison officer, influencer, crystallizer, reviewer, defender and initiator.



8. On role fulfillment, the three groups of respondents perceived in common the following roles as best fulfilled by the district supervisors: rater, orienter, planner, goal analyst, protector, budget-drafter, information giver and promoter.

9. On role fulfillment, the head teachers perceived the following roles as least fulfilled by the district supervisors: leader, promoter, researcher, initiator, creator, solicitor and moral builder.

10. On role fulfillment, the principals considered the following roles as least fulfilled by the district supervisors: controller, mediator, researcher, provider, stimulator, report-maker and leader.

11. On role fulfillment, the district supervisors noted themselves low in the following roles: director, researcher, provider, fund-raiser, helper, scholar, architect, decision-maker, disciplinarian and leader.

12. On role fulfillment, the following roles are least fulfilled by the district supervisors: director, scholar, researcher, solicitor, leader, provider, report-maker and morale-builder.

Galang (1979) studied the supervisory skills and practices of school heads and principals in the Eastern Region of Pampanga. She found out that the supervisory officials rated themselves “Very Satisfactory” in leadership, human relations and evaluation.



### **Conceptual Framework**

This study tries to bring out the concept that administrative and supervisory roles of principals/school heads is a very important factor in the achievement or realization of goals and objectives of each school. The concern of the research covers these roles. To attain this concept, the following data were looked into: a) profile of the principals/school heads b) extent of implementation of administrative roles and supervisory roles of principals/school heads c) relationship between the profile of the principals/school heads and their extent of implementation of administrative and supervisory roles d) attainment of the objectives of administration and supervision.

Figure 1 shows the paradigm of the study. It shows the relationship between the independent and dependent variables. The independent variables are the administrative and supervisory roles as well as on the objectives of administration and supervision. The dependent variables are the extent of implementation of administrative and supervisory roles of the principals/school heads using the five-point Likert scale as follows: fully implemented, moderately implemented, fairly implemented, partially implemented and not implemented. The level of attainment of the objectives of administration and supervision were determined using the five-point Likert scale namely: fully attained, moderately attained, fairly attained, partially attained and not attained. The intervening variables are the profile of the administrators that include gender, age, highest



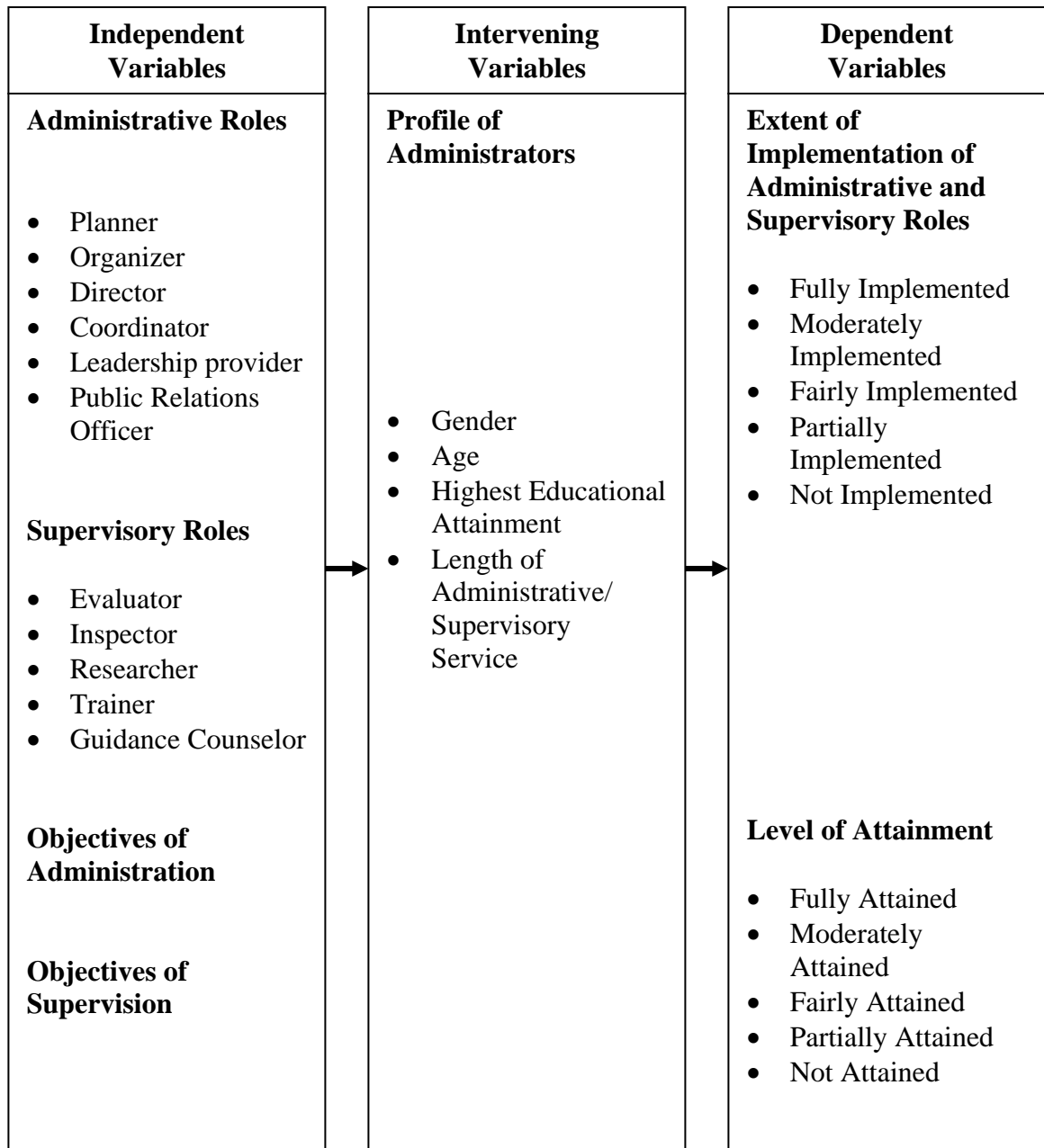


Figure 1. Paradigm of the Study showing the interrelationship of variables.



educational attainment, and length of administrative service. These factors can affect the extent of implementation of administrative and supervisory roles of principals/school heads.

### **Definition of Terms**

The following terms are defined according to their use in the study.

**Administration.** It refers to the manner the schools of educational organizations are practicing their managerial functions of planning, organizing, staffing, directing, budgeting and controlling.

**Administrator.** It refers to any person who is responsible for the instructional, operational or organizational systems of the institution at any level in the public school.

**Administrative Roles.** These refers to the duties of school administrators which is concerned with planning, organizing, coordinating, directing, providing leadership and public relations.

**Extent of Implementation.** This refers to the level of putting into action the administrative and supervisory roles by the school heads. The scale used is the five point Likert Scale. For Fully implemented (FI) the scale value is 4.21-5.00, Moderately Implemented (MI) is 3.41-4.20, Fairly Implemented (FaI) is 2.61-3.40, Partially Implemented (PI) is 1.81-2.60 and 1.00-1.80 for Not Implemented (NI).





**Objectives of Administration and Supervision.** This refers to the aims that would help in improving instructions and performance of administrators and teachers through proper direction and guidance.

**Profile.** It includes age, gender, educational attainment and length of administrative service. Age refers to the period of life which is measured from the date of birth to the last birthday of administrators. Gender is categorized into male or female by which administrators are distinguished. Educational Attainment are grouped into Bachelor's degree (BS); BS with Master of Arts or Sciences (MA/MS) units; Master of Arts (MA) and Doctor of Education (Ed. D.) or Doctor of Philosophy (Ph. D.)

**Public Relations Officer.** This refers to the social attachment and impression of school officials towards parents, public officials and community.

**Role.** A special duty required of a person in the course of work.

**School Official.** This refers to all school personnel/teachers exercising administrative or supervisory control over the other groups of school employees, teachers and personnel. As used in this study, the term refers to the respondents.

**Supervision.** This is a specialized function which involves leadership in studying, improving, and evaluating teaching-learning situations and the conditions that affect both teaching and learning. It may also be defined as a process of bringing about the improvement of instruction by working with people



who are working with students. It is a process of stimulating growth as a means of helping teachers to help themselves.

**Supervisor.** This refers to a school personnel who maintains or changes directly the attainment of major instructional goals of the school.

**Supervisory Roles.** It refers to the duties of school administrator such as: evaluator, inspector, researcher, trainer and guidance counselor.

**Teacher.** All persons engaged in classroom teaching in any level of instruction, or full time basis.

### **Hypotheses of the Study**

1. There are significant differences on the profile of principals/school heads to their administrative roles and supervisory roles.
2. There are significant differences on the profile of respondents to the level of attainment of objectives of administration and supervision in elementary schools.



## **METHODOLOGY**

### **Locale of the Study**

This study was conducted in the different public elementary schools in La Trinidad, Benguet. Figures 2 and 3 show the location of the study. Located three kms. north of Baguio City, La Trinidad is home to a mixture of ethnolinguistic groups. With an area of 8,079 hectares, its population has grown to more than 70,000. Its urban area radiates from the valley floor which is surrounded by mountain ridges with a cool climate of 18.55°C. As the capital town of the Benguet, it serves as the trading, educational and institutional center for the province. Business activities are based on the marketing of agricultural products from the La Trinidad Vegetable Trading Post to market outlets across the country. Its rustic character remains in the rural areas whose economy focuses on the production of high value commercial vegetables, cutflowers and strawberries, earning its reputation as the “The Strawberry Fields and Rose Garden of the Philippines.” Today, La Trinidad has likewise made its stake in the world map as it entered the Guinness Book of Records as the maker of the Largest Giant Strawberry Cake with height of 12 feet, length of 8 feet, weighing 9.6 tons, and serving over 50,000 people.

The respondent schools are 23 elementary public schools in La Trinidad, Benguet. Each school is headed by a principal or teacher-in-charge.



Figure 2. Map of Benguet showing the town of La Trinidad.



Figure 3. Map of La Trinidad showing the specific location of the study.



### **Respondents of the Study**

The respondents of the study are the school heads and teachers from the different elementary schools in La Trinidad, Benguet. There are twenty-three (23) school heads and one hundred five (105) teachers. Table 1 shows the list of schools and Table 2 on the profile of the respondents. 70% of the administrators are females, 35% belong to the 51-55 age group, 30% have finished their master's degree while 30% had finished their doctorate degrees, and 65% have 20 years and more length of service. 75% of the teachers are females, 24.27% have ages ranging from 36 to 40, 59.41% with master's degree units, 28.77% have a length of service of 5-9 years and 20 years and above.



Table 1. Respondents of the Study

	<b>Name of School</b>	<b>Number of School Heads</b>	<b>Number of Teachers</b>
1.	Alapang-Camp Dangwa Elementary School	1	14
2.	Alno-Kadoorio Elementary School	1	8
3.	Ambiong Elementary School	1	14
4.	Bahong Elementary School	1	7
5.	Balili Elementary School	1	18
6.	Balukas Elementary School	1	-
7.	Bekkel Elementary School	1	12
8.	Benguet SPED Center	1	15
9.	Bineng Elementary School	1	7
10.	Bodiweng Primary School	1	3
11.	Buyagan Elementary School	1	21
12.	La Trinidad Central School	1	41
13.	Lamtang Elementary School	1	4
14.	Lamut Elementary School	1	7
15.	Longlong Elementary School	1	8
16.	Lubas Elementary School	1	15
17.	Pagal Elementary School	1	3
18.	Pico Elementary School	1	9
19.	Puguis Elementary School	1	28
20.	Tacdian Elementary School	1	15
21.	Talinguoy Elementary School	1	2
22.	Tawang Elementary School	1	13
23.	Wangal Elementary School	1	7
	<b>TOTAL</b>	<b>23</b>	<b>265</b>



Table 2. Profile Distribution of Respondents

	Administrators			Teachers		
	Frequency	%	Rank	Frequency	%	Rank
1. Gender						
Male	6	30	2	26	24.76	2
Female	14	70	1	49	75.24	1
<b>Total</b>	<b>20</b>	<b>100</b>		<b>105</b>	<b>100</b>	
2. Age						
21-25	0	0	0	1	.97	9
26-30	0	0	0	15	14.56	3.5
31-35	0	0	0	15	14.56	3.5
36-40	1	5	6	25	24.27	1
41-45	2	10	5	10	9.71	5
46-50	4	20	2	17	16.50	2
51-55	7	35	1	7	6.80	6.5
56-60	3	15	3.5	7	6.80	6.5
61-65	3	15	3.5	6	5.83	8
<b>Total</b>	<b>20</b>	<b>100</b>		<b>103</b>	<b>100</b>	
3. Highest Educational Attainment						
Bachelor's Degree	0	0	0	19	18.81	2.5
With Ed. D./Ph. D. Units	4	20	2.5	2	1.98	4
With M. A. Units	4	20	2.5	60	59.41	1
Master's Degree	6	30	1.5	19	18.81	2.5
Ed. D. / Ph. D. Degree	6	30	1.5	1	.99	5
<b>Total</b>	<b>20</b>	<b>100</b>		<b>101</b>	<b>100</b>	
4. Length of Administrative/ Supervisory/Teaching Service						
Less than 5 years	0	0	0	12	16.43	4
5-9 years	2	10	3	21	28.77	1.5
10-14 years	4	20	2	14	19.18	3
15-19 years	1	5	4	5	6.85	5
20 years and above	13	65	1	21	28.77	1.5
<b>Total</b>	<b>20</b>	<b>100</b>		<b>73</b>	<b>100</b>	





### **Instrumentation**

This study used the descriptive method of research using a questionnaire. The questionnaire consists of three parts namely: the first part consist of the profile, the second part is on administrative and supervisory roles and the third part is on the objectives of administration and supervision.

### **Data Gathering Procedure**

The survey questionnaire was the main instrument used in gathering data for the study, supplemented by an informal interview with the respondents.

Upon the approval by the Division Schools Superintendent, District Supervisor and Principal, copies of the structured questionnaires were hand-carried to the different elementary schools in La Trinidad, Benguet. Upon completion of the questionnaires, the researcher personally gathered them.

### **Statistical Treatment of Data**

The data gathered were classified, tallied and tabulated for statistical computation. Descriptive Statistics used were weighted means, percentage and ranks. In order to quantify the responses, the five-point Likert Scale was used. For the extent of implementation of the administrative and supervisory roles the following values was used:



Assigned Value	Statistical Limits	Descriptive Equivalent
5	4.21 – 5.00	Fully Implemented (FI)
4	3.41 – 4.20	Moderately Implemented (Mi)
3	2.61 – 3.40	Fairly Implemented (FaI)
2	1.81 – 2.60	Partially Implemented (PI)
1	1.00 – 1.80	Not Implemented (NI)

For the level of attainment of the objectives of administration and supervision, the following scale was used:

Assigned Value	Statistical Limits	Descriptive Equivalent
5	4.21 – 5.00	Fully Attained (FA)
4	3.41 – 4.20	Moderately Attained (MA)
3	2.61 – 3.40	Fairly Attained (FaA)
2	1.81 – 2.60	Partially Attained (PA)
1	1.00 – 1.80	Not Attained (NA)

The statistical tool used was Friedman's two-way analysis of variance by ranks. The formula is as follows:

$$X_r^2 = 12/NK (K + 1) \sum (R_i)^2 - 3N (K + 1)$$

Where:

$X_r^2$  = Friedman's two-way ANOVA by ranks

N = Number of rows

K = Number of columns



## **RESULTS AND DISCUSSION**

This section deals with the analysis and interpretation of the data on the level of attainment of objectives of administration and supervision, extent of implementation of administrative and supervisory roles of elementary school heads, relationship between profile of school heads and extent of implementation of administrative and supervisory roles in public elementary schools in La Trinidad, Benguet and relationship between profile of school heads and level of attainment of objectives of administration and supervision.

### **Level of Attainment of the Objectives of Administration in Elementary Public Schools**

Table 3 shows the level of attainment of objectives of administration in elementary public schools. The average weighted mean which is 4.43 shows that the objectives are fully attained. This implies that administrators and teachers exert all their efforts to attain the objectives. The objective on equip every child with the fundamental knowledge, habits, drills, abilities, attitudes and ideals that are generally regarded as essential for the unification and integration of members of democratic society and for effective and progressive participation in the activities would mean that the respondents are concerned with the academic achievements of elementary public schools. Administrators and teachers strive to



Table 3. Level of Attainment of the Objectives of Administration in Elementary Public Schools.

<b>Objectives</b>	<b>Weighted Mean</b>	<b>Descriptive Equivalent</b>	<b>Rank</b>
1. Equip every child with the fundamental knowledge, habits, drills, abilities, attitudes, and ideals that are generally regarded as essential for the unification and integration of members of democratic society and for effective and progressive participation in the activities.	4.33	F A	4.5
2. Contribute to the improvement of community life or rural life, the eradication of illiteracy and an understanding of social problems.	4.33	FA	4.5
3. Initiate, plan, and execute community assemblies and other public projects.	4.50	FA	2
4. Help organize and utilize parent-teachers associations, community councils, and other civic organizations.	4.50	FA	2
5. Instrumental in bolstering the morals of the teaching personnel even under difficult circumstances and encouraging them to exert their best in the service of our youth, the illiterate adults, and the rural communities.	4.50	FA	2
<b>Average Weighted Mean</b>	<b>4.43</b>	<b>FA</b>	

Scale:	4.21 – 5.00	- Fully Attained	(FA)
	3.41 – 4.20	- Moderately Attained	(MA)
	2.61 – 3.40	- Fairly Attained	(FaA)
	1.81 – 2.60	- Partially Attained	(PA)
	1.00 – 1.80	- Not Attained	(NA)



help each child realize his or her potential as worthy and effective members of society. They therefore work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals according to Provenzo Jr. (2002). The second objective, to contribute to the improvement of community life or rural life, the eradication of illiteracy and an understanding of social problem states that the administrator as well as teachers have a great part in improving the life of the child to become literate citizens of the country and to expose them to the social problems. Provenzo Jr. (2002) also states that one of the intrinsic rewards that are most satisfying to teachers is that they have the chance to associate with children or young people and to develop relationships with them. The third objective is to initiate, plan and execute community assemblies and other public projects is also fully attained, implies that there was a cooperation between the community and the school with regards to the plan of the school for improvement. Provenzo (2002) adds that the teacher participates in collegial activities designed to make the entire school a productive learning environment. The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances. Help organize and utilize parent-teachers associations, community councils, and other civic organizations implies that administrators/teachers help in organizing parent-teachers associations, community councils, and other civic organizations fully in public elementary schools. These associations and organizations are



participating in all the school activities for the welfare of the children as well as the school and community. Provenzo (2002) then mentions that the teacher/administrator fosters relationships with school colleagues, parents, and agencies in the larger community to support student's learning and well-being. The fifth objective, instrumental in bolstering the morals of the teaching personal even under difficult circumstances and encouraging them to exert their best in the service of our youth, the illiterate adults, and the rural communities implies that administrators are the instruments in shaping the morals of the teaching personnel in whatever situations or problems that arises and they encourage their teachers to do their best in teaching the young ones, out of school youth and the community. Campbell (2003) states that it is important for educators to feel the power of their collective will to do good things in schools. The force of shared expectations should be their guide in this respect. An individual teacher without support or assurance that his or her beliefs are consistent with the groups norms, even though the moral imperative seems clear, may hesitate to take decisive ethical action.

The findings are similar to the study of Cawaing (2004), where the objectives of private pre-schools are fully attained. The findings imply that the respondents are aware of their role in each child as embodied in the Philippine plan of action for the year 2000 which states, among others, that the education of every Filipino is anchored on the philosophy of humanitarian and equalitarianism where the whole spectrum of the learning process shall ensure the provision of



good quality and relevant education. These findings are also congruent to the findings of Olarte (1991) that the teachers and administrators are fully aware of the goals of pre-school education.

### **Level of Attainment of Objectives of Supervision in Elementary Public Schools**

Table 4 shows the level of attainment of objectives of supervision in elementary public schools. The average weighted mean which is 4.5 shows that the objectives are fully attained. The first objective, which is to help the teachers and students to formulate instructional goals to be accomplished means that administrators do help teachers and students in formulating instructional goals to be done. Administrators are always there whenever the teachers and students need help especially in the area of instruction of the schools. The next objective, to provide the school system with a clearly defined supervisory program that will ensure the attainment of instructional goals or aims states that supervision provides the school with a supervisory program that will ensure that the instructional goals or aims were attained. As Gregorio (1961) stated, two important aspects in supervising functions are determining what conditions are needed and then providing them as well as improving them. Mamchak and Mamchak (1982) stated, three perspectives or alternate supervisory strategies, first is called the school-oriented strategy wherein the supervisors aid the teachers in developing instructional objectives in the classroom along the guidelines of the



Table 4. Level of Attainment of Objectives of Supervision in Elementary Public Schools.

Objectives	Weighted Mean	Descriptive Equivalent	Rank
1. Help the teachers and students to formulate instructional goals to be accomplished.	4.5	FA	3.5
2. Provide the school system with a clearly defined supervisory program that will ensure the attainment of instructional goals or aims.	4.5	FA	3.5
3. Structure classroom environment for effective teaching and learning.	4.5	FA	3.5
4. Provide help and guidance to students and teachers to meet their day-to-day problems.	4.5	FA	3.5
5. Develop a sound working relationship in which teachers feel secure and confident.	4.5	FA	3.5
6. Promote good school community relationship essential to good teaching and productive learning.	4.5	FA	3.5
Average Weighted Mean	4.5	FA	

Scale:	4.21 – 5.00	- Fully Attained	(FA)
	3.41 – 4.20	- Moderately Attained	(MA)
	2.61 – 3.40	- Fairly Attained	(FaA)
	1.81 – 2.60	- Partially Attained	(PA)
	1.00 – 1.80	- Not Attained	(NA)





goals and objectives of the school's educational programs, second is the teacher-oriented strategy wherein the teacher expresses an instructional goal, and the supervisor observes, comments and acts as a resource person to the teacher, and thirdly, coordinated or multi-level strategy wherein the supervisors act as interpreters for both sides by defining each side's needs and goals and by acting as liaison between them, there is constant feedback from one to the other as to how each side's needs and objectives are being met. The third objective is structure classroom environment for effective teaching and learning, wherein supervision contributes so much in the structuring of the classrooms because administrators would suggest ideas best for good environment that suits the effectiveness of teaching as well as learning. The fourth objective is to provide help and guidance to students and teachers to meet their day-to-day problems, where supervision offers help and guidance not only to teachers but students too. School heads act as guidance counselors to the teachers and students. They make possible solutions to the problems encountered by teachers and students in school and at home. The fifth one is to develop a sound working relationship in which teachers feel secure and confident. Supervision develops the best working relationship with the teachers so that teachers will feel secure and confident enough to express their feelings openly. The last one is to promote good school community relationship essential to good teaching and productive learning. Supervision promotes good school community relationship like organizing the



parent-teachers-community-association so that the different concerns of the teachers, school and learners will be discussed and be given possible solutions. Good working relationship between the school and community will lead to effective teaching and productive learning.

The result is similar to findings of Caoayan (1999) wherein the extent of attainment of the aims of supervision has an average weighted mean of 3.99 with a descriptive equivalent of much attained.

#### **Extent of Implementation of Administrative Roles in Elementary Public Schools**

Table 5 shows the extent of implementation of administrative roles. The average weighted mean which is 4.38 shows that administrative roles are fully implemented. Administrative roles as planner, organizer, director, coordinator, public relations officer and leadership provider are fully implemented. This shows that administrators are aware of the administrative roles they perform fully. Fully implementing the roles leads to successful administration of a school and so the school head, teachers, pupils and community will be benefited. It will increase the morale and productivity of the learners.

The finding is similar to the study of Villagrancia (2004) wherein the extent of implementation of management functions by the Bible College Administrators were fully implemented. The results indicate that the administrators are fully implementing these functions. The study conforms with the findings of Palada



(2001) that the school administrators have fully used management functions which means they have been fully implemented.

Rank one administrative roles is on public relations officer. This implies that administrators first focus on how to relate well to others specifically to teachers, students, parents, higher officials and to others where interaction is necessary. The last in rank are on planner and organizer, wherein school heads do planning for the schools and oversee the smooth operations of the organization after they had coordinated and directed the school activities.

Table 5. Extent of Implementation of Administrative Roles in Elementary Public Schools.

<b>Administrative Roles</b>		<b>Weighted Mean</b>	<b>Descriptive Equivalent</b>	<b>Rank</b>
1.	Planner	4.35	FI	4.5
2.	Organizer	4.35	FI	4.5
3.	Director	4.41	FI	2.5
4.	Coordinator	4.41	FI	2.5
5.	Public Relations Officer	4.52	FI	1
6.	Leadership Provider	4.26	FI	6
Average Weighted Mean		4.38	FI	

Scale:	4.21 – 5.00	- Fully Implemented	(FI)
	3.41 – 4.20	- Moderately Implemented	(MI)
	2.61 – 3.40	- Fairly Implemented	(FaI)
	1.81 – 2.60	- Partially Implemented	(PI)
	1.00 – 1.80	- Not Implemented	(NI)



**Extent of Implementation of Supervisory Roles in Elementary Public Schools**

Table 6 shows the extent of implementation of supervisory roles. The average weighted mean which is 3.96 shows that supervisory roles are moderately implemented. This further implies that administrators are dedicated and responsible in their respective role as a supervisor but they can still improve towards full implementation. Administrators should be motivated and encouraged to do their supervisory roles to the fullest effort so that teachers and pupils will have a high respect and good impressions on them.

Table 6. Extent of Implementation of Supervisory Roles in Elementary Public Schools.

	<b>Supervisory Roles</b>	<b>Weighted Mean</b>	<b>Descriptive Equivalent</b>	<b>Rank</b>
1.	Evaluator	4.43	FI	1
2.	Inspector	4.16	MI	2
3.	Researcher	3.75	MI	3
4.	Trainer	3.49	MI	4.5
5.	Guidance Counselor	3.49	MI	4.5
Average Weighted Mean		3.96	MI	

Scale:	4.21 – 5.00	- Fully Implemented	(FI)
	3.41 – 4.20	- Moderately Implemented	(MI)
	2.61 – 3.40	- Fairly Implemented	(FaI)
	1.81 – 2.60	- Partially Implemented	(PI)
	1.00 – 1.80	- Not Implemented	(NI)



The finding is similar to the results of the study of Villagrancia (2004), that the supervisory functions employed by Bible College Administrators are moderately implemented. The results indicate that the bible college administrators are moderately implementing their functions.

Among the five supervisory functions, evaluator is the only role rated as fully implemented. This implies that evaluation is the foremost function of supervisors. Most of their tasks are concentrated on determining aspects to be confined in instruction. The supervisor usually undertakes classroom supervision regularly to enable her to help the teachers in instruction. School heads are very much concerned on the academic performance of the pupils as well as on the school. Teachers are being evaluated to ensure the best quality of education for the children. Schools at present are highly competitive that is why school heads focus on the role as evaluators because he/she aims to achieve a high performance in the academics. The last in rank roles are being a trainer and guidance counselor, which are moderately implemented. This shows that the supervisor trains or guides the teachers only when the situation calls for it or it is necessary.

### **Relationship Between Profile of School Heads and Extent of Implementation of Administrative Roles and Supervisory Roles**

Table 7 shows the differences between the profile of school heads and extent of implementation of administrative roles.



Table 7. Relationship between profile of school heads and extent of implementation of administrative roles.

<b>Administrative Roles</b>	<b>Gender*</b>	<b>Age*</b>	<b>Educational Attainment<sup>ns</sup></b>	<b>Length of Administrative/ Supervisory Service**</b>
1. Planner	4.35	4.31	4.10	4.45
2. Organizer	4.35	4.27	4.39	4.47
3. Director	4.40	4.44	4.33	4.39
4. Coordinator	4.41	4.26	4.35	4.40
5. Public Relations Officer	4.52	4.48	4.53	4.53
6. Leadership Provider	4.25	4.14	4.21	4.35

Legend: \* significant      \*\* highly significant      <sup>ns</sup> not significant

As shown in Friedman's test, the computed value is 5.4 which is higher than the tabular value of 3.84 at .05 level of significance, therefore there is a significant difference between the male and female school heads and the extent of implementation of administrative roles. Therefore the hypothesis, that there is a significant difference between the male and female school heads as to administrative roles as to gender is accepted. The extent of implementation of administrative roles is higher in the male. In general, males have better level of implementation that goes with their characteristics like "Hercules, The Strongest Man of the Universe." It is observed that male school heads have strong leadership performance. This may imply that male administrators focus more on administrative work specifically on public relations.



There is a significant difference between the age of school heads and their administrative roles as indicated in Friedman's test. The computed value is 28.37 which is higher than the tabular value of 15.09 at .01 level of significance. Therefore the hypothesis, that there is a significant difference between the profile of school heads and their administrative roles as to age, is accepted. This means that the extent of implementation of administrative roles is affected by the age of the school heads. The ages ranging from 41-50 or middle age are said to be in the middle life crisis and so problems encountered in these ages may affect their performance.

The same table shows the educational attainment of school heads and extent of implementation of administrative roles. There is no significant difference between the educational attainment of the school heads and their administrative roles as indicated in Friedman's test. The computed value is 2.60 which is lower than the tabular value of 7.82 at .05 level of significance. This means that the educational attainment of the school heads does not affect the extent of implementation of administrative roles. Therefore, the hypothesis, that there is a significant difference between the profile of school heads and their administrative roles as to educational attainment is rejected. This implies that whether the school head had finished a master's degree or doctoral degree, he is capable of doing administrative roles.



The same table shows the length of administrative service of school heads and the extent of implementation of administrative roles. There is a highly significant difference between the length of administrative service and the extent of implementation of administrative roles as shown in Friedman's Test. The computed value which is 15.00, is higher than the tabular value of 11.34 at .01 level of significance. Therefore, the hypothesis, that there is a significant difference between the profile of school heads and the extent of implementation of administrative roles as to length of service is accepted. This means that the extent of implementation of administrative roles is affected by the length of administrative service because the administrators who has more years of administrative service has more experience on how to manage and run a school effectively.

Table 8 shows the differences between the profile of school heads and the extent of implementation of supervisory roles.

Male or female school heads concentrate more on evaluating their personnel than in the other supervisory roles as to inspector, researcher, trainer and guidance counselor. As indicated in Friedman's test, the computed value is 0.2 which is lower than the tabular value of 3.84 at .05 level of significance. There is no significant difference between male and female school heads as to implementation of supervisory roles. Therefore the hypothesis, that there is a significant difference between the profile of school heads and their supervisory





Table 8. Relationship between profile of school heads and extent of implementation of supervisory roles.

<b>Supervisory Roles</b>	<b>Gender<sup>ns</sup></b>	<b>Age<sup>ns</sup></b>	<b>Educational Attainment<sup>ns</sup></b>	<b>Length of Administrative/** Supervisory Service</b>
1. Evaluation	4.43	4.46	4.37	4.39
2. Inspector	4.16	4.16	4.07	4.12
3. Researcher	3.75	3.82	3.71	3.87
4. Trainer	3.49	3.64	3.65	3.82
5. Guidance Counselor	3.99	4.04	4.07	4.39

Legend: \* significant      \*\* highly significant      <sup>ns</sup> not significant

roles as to gender, is rejected. This means that the extent of implementation of supervisory roles is not affected by the gender of the school heads because either male or female is equally capable to do his/her supervisory roles.

Both male and female have similar results in doing their administrative roles and supervisory roles. According to Lingbaoan (2005), the similarity in frequencies of the sex of administrators in the study could be attributed to the fact that in the Philippines both sexes are accepted in the field of administration. This situation means that the administrators, whether male or female do similar roles in the Philippines and are able to do their functions effectively.

As indicated in Friedman's test, the computed value is 10.58 which is lower than the tabular value of 11.07 at .05 level of significance. Therefore, there is no significant difference as to the age of school heads and their extent of



implementations of supervisory roles. Thus, the hypothesis stating that there is a significant difference between the profile of school heads and their supervisory roles is rejected. This means that the extent of implementation of supervisory roles is not affected by the age of the school heads. Age does not affect their work because they are all capable of doing their roles.

As shown by Friedman's test, the computed value is 6.36 which is lower than the tabular value of 7.82 at .05 level of significance. There is no significant difference in the educational attainment of school heads and their extent of implementation of supervisory roles. Therefore the hypothesis, that there is a significant difference between the profile of school heads and the extent of implementation of supervisory roles as to educational attainment is rejected. This means that the extent of implementation of supervisory roles is not affected by the school heads highest educational attainment. The educational attainment of the school heads does not affect their extent of implementation of supervisory roles.

The same table shows the length of supervisory service and extent of implementation of supervisory roles. There is a highly significant difference in the length of supervisory service and their extent of implementation of supervisory roles as shown in Friedman's test. The computed value is 11.94 which is higher than the tabular value of 11.34 at .01 level of significance. This means that the extent of implementation of supervisory roles are affected by the length of supervisory service because the school heads who has more years of



supervision, has more experience on how to supervise different faculty and staff as well as different grade levels.

**Level of Attainment of the Objectives  
of Administration in Elementary  
Public Schools as to Profile**

Table 9 shows the profile of school heads and the level of attainment of the objectives of administration.

There is a significant difference between the gender of respondents and the level of attainment of the objectives of administration in elementary public schools as indicated by Friedman's test. The computed value is 5.0 which is higher than the tabular value of 3.84 at .05 level of significance. Therefore, the hypothesis, that there is significant difference between the profile of respondents and the level of attainment of objectives of administration as to gender in elementary schools is accepted. This means that the level of attainment of the objectives of administration is affected by the gender of the respondents. It is observed that males are strictly following rules and policies of the Department of Education than the females because males are more firm with their decisions. This further implies that when males make decisions they stick to it compared to females who are said to have changeable minds.

As indicated in Friedman's test, the computed value of 28.02 is higher than the tabular value of 15.09 at .01 level of significance. There is a highly significant difference between the age of respondents and the level of attainment



Table 9. Level of Attainment of the Objectives of Administration in Elementary Schools in La Trinidad, Benguet as to Profile.

Objectives of Administration	Gender*	Age <sup>ns</sup>	Educational Attainment**	Length of Administrative/ Supervisory Service **
1. Equip every child with the fundamental knowledge, habits, drills, abilities, attitudes, and ideals that are generally regarded as essential for the unification and integration of members of democratic society and for effective and progressive participation in the activities.	4.20	4.04	4.22	4.30
2. Contribute to the improvement of community life or rural life, the eradication of illiteracy and an understanding of social problems.	4.12	3.99	4.00	4.16
3. Initiate, plan, and execute community assemblies and other public projects.	4.25	4.07	4.20	4.50
4. Help organize and utilize parent-teachers associations, community councils, and other civic organizations.	4.16	4.09	4.26	4.32
5. Instrumental in bolstering the morals of the teaching personnel even under difficult circumstances and encouraging them to exert their best in the service of our youth, the illiterate adults, and the rural communities.	4.25	4.08	4.22	4.31

Legend: \* significant      \*\* highly significant      <sup>ns</sup> not significant



of objectives of administration in elementary public schools. Therefore the hypothesis, that there is a significant difference between the profile of respondents and the level of attainment of objectives of administration as to age in elementary schools is accepted. This means that the level of attainment of the objectives of administration is affected by the age of the respondents. This further implies that the level of attainment of the objectives of administration depends on the age of the administrators. Ages ranging from 51-55 and 56-60 had fully implemented the objectives of administration because they are in their retirement years and they need to show good examples to their subordinates.

There is a highly significant difference between the educational attainment and the level of attainment of objectives of administration as shown in Friedman's test. The computed value which is 11.7 is higher than the tabular value of 11.34 at .01 level of significance. This means that the level of attainment of objectives of administration is affected by the educational attainment of the respondents. Therefore the hypothesis, that there is a significant difference between the profile of respondents and the level of attainment of the objectives of administration as to educational attainment is accepted. School heads with M.A. units and with master's degree had fully attained the objectives of administration because they are still young as administrators and they need to show a very good performance to enable them to move to higher positions.



As indicated by Friedman's test, the computed value is 15.0 which is higher than the tabular value of 11.34 at .01 level of significance. Therefore, there is a highly significant difference between length of administrative service and the level of attainment of the objectives of administration. Thus, the hypothesis is accepted that there is a significant difference between profile of respondents and the level of attainment of the objectives of administration as to length of administrative experience. This implies that the length of administrative service is highly considered and strongly affects the level of attainment of the objectives of administration. Longer length of administrative service means more experiences gained, therefore administrators are very much knowledgeable on the attainment of the objectives of administration.

**Level of Attainment of the Objectives  
of Supervision in Elementary  
Public Schools as to Profile**

Table 10 shows the level of attainment of the objectives of supervision in elementary schools in La Trinidad, Benguet.

As shown in Friedman's test, the computed value is 5.00 which is higher than the tabular value of 3.84 at .05 level of significance. There is a significant difference between the gender of respondents and the level of attainment of the objectives of supervision. Therefore the hypothesis, that there is a significant difference between the profile of respondents and the level of attainment of the objectives of supervision is accepted. This means that the level of attainment of



Table 10. Level of Attainment of the Objectives of Supervision in Elementary Schools in La Trinidad, Benguet as to Profile.

Objectives of Supervision	Gender*	Age**	Educational Attainment**	Length of Administrative/ Supervisory Service**
1. Help the teachers and students to formulate instructional goals to be accomplished.	4.16	4.15	4.26	4.37
2. Provide the school system with a clearly defined supervisory program that will ensure the attainment of instructional goals or aims.	4.25	4.08	4.20	4.39
3. Structure classroom environment for effective teaching and learning.	4.35	4.20	4.37	4.40
4. Provide help and guidance to students and teachers to meet their day-to-day problems.	4.16	4.09	4.20	4.25
5. Develop a sound working relationship in which teachers feel secure and confident.	4.28	4.18	4.30	4.49
6. Promote good school community relationship essential to good teaching and productive learning.	4.25	4.07	4.20	4.30

Legend: \* significant      \*\* highly significant      <sup>ns</sup> not significant





objectives of supervision is affected by the gender of the respondents. It is observed that males have stronger leadership than females. This further explains that males are the best leaders because they have strong minds and body to lead a group or organization. If they aim for the better they will really work for it to attain this aim. In other words, they are consistent.

The computed value which is 25.35 is higher than the tabular value of 15.09 at .01 level of significance. This means that the level of attainment of the objectives of supervision is affected in terms of the age of the respondents. Therefore the hypothesis, that there is a significant difference between the profile of respondents and the level of attainment of the objectives of supervision, the school heads with ages ranging from 51-60 had fully attained the objectives of supervision because they like to show a good performance to their subordinates before they retire.

As indicated by Friedman's test, the computed value is 16.2 which is higher than the tabular value of 11.34 at .01 level of significance. Therefore, there is a highly significant difference between educational attainment and the level of attainment of the objectives of supervision. Thus, the hypothesis is accepted, that there is a significant difference between the profile of respondents and the level of attainment of objectives of supervision. This implies that the level of attainment of objectives of supervision is affected in terms of the educational attainment of the respondents. School heads with M.A. units,





master's degree and Ed. D./Ph. D. degree had fully attained the objectives of supervision because they are knowledgeable of the objectives of supervision which they had learned in graduate school.

As indicated by Friedman's test, the computed value is 16.35 which is higher than the tabular value of 11.34 at .01 level of significance. There is a high significant difference between length of supervisory service to the level of attainment of objectives of supervision. Therefore the hypothesis, that there is a significant difference between the profile of respondents and the level of attainment of objectives of supervision is accepted. School heads with 5-9, 15-19, and 20 years and above supervisory service had fully attained the objectives of supervision. Those with 5-9 years service are starting their career as administrators thus they are highly motivated to show their best. Those with 15-19 and 20 years and above are knowledgeable of the objectives of supervision therefore they are able to show a very good performance.



## **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **Summary**

This study sought to determine the extent of implementation of administrative and supervisory roles of elementary public school heads in La Trinidad, Benguet for the school year 2006-2007.

The study was conducted in La Trinidad, Benguet. La Trinidad is composed of twenty-three elementary schools.

The elementary public school heads and teachers of the twenty-three elementary schools of La Trinidad comprised the population of the study. The study made use of descriptive method of research. The questionnaire sought information about the administrators in their elementary school profile, implementation of administrative roles and supervisory roles and the attainment of objectives of administration and supervision. The following are the findings of the study:

1. The objectives of administration in elementary public schools were fully attained with a mean of 4.43. The objectives of supervision in elementary public schools were also fully attained with a mean of 4.5

2. The extent of implementation of administrative roles was fully implemented with a mean of 4.38 while the extent of implementation of supervisory roles was moderately implemented with a mean of 3.96.



3. a. There are significant differences on the profile of the school heads as to the extent of implementation of administrative roles in terms of gender, age and length of administrative service.

b. There are significant differences on the profile of the school heads as to the extent of implementation of supervisory roles in terms of length of administrative/supervisory service.

4. There are significant differences on the profile of respondents as to the level of attainment of objectives of administration and supervision in elementary schools in La Trinidad, Benguet in terms of gender, age, educational attainment and length of administrative/supervisory service.

### **Conclusions**

Based on the findings, the following conclusions are drawn:

1. The objectives of administration and supervision in elementary schools in La Trinidad, Benguet are fully attained.

2. The administrative roles of elementary school heads in La Trinidad, Benguet are fully implemented.

3. The supervisory roles of elementary school heads in La Trinidad, Benguet are moderately implemented.

4. Real differences exist on the profile of school heads as to the extent of implementation of administrative roles in terms of gender, age, length of service while on supervisory roles, significant differences exist only on length of service.



5. Real differences exist on profile of respondents as to the level of attainment of objectives of administration and supervision in elementary schools in La Trinidad, Benguet.

### **Recommendations**

Based on the findings and conclusions, the following are recommended:

1. The school heads of elementary public schools should maintain a full attainment of the objectives of administration and supervision.
2. The school heads of elementary public schools should maintain full implementation of administrative roles.
3. The school heads need to attend seminars on staff development programs to fully implement the supervisory roles in terms of inspector, researcher, trainer and guidance counselor.
4. Professional development programs can be provided to female school heads, 41-45 age groups, those with Ed/Ph. D. units and with 10-14 years in service in terms of upgrading their competencies to fully attain the objectives of administration and supervision.



## LITERATURE CITED

- AQUINO, G.V. 2000 Encyclopedia Educational Management (Principles, Functions, Concepts). First D., Rex Bookstore, Inc., C.M. Recto Avenue, Manila.
- CAOAYAN, Fe M. 1999. Supervisory Competence of Elementary School Administrators in Region I. Unpublished Dissertation, Baguio Central University.
- CAMPBELL, Elizabeth. 2003. The Ethical Teacher, Open University Press, Maidenhead, Philadelphia.
- CAWAING, Divina A. 2004. Management of Private Pre-Schools In La Trinidad, Benguet. Unpublished Masteral Thesis, B.S.U.
- CUNNINGHAM, William G. and CORDIERO. 2000. Educational Administration: A Problem Based Approach.
- DAY, HARRIS, HADFIELD, TOLLEY and BERESFORD. Leading Schools in Times of Change.
- DOMEREZ, Winnie Freda D. 2005. Administrators and Teachers Working Practices: Their Effects on the Performance of Teachers In The Top Ten Public High Schools In The Division of Benguet Unpublished Masteral Thesis, B.S.U., La Trinidad, Benguet
- FLIPPO, Edwin B., Principles of Personnel Management. 3<sup>rd</sup> Edition.
- GREGORIO, H. 1961. School Administration and Supervision. Garotech Publishing, Quezon City.
- GROWTHER, KAAGAN, FERGUSO and HANN. 2002. Developing Teacher Leaders. Chapter 4.
- HOY, Wayne K. and MISKEL C. 2001. Educational Administration: Theory, Research and Practice, 6<sup>th</sup> Edition.



- LINGBAOAN, Jerry B. 2005. Managerial Skills and Roles of Administrators in the District of Banayoyo, Lidlidda and San Emilio, Ilocos Sur. Unpublished Masteral Thesis. Benguet State University, La Trinidad, Benguet.
- MAMCHAK, Susan P. Mamchak, Steven R. 1982 School Administrator's Encyclopedia, Parker Publishing Company, Inc., West Nyack, New York.
- NAVAL, M. and S. MANUEL. 1987. Administration and Supervision for the Philippine Schools, Quezon City. Aleman, Phoenix.
- PALADA, L.A. 2001. Managerial and Supervisory Skills of Public School Administrators in Kapangan District. Unpublished Masteral Thesis. Benguet State University, La Trinidad, Benguet.
- PANGONILO, Sofia M. 1998. The Roles of Secondary School Principals in Promoting Teacher's Welfare in Region I. Unpublished Dissertation, Baguio Central University, Baguio City.
- PICPICAN, J. M. 2002. Attributes that Determine the Performance of School Administrators in the Public Elementary School of Atok, La Trinidad, Benguet. Unpublished Masteral Thesis. Benguet State University, La Trinidad, Benguet
- PROVENZO Jr. Eugene F. 2002 Teaching Learning and Schooling, A 21<sup>st</sup> Century Perspective, University of Miami.
- SISION, P. S. 1991. Personnel and Human Management. Rex Printing Company, Inc., Quezon City.
- TUMBAGA, Villamor Y. 2004. Role Expectations and Role Performance of Public Elementary School Administrator in the First District of Ilocos Sur. Unpublished Masteral Thesis, Baguio Central University, Baguio City.
- VILLAGRACIA, Leizl B. 2004. Extent of Use of Managerial and Supervisory Functions of Administrators in Baguio City and Benguet. Unpublished Masteral Thesis, Benguet State University, La Trinidad, Benguet.



**APPENDICES**

**APPENDIX A**

Letter of Permission to the Superintendent

Ungasan, Loakan Proper  
Baguio City

August 18, 2006

**MARY B. NAMUHE, ED. D.**  
Schools Division Superintendent  
Division of Benguet

Madame:

I have the honor to request permission from your good office to allow the undersigned to float questionnaires to school heads and teachers in elementary schools in the Division of Benguet (La Trinidad) to support my study entitled, **“Administrative and Supervisory Roles of Elementary Public School Heads in La Trinidad, Benguet.”**

Thank you very much in anticipation for your favorable action on this request.

Very truly yours,

**OLIVIA O. PALISPIS**  
Researcher

Approved:

**MARY B. NAMUHE, ED. D.**



Schools Division Superintendent  
Division of Benguet

**APPENDIX B**

Letter of Permission to the Principal

Ungasan, Loakan Proper  
Baguio City

August 18, 2006

The Principal  
La Trinidad, Benguet

Sir/Madame:

May I please request for your authority to administer my questionnaires to teachers of your school? Their responses will be needed to answer the problems in my study entitled, **“Administrative and Supervisory Roles of Elementary Public School Heads in La Trinidad, Benguet.”**

Your prompt and preferential action to my request would be greatly appreciated.

Thank you very much!

Very truly yours,

**OLIVIA O. PALISPIS**  
Researcher





**APPENDIX C**

Letter to the Respondents

Ungasan, Loakan Proper  
Baguio City

August 18, 2006

Dear Respondents:

The undersigned is conducting a study **“Administrative and Supervisory Roles of Elementary Public School Heads in La Trinidad, Benguet,”** as partial requirement for the degree: MASTER OF ARTS IN EDUCATION (Educational Administration and Supervision).

May I therefore, earnestly seek your help in this study by answering the questionnaire as honestly as you can. Please be assured that the data will be kept confidential and will be used solely in this study.

Thank you very much.

Very truly yours,

**OLIVIA O. PALISPIS**  
Researcher

## APPENDIX D

### Sample Questionnaire

Name (Optional) \_\_\_\_\_  
 School \_\_\_\_\_  
 Position \_\_\_\_\_

Direction: Kindly check on the space provided for your response

#### I. PROFILE

A. Gender: \_\_\_\_\_ Male \_\_\_\_\_ Female

B. Age: \_\_\_\_\_ 21-25 \_\_\_\_\_ 36-40 \_\_\_\_\_ 51-55  
 \_\_\_\_\_ 26-30 \_\_\_\_\_ 41-45 \_\_\_\_\_ 56-60  
 \_\_\_\_\_ 31-35 \_\_\_\_\_ 46-50 \_\_\_\_\_ 61 &  
 above

C. Educational Attainment: \_\_\_\_\_ Bachelor's Degree  
 \_\_\_\_\_ With Ed. D. / Ph. D. Units  
 \_\_\_\_\_ With M.A. Units  
 \_\_\_\_\_ Master's Degree  
 \_\_\_\_\_ Ed. D./Ph.D. Degree

#### D. Length of Administrative / Supervisory Service

\_\_\_\_\_ Less than 5 years \_\_\_\_\_ 15-19 years  
 \_\_\_\_\_ 5-9 years \_\_\_\_\_ 20 years and above  
 \_\_\_\_\_ 10-14 years

II. Directions: Please check (✓) the extent of implementation of administrative roles employed by school heads. The following are the scales:

4.21 – 5.00 Fully Implemented (FI)  
 3.41 – 4.20 Moderately Implemented (MI)  
 2.61 – 3.40 Fairly Implemented (FaI)



1.81 – 2.60 Partially Implemented (PI)

1.00 – 1.80 Not Implemented (NI)

<b>A. Administrative Roles</b>	<b>FI</b>	<b>MI</b>	<b>FaI</b>	<b>PI</b>	<b>NI</b>
<b>PLANNER</b>					
1. Formulate objectives in the framework of the school's vision and mission					
2. Sequence the appropriate procedures to accomplish the goals					
3. Formulate policies and strategies for the desired goals					
4. Make wise decision when problem arises					
5. Plans a budget for the school activities					
6. Projects future goals for the school programs, curriculum and facilities					
7. Others, please specify: _____					
<b>ORGANIZER</b>	<b>FI</b>	<b>MI</b>	<b>FaI</b>	<b>PI</b>	<b>NI</b>
1. Guide each faculty and staff in making job description and function					
2. Encourage the faculty to cooperate in organizing school programs and activities					
3. Lead the faculty and staff to work harmoniously to the desired goals					
4. Lead the faculty and staff to a community of purpose					
5. Establish helpful tips on how to be effective and efficient in teaching					
6. Others, please specify: _____					
<b>DIRECTOR</b>	<b>FI</b>	<b>MI</b>	<b>FaI</b>	<b>PI</b>	<b>NI</b>
1. Formulate policies to facilitate direction of school and regulate the control and operation of the school					
2. Study the physical needs of the school, faculty, staff, student and community					
3. Secures assistance from the faculty, staff in formulating policies, rules and regulations					
4. Put plans into action					
5. Communicates with the faculty and staff on the designed goals					
6. Motivates the faculty and staff to present new ideas, goals and plans					
7. Provides direction to what is to be accomplished					



in line with school's vision					
8. Others, please specify: _____					
<b>COORDINATOR</b>	<b>FI</b>	<b>MI</b>	<b>FaI</b>	<b>PI</b>	<b>NI</b>
1. Coordinates all the activities of the school					
2. Brings all phases of united effort to accomplish the desired goals					
3. Leads the faculty and staff to coordinate projects and plans					
4. Coordinates with faculty, staff, pupils school's goals and plans					
5. Others, please specify: _____					
<b>PUBLIC RELATIONS OFFICER</b>	<b>FI</b>	<b>MI</b>	<b>FaI</b>	<b>PI</b>	<b>NI</b>
1. Shows a friendly attitude					
2. Knows how to adjust with people around him					
3. Shows interest with others ideas					
4. Shows confidence and sincerity					
5. Being approachable and kind					
6. Shows spiritual maturity					
7. Others, please specify: _____					
<b>LEADERSHIP PROVIDER</b>	<b>FI</b>	<b>MI</b>	<b>FaI</b>	<b>PI</b>	<b>NI</b>
1. Considers employees' differences					
2. Encourages and respects the opinions or ideas of each faculty and staff					
3. Shows the evidence of his life as a good leader					
4. Shows willingness to learn from his/her subordinates					
5. Delegates responsibility to the faculty and staff					
6. Improves faculty through graduate studies or seminars					
7. Recognizes faculty's capacity and accomplishments					
8. Others, please specify: _____					
<b>B. SUPERVISORY ROLES: Please check accordingly</b>	<b>FI</b>	<b>MI</b>	<b>FaI</b>	<b>PI</b>	<b>NI</b>
<b>EVALUATOR</b>					
1. Evaluates the faculty staff/staff's performance					
2. Evaluates the faculty's professional growth					
3. Considers the evaluation from faculty, staff and students					



4. Evaluates the school's vision, mission and goals manually					
5. Evaluates the physical condition of the school					
6. Formulates evaluation within the school system					
7. Evaluates the needs of the students					
8. Evaluates the school services					
9. Evaluates the school curriculum					
10. Others, please specify: _____					
<b>INSPECTOR</b>	<b>FI</b>	<b>MI</b>	<b>FaI</b>	<b>PI</b>	<b>NI</b>
1. Surveys the defects and problems of students, faculty, staff, equipment and curriculum					
2. Checks the lesson plan of each faculty daily/weekly					
3. Conducts actual observation in class					
4. Consults pupils for faculty/staff performance					
5. Others, please specify: _____					
<b>RESEARCHER</b>	<b>FI</b>	<b>MI</b>	<b>FaI</b>	<b>PI</b>	<b>NI</b>
1. Motivates the faculty to conduct a research in their field of specialization					
2. Supports financially for a desired research					
3. Formulates tentative objectives and standards					
4. Seeks modern strategies in teaching					
5. Others, please specify: _____					
<b>TRAINER</b>	<b>FI</b>	<b>MI</b>	<b>FaI</b>	<b>PI</b>	<b>NI</b>
1. Sends faculty/staff to pursue graduate studies					
2. Conducts faculty development or in-service training					
3. Provides financial aid for faculty/staff training or studies					
4. Motivates a faculty to publish a book or an article					
5. Others, please specify: _____					
<b>GUIDANCE COUNSELOR</b>	<b>FI</b>	<b>MI</b>	<b>FaI</b>	<b>PI</b>	<b>NI</b>
1. Stimulates the faculty to apply instructional techniques and devices					
2. Guides the faculty to use modern strategies in teaching					
3. Encourages the faculty/staff to be open and ask for help or assistance					



4. Offers help and assistance if necessary					
5. Others, please specify: _____					

III. Directions: Please check (✓) the extent of attainment of objectives of administration and supervision employed by school heads. The following are the scales.

4.21 – 5.00	Fully Attained	(FA)
3.41 – 4.20	Moderately Attained	(MA)
2.61 – 3.40	Fairly Attained	(FaA)
1.81 – 2.60	Partially Attained	(PA)
1.00 – 1.80	Not attained	(NA)

OBJECTIVES OF ADMINISTRATION	FA	MA	FaA	PA	NA
1. Equip every child with the fundamental knowledge, habits, skills, abilities, attitudes and ideals that are generally regarded as essential for the unification and integration of members of democratic society and for effective and progressive participation in the activities.					
2. Contribute to the improvement of community life or rural life, the eradication of illiteracy and an understanding of social problems					
3. Initiate, plan and execute community assemblies and other public projects					
4. Help organize and utilize parent-teachers associations, community councils and other civic organizations					
5. Instrumental in bolstering the morals of the teaching personnel even under difficult circumstances and encouraging them to exert their best in the service of our youth, the illiterate adults, and the rural communities					
6. Others, please specify: _____					



<b>OBJECTIVES OF SUPERVISION</b>	<b>FA</b>	<b>MA</b>	<b>FaA</b>	<b>PA</b>	<b>NA</b>
1. Help the teachers and students to formulate instructional goals to be accomplished					
2. Provide the school system with a clearly defined supervisory program that will ensure the attainment of instructional goals or aims					
3. Structure classroom environment for effective teaching and learning					
4. Provide help and guidance to students and teachers to meet their day-to-day problems					
5. Develop a sound working relationship in which teachers feel secure and confident					
6. Promote good school community relationship essential to good teaching and productive learning					
7. Others, please specify: _____					



## **BIOGRAPHICAL SKETCH**

OLIVIA P. PALISPIS was born to Roberto W. Palispis (deceased) and Elena Odlus Palispis on October 30, 1968 at Loakan, Baguio City. She is youngest of eight children.

She finished her elementary education at Loakan Elementary School in 1981 and her secondary education at Baguio City High School Loakan Annex in 1985. In 1990, she received the degree of Bachelor of Science in Hotel and Restaurant Management from University of Baguio, Baguio City. She took up Bachelor of Elementary Education at Benguet State University in 1997.

After graduating, from University of Baguio, she worked at one of the restaurants at Philippine Military Academy as cashier from April 1990 to July 1990. In 1991 to 1992, she worked at National Food Authority, Baguio City as an office clerk (casual). In June 1997, she was employed as an instructor at Cordillera Career Development College, Buyagan, La Trinidad, Benguet. In 2001, she entered the Department of Education as a substitute elementary teacher. She was given a permanent position as elementary teacher in 2002. She is presently employed as Grade I teacher at Loakan Elementary School.

She is happily married to Ben M. Balsino of Puguis La Trinidad, Benguet and are blessed with two kids namely; Von Kirby P. Balsino and Veron Kristine P. Balsino.

