

BIBLIOGRAPHY

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ABSTRACT

The study aimed to determine the profile of the teachers; their perceptions on the levels of manifestation of management roles and skills of administrators; and to find out the effects of the manifested roles and skills of administrators on the performance of teachers.

The findings show that there are more female teachers than male teachers. Majority of the teachers are married and belong to the age bracket of 36-50. Most of the teachers are classified as Teacher I so most of them are young in the service. Only a few teachers have M.A. units or finished their Master's degree. Generally, the administrators moderately manifested their management roles and skills as perceived by the teachers. The management roles perceived by the teachers as moderately manifested were as figurehead, monitor, disseminator and entrepreneur. The management skills moderately manifested were technical, human and conceptual skills. Perceptions of the teachers on the manifested

management roles and skills of the administrators vary significantly according to their profiles. The manifested management roles and skills of administrators have a much effect on the performance of the teachers as perceived by the teachers themselves.



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INTRODUCTION

Background of the Study

Managerial roles and skills being practiced by administrators has something to do with the performance of their subordinates and even affect the whole educational system.

The community people nowadays are very much concerned if these administrators are really doing their work effectively and efficiently or not, being aware that their children will be the one to be most affected.

On the other hand, teachers as well complain of having an ineffective administrator but their complaints remain only for them due to their fear of being reprimanded. Administrators may be ineffective because of their leadership styles, their insufficient knowledge in regards to their functions, roles and other responsibilities regarding their job, their social relations, their professional ethics, and others.

Some parents also question the integrity of administrators with regard to the use of school funds. Mangubat (1996) reported that the education department is viewed as an agency where illegal and corrupt practices are rampant.

Lingbaoan (2005) stated that the parents' concern on how work is done by Educators in schools is what accountability means. Gusky (2000) stated that accountability entails the promotion of high standards of students' learning.



Accountability is where professional developers are asked to show that what they do really matters. It is seen in roles, practices and skills of administrators in doing their task.

Even the administrators are indirectly affecting the performance of teachers; it is their leadership roles and skills that will help their subordinates to perform better.

Gusky (2000) added that the administrators' policies on curriculum development and staff development assessment methods contain the restriction of teachers in their attendance and behavior. The teachers' code of ethics is usually in consonance with social policies. The administrators' practices, roles and skills also affect the kind of working climate, interpersonal relationship and culture existing in the organization. These can also ensure the school to be a true learning community that provides enough learning experiences and develops well conducts, manners and values.

Gusky also added that modern educational reforms are requiring administrators and teachers to transform their roles and skills to a greater height and take on new responsibilities. These reforms include the organizing of structural changes in teaching – learning methods, strategies and approaches; and implementing shared-decision making among members and the introduction of alternative school governance that would encourage greater parent and community involvement in school activities. These drastic measures are aimed at



revitalizing teaching-learning and refocusing the culture in the learning environment.

Educational managers, including principals and teachers, need to construct and sustain working frameworks and processes, which recognize that leadership, and management skills are needed at many points in an organization. Promoting teamwork helps in developing such capabilities and also provides the potentials for supportive networks for all managers, staff and students (Bush, 2002).

Hooer (2004) stated 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 schools' objectives are carried out, while good working practices are fostered.

Hoerr added that management people should feel their employees' morale by having contact and effective communication. One method is to give credit to whom it is due. Recognition and appreciation boost the morale of employees. Management people should always find time for every employee who has suggestion, grievances and others who may wish to see them.

Ivancevich and Matteson (1999) suggested that leaders in the learning organizations must do more than setting a good example for being a mentor. If the message of learning is to permeate the organization, leaders must continually focus their attention on the learning agenda and institutionalize the learning



process. Employees respond to what leaders attend to and reward. They further stressed that the most powerful dynamics at work in leadership is called “mimesis”, which literally means people mimic their leaders. The most effective leaders of learning not only inspire others by their examples, they also take personal interest in the learning of others: they serve as mentors.

Gregorio (1961) stated that administration serves as a powerful and constructive tool in attaining the purposes of the educational program if the methods and techniques involved were given much consideration by administrators. Administration requires specialized ability and a thorough knowledge of the science of administration.

It is a fact that people are now living in the world of modernization; therefore, competence and excellence are required. In this case, administrators need to be dynamic, as the need requires. This study centers on the management roles and skills of administrators and their effects on their subordinates' performance.

Statement of the Problem

The study was conducted to look in to the managerial skills and roles of administrators in relation to the performance of teachers in the elementary schools in the district of Besao, Mt. Province. Specifically, the answers to the following questions were determined:



1. What are the management roles and skills manifested by the administrators in Besao as perceived by the teachers?
2. Are there significant differences on the manifested management roles and skills of administrators as perceived by the teachers when grouped according to profile?
3. What are the effects of the management roles and skills of the administrators on the performance of teachers as perceived by the teachers?
4. Are there significant differences on the effects of management roles and skills of the administrators on the performance of teachers as perceived by the teachers when grouped according to profile?

Objectives of the Study

The objectives of the study are the following:

1. To find out the management roles and skills manifested by the administrators as perceived by the teachers.
2. To find out if there are significant differences on the manifested management roles and skills of administrators as perceived by the teachers when grouped according to profile.
3. To determine the effects of the management roles and skills of the administrators on the performance of the teachers.



4. To find out if there are significant differences on the effects of management roles and skills of the administrators on the performance of teachers as perceived by the teachers when grouped according to profile.

Importance of the Study

To the Administrators: The findings of this study may acquaint or enlighten the school heads for them to recognize the need to be an effective and efficient school manager in terms of management roles and skills.

To the teachers: The study can serve as a guide for the teachers regarding their administrators' management roles and skills.

To the Department of Education or to the Policymakers: The findings could give them ideas on the effects of the management roles and skills of administrators on the performance of teachers from them to make necessary and immediate actions like remedial and reengineering needed to achieve the goals and objectives of the public elementary schools.

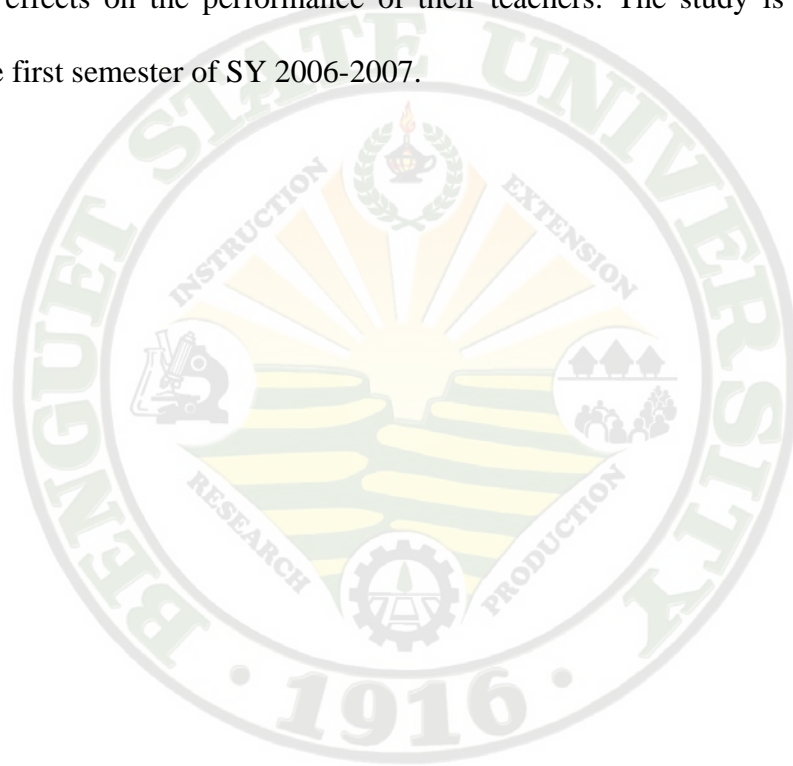
Finally, the study findings can give insights and references to future researchers on their study regarding administration and supervision of schools.



Scope and Delimitation of the Study

The study is limited to the elementary schools in the district of Besao, division of Mountain Province. The district of Besao has 10 elementary schools and 5 primary schools.

The study is focused on the management roles and skills of administrators and their effects on the performance of their teachers. The study is conducted during the first semester of SY 2006-2007.



REVIEW OF LITERATURE

This chapter presents the literature and studies reviewed by the researcher that have bearing with the present study.

Management

Hellriegel, Jackson and Slocum (1999) stated that management refers to the tasks or activities involved in managing an organization: planning, organizing, leading and controlling. Planning involves defining organizational goals and proposing ways to reach them. Organizing is the process of creating a structure of relationships that will enable employees to carry out management's plans and meet organizational goals. Leading involves communicating with and motivating others to perform the tasks necessary to achieve the organization's goals. Controlling is the process by which a person, group or organization consciously monitors performance and takes corrective action.

In addition, management functions as described by Plunkett and Attner (1985) involve planning, motivating, organizing, controlling, coordinating and evaluating.

According to Plunkett (1985), planning is considered effective when objectives are set, the environment is analyzed and evaluated, and the best solutions are selected. Plans are implemented and results are controlled and evaluated.



In addition, Koontz and Weihrich (1988) stated that planning bridges the gap from where we are to be. Planning strongly implies not only the introduction of new things but also a workable implementation.

Reineck and Schoele (1980) defined motivating as a managerial function that produces people who turn out work outputs that are normal expectations.

Donno and Herzberg (1981) as quoted by Palada (2001) concluded that there are two different factors influencing motivation. They are: (1) hygiene or maintenance factors that consist of elements and conditions in work that makes employees neutrally satisfied. (2) Motivator of content factors, which includes achievement, recognition, responsibility etc.

Gregorio (2000) defined organizing as the activity of arranging and structuring relationships in such a way that a unified effort is done in achieving the goals and objectives of education.

Schermerhorn (1996) emphasized that managers must choose and modify structures to best-fit situational needs.

Aquino (2001) defined controlling as the process that measures current performance toward some predetermined goals.

Schermerhorn (1996) stated that controlling, being the fourth management function, is the process of monitoring performance and taking corrective action as needed. He added that through controlling managers, an active contact with



people in the course of work and interpreting reports on performance are maintained.

Sison (1991) as quoted by Villagracia (2004) defined coordinating as a method of gathering people in an organization; working together to achieve a common goal with minimum expenditure of effort and materials. Coordinating provides the orderly synchronization of effort through correct timing and sequence of execution, resulting in harmonious and unified action in pursuit of common objectives. Sison also added that coordinating is a fundamental function of management to provide an orderly arrangement and execution of the activities; to involve personnel in policies and programs in the various departments; and to achieve their objectives.

Gregorio (1961) stated that evaluation is simply determining how well educational purposes have been achieved. It includes the school survey and teaching. Gregorio added that it is the ultimate major function of supervision in which the purpose is to appraise the outcomes and the factors conditioning the outcomes of instruction and to improve the products and processes of instruction. Evaluation calls for the use of educational tests and measurements.

Furthermore, Massie (1987) stated the eight functions of management. The functions are decision making, organizing, staffing, planning, controlling, communicating, directing and innovating.



Sison (1991) stated that the function of management is to promote and enhance the development of work effectiveness and advancement of human resources in the organization through proper planning, organizing, directing, coordinating and controlling of activities related to the goals of the organization.

Administration

Gregorio (1961) stated that the word administration ordinarily connotes the machinery of an organization and its functions. It refers in general to the plan of organization and how such organization is controlled and operated. It involves direction, control and operation of the organizational activities to accomplish the desired aims and objectives. He added that the major functions are planning, organizing, directing, coordinating, supervising, evaluating, providing leadership, recording, keeping and promoting close school-community relationships.

Knezervich (1975) stated that administration is the way to take charge, to perform and to accomplish duties and responsibilities in the organization. Its functions or processes are anticipating, programming, orienting, staffing, executing, changing, diagnosing, deciding, coordinating, communicating, politicking, and appraising. Administration is important to maintain and expand the relevance, effectiveness and productivity of the organization. It is a way to implement legislative decisions and policies coming from the higher level of the organization because it has a decisive impact to influence members of the organization. Administration shapes values, traits, images, and reputation or



prestige of the organization. It is a means to an end as it is the starting point in studying and accomplishing goals of education.

Reeder (1981) stated that school administration is a means to an end. Schools are maintained only for providing the means to education. Administration should operate the school plant and meet the criteria of excellence in terms of repair, planning, erecting, training and supervising teachers, providing supplies, seeing that all money is economically spent and accounted for, keeping the public informed about the aims, accomplishments and organization of instructional programs.

Supervision

Eye (1971) defined supervision as the systematization of interaction of people responsible in the implementation of interaction of people responsible in the implementation of educational programs. It involves as many staff members as possible so that it can produce positive influence on the accomplishment of objectives or goals of education. In supervision, the supervisor learns to delegate authorities, accepts responsibilities, and gives credit to effective performance of members. The process of supervision includes coordinating, controlling, stimulating, initiating, analyzing, appraising, designing and implementing.

Gregorio (1961) stated that supervision ordinarily aims for the improvement of the total teaching-learning situation and the conditions that affect them. It is a specialized function, which involves leadership in studying,



improving and evaluating teaching-learning situations, and the conditions that affect both teaching and learning. Supervision may also be defined as a process of bringing about the improvement of instruction by working with people who are working with pupils. It is the process of stimulating growth as a means of helping teachers. Adequate supervision is concerned with making adequate provision for all the conditions which are essential to effective teaching and learning through those activities which are primarily and directly concerned with studying and improving conditions which surrounds the teaching of the teachers and the learning of the pupils. The purpose of supervision, therefore, is to supply the leadership which will help the staff members improve the instructional situation and in doing that, to grow professionally themselves.

Gregorio (1961) enumerated the five functions of supervision as quoted by Villagracia (2004):

1. Inspection – surveying the school system to discover problems or defects of the student, faculty, equipment, school curriculum, objectives and methods of instructions together with the conditions that surround them.
2. Training – may take the form of demonstration teaching, workshops, seminars, directed observation, individual or group conference, inter-visitation, professional classes of the use of bulletins and circulars.
3. Guidance – stimulating, directing, guiding and encouraging the faculty to apply instructional procedures, techniques, principles and devices.



4. Evaluation – the ultimate major function of supervision.

Management Performance

Lingbaoan (2005) stated that it is important to know the level of effectiveness of managers' roles because it is in their output that their effectivity and efficiency in school management is measured. A good school administrator utilizes available resources, encourages and assists personnel to achieve desired objectives.

Szilagyi (1981) as quoted by Lingabaoan (2005) defined efficiency as doing things right while effectivity is doing the right things. Efficiency tackles the relationship between input and output and effectivity tackles the degree of goals to be met.

Managers should know how to plan, direct, organize, coordinate, control and evaluate, for them to be effective and efficient in doing their functions. The success or failure of an organization is determined often by the way the organization is managed. The same with the classroom, classroom management is a factor that has an influence in the character and efficiency of the teaching and learning situations.

Gregorio (1960) stated that classroom management refers to the operation and control of classroom activities. Management assumes that its sole purpose is to save time and energy. Therefore, the teacher should thoroughly routinize the details of the daily practice in conducting classroom work or activities.



Gibson (2000) enumerated the three perspectives of effectiveness of management performance, as individual, group and organizational. Individual effectiveness entails task performance of every member of the organization; group effectiveness, organization of members themselves to form programs and accomplish goals of organization; and organizational effectiveness refers to the sum of individual and group effectiveness, synergies in effect where in organizational goals and objectives are transformed to a higher level of effectiveness.

To bring about changes in teaching and learning, school and college leaders at all levels have to work with the staff colleagues, students, parents and governors. Day et al. (2000) discussed the levers for change that are used successfully in the schools in their study. Successful change involves leaders not only understanding the functionalist or managerial aspects of leadership, but also the cultural and political aspects and the contexts in which changes take place Grace (1995). Busher and Harris (1999) suggested that the arenas in which leaders need to operate could be summarized as:

- an awareness of context and the creation of professional networks.
- bridge and brokering between different levels of authority.
- using power to support particular educational values and ideologies.
- creating social cohesion
- mentoring staff development



In addition, middle leaders need to be perceived as modeling successful practice, if they have to gain respect from their staff colleagues and students (Busher, 2005), since teaching is a practical activity as well as a managerial one. Wilkinson and Cave (1988) explored the centrality to effective teaching of teachers being successful managers.

Management Roles of Administrators

Newell (1978) stated that administrative roles involving interpersonal relations warrant special attention, and the reason for this is that interpersonal relations are central to the administration. Any administrator may perform such roles, and in the field of education these roles are usually subsumed under the term supervision. Other terms such as consultant, helping teacher, counselor and coordinator are also used.

Aquino (1985) stated also three administrative roles – consultation, counseling, and supervision.

Consultation is initiated by someone who seeks advice on a problem from someone else whom he considers to be an expert. The people seeking the advice may be designated as the “consultee” and the helping person as the “consultant.” The consultee not only initiates but also terminates the relationship.

In counseling, the person seeks help and both initiates and terminates the relationship. The person who seeks help is called the counselee, and the person who provides help is designated as the counselor. The counseling relationship is



distinctive because it is initiated when an individual has a problem, which is personal in nature. An effective counselor usually offers a minimum of advice, preferring instead to help the counselee identify relevant considerations he would otherwise be inclined to neglect. The counselor must keep all the discussions confidential, and the counselor does not evaluate the counselee.

Supervision is used by a number of the helping professions – and by many industries and businesses as well – to refer to relationships in which one person has authority over another; that is, in the usual boss- employee relationship. These relationships are explicit in the structure of an organization and hence the supervisor's position can readily be identified on an organizational chart. Supervisors are responsible for the work done by each employee under their supervision. It is usually expected that the suggestions and recommendations of the supervisor are to be carried out by the employee. Either the supervisor or the employee may bring up problems related to the work situation, the supervisors implicitly or explicitly makes or approves the decisions, which are made on these problems.

Tanner (1987) enumerated some roles of the following administrators:

1. The superintendent

He assures the district wide conditions necessary for improving the educational program. He is responsible for good teaching and a curriculum tailored to meet each learner's needs.



2. The Assistant Superintendent

A member of the Superintendent's team who is concerned with the function of improving curriculum and teaching. The effectiveness of the assistant superintendent depends on his ability to work well as a team with many people and utilizes his talents in developing an ever improving school program.

3. The Supervisor

The district supervisors are generalists in the sense that they are not specialists in a subject field. However, they have a specialization – the total program of education at a given level of schooling. They bear the responsibility for aiding the assistant superintendent in developing balanced and coherent programs of the elementary and secondary education. What is demanded is a strong leadership combined with professional expertise and commitment.

4. The Principal

The principal's role is to provide moral support for teachers. Research indicates that a "positive climate and overall atmosphere" is essential for the improvement of teaching and learning. Principals must also create a climate in which teachers are encouraged to have an imaginative vision of curriculum. Studies show that "principals consider creating a climate which encourages experimentation and sharing ideas as their most effective contribution to improving instruction.



5. Head Teacher

He works with principals, supervisors, and teachers on curriculum development in their subject fields, assisting teachers with professional improvement, selecting curricular resources with supervisors and teachers; coordinating other departmental activities and interpreting the professional and research literature for application to local conditions.

Lussier (2000) referred management roles as sets of expectations of how managers will behave to a given situation.

Szilagyi (1981) as quoted by Lingbaoan (2005) identified series of roles. These are interpersonal, information and decisional roles. Along the area of interpersonal roles, managers acts as figureheads who serve as symbolic heads of the organization; as leaders who hire and motivate subordinates; and as liaisons who interact with other people outside the organization. On informational roles, managers become monitors who collect and receive information; disseminators who transmit information to peers and subordinates inside the organization. Finally, on decisional roles, managers become entrepreneurs, disturbance handlers, resource allocators and negotiators. As entrepreneurs, managers initiate and supervise designs of projects when opportunities arise. As disturbance handlers, managers are responsible for corrective actions when the organization faces conflicts with unexpected crisis. As resource allocators, they designate subordinates to their field of specializations, allocating funds according to priority



needs. Lastly, managers become negotiators when they represent the organization in bargaining negotiations.

Covey (1989) added that on interpersonal roles, the school administrators must give purpose and directions to subordinates works and functions. They also lead the shaping of desired school cultures and values. On informational roles, they should utilize appropriate communicative aids using effective counseling skills with staff, students and parents. They should also express ideas clearly in writing appropriately for different kinds of audiences. They should also enlist public participation and give support in the formation of collaborative relationship of all people involved in the organization. On decisional roles, school administrators should apply logical decisions and conclusions based on ethical and moral alternatives and approaches and should give priorities to significant issues.

Management Skills

Management skills refer to the ability and expertise of administrators in doing the task of management. Gibson et al. (2000) stated that managerial skills are specialized and cultured actions employed by managers to achieve desired goals in management. Management skills are developed through education, experiences and mentor-student relationship.

Furthermore, Whetten, A. et al. (2005) differentiated managerial skills from other kinds of managerial characteristics and practices. First, managerial



skills are behavioral. They are not personality attributes or stylistic tendencies. They are consisting of identifiable sets of actions that individuals perform and that leads to certain outcomes. Second, managerial skills are controllable. The performance of these behaviors is under the control of the individual. Skills may certainly engage other people and require cognitive work, but they are controllable behaviors. Third, managerial skills can be developed. Performance can improve. Individuals can progress from less competence to more competence in managerial skills. Fourth, managerial skills are interrelated and overlapping. It is difficult to demonstrate a skill in isolation from others. Skills are not simplistic, repetitive behaviors; they are integrated sets of complex responses. Effective managers, in particular, must rely on combinations of skills to achieve desired results. They should develop a constellation of skills that overlap and support one another and that allow flexibility in managing diverse situations. Fifth, managerial skills are sometimes contradictory or paradoxical. For example, the core management skills are neither all soft nor humanistic in orientation nor all hard driving and directive. They are oriented neither toward teamwork and interpersonal relations exclusively nor toward individualism and technical entrepreneurship exclusively. A variety of skills are typical of the most effective managers, and some of them appear incompatible.

Lussier (2000) as quoted by Lingbaoan (2005) stated that organizations are looking for employees with good general management skills because



enlightened management is rare in conventional practice. The skills to get along, and communicate well with people are becoming rarer and rarer in organizations. Much more, managers' skills of having business knowledge, leadership abilities, sound judgment, planning and setting abilities are now becoming rare among managers.

Administrators should use every skill and should be centrally concerned with the purpose or aims of education. It is directed at the achievement of certain educational objectives (Bush, 2005).

Kakabadse (1999) as quoted by Villagracia (2004) stated that an effective leader should possess well-tuned conceptual skills so that he can see opportunities where others cannot and can capitalize on current trends in order to turn them into future advantage. He added that leadership requires the development of key aspects of character, namely a balance ambition, ability and clear conscience, so that the leader can see what is an ethical and appropriate action in the organization.

Jerkins (1969) stressed that the necessary training in the basic skills and abilities are needed for potential leadership. Human relation skills are important elements of administrative behavior, which are essential in dealing with subordinates.

Lussier (2000) and Gibson and company (2000) integrated and innovated management skills into three types. These are technical, human or communicative



and conceptual or decision-making skills. Technical skills are abilities to use tool equipments, gadgets; and to use techniques, approaches, procedures and methods in specialized manners. Human skills are abilities to select, motivate, work with and lead employees. Conceptual skills are abilities to integrate and coordinate the two stated skills and transfix them into accomplishing goals of organization. Under conceptual skills, excellent managers in companies bring out the technical skills of employees, motivate them to accomplish excellent performance and make the companies progressive and successful.

The largest portion of the administrator's time is spent in some phase of human relations with teachers, classified employees, parents, the general public, community leaders, other administrators, and pupils so he has to strengthen his human skills. Although it is difficult to schedule human relations, he should allot blocks of time for this phase of his work (Stoops, 1981).

What then differentiates effective managers from less effective managers? If developing management skills is crucial for organizational success, what skills ought to be the focus of attention? Whetten, A. and Cameron, K. (2005) suggested ten skills of effective managers. These are verbal communication (including listening); managing time and stress; managing individual decisions; recognizing, defining, and solving problems; motivating and influencing others; delegating; setting goals and articulating a vision; self-awareness; teambuilding and managing conflict.



Factors Affecting Teacher's Performance

Ruiz (1972) stated one factor that could affect teachers' performance, which is low morale. He stated that morale is important in the teaching profession, as in other areas of human endeavor. Wholesome morale makes teachers and employees eager to work hard and to fight indifference. Even though the "going is rough" if morale is high, the teachers usually do not mind the many incidents which would normally scuttle effective administration if morale were low. High morale stimulates loyalty, cooperation, and teamwork, all of which are essential in the teaching profession. Obviously, one of the supervisor's responsibilities is the development of morale. Ruiz also enumerated the factors, which affect teacher's morale. These are grouped under (a) those which have to do with personal matters, not related to the job, (b) those which have to do with the job, such as acts of supervisors or peers, and (c) those which come from outside the school.

Personal Factors. Personal factors such as attitude towards teaching, personal problems strictly unrelated to the job, and similar matters affect the teacher's morale. There are people who teach but have no interest at all in teaching. They have been employed or have sought employment just to make a living. They do not derive satisfaction in the performance of their jobs and would rather leave the profession if there were another place to go.



Also, it is difficult to maintain individual or group morale if teachers have personal worries. Mayo (1945) found that some of the failures of employees in industry during work hours were due to conditions not related to their jobs. If a teacher is worried because of perennial problems at home, her morale in the profession is naturally low. She brings her personal problems to the classroom, unfortunately.

The problem is whether the supervisor or the administrator should become involved in the personal affairs of the teachers. Some teachers might not like the idea; others may appreciate the superiors concern. Some administrators believe that life of the teacher outside the school is her business; others think that the administrator should endeavor to help her make effective adjustment where such adjustments are necessary for more efficient and effective performance. Those who object to the idea believe that such matters are not within the province of supervisors, who may not be guidance workers. In any case, the supervisor should try to be understandable and should not be too hard on the teacher.

Factors which have to do with supervisors' and administrators' acts.

Another important element in boosting morale among the rank and file of teachers is the confidence in the integrity and good intentions of their superiors. The good acts of supervisors and administrators afford excellent examples of what can be done to sustain morale of individual teachers or to maintain esprit de corps among the faculty. If there is evident practice of corruption, unfairness and favoritism on



the part of the superiors, naturally esprit de corps is very low. It can be playing favorites for group or for personal reasons, or merely to be suspected of doing so.

Morale rests, for another thing, upon recognition. Teachers, like other people, crave notice of their own achievements and respond to public or peer recognition given to success of their efforts. This is natural. He is a wise supervisor or administrator who takes time to commend the teachers, either verbally or in writing, for the good things they do.

Outside factors that affect morale. Morale in the teaching profession, as in other branches of government, is adversely affected by political interference. Politics has disrupted the government service because politicians have interfered with appointments of officials in the service. Aldana (1956) points out that politics has been making “almost periodic incursions in the rank and file of the teaching service.” When politicians insist that their recommendees be appointed to certain positions in the teaching service, the merit system is ignored and morale breaks down.

Small (1955) enumerated the evidences of the presence of morale on the part of the faculty. Some of these evidences are:

1. Enthusiasm and self-confidence of the teacher is normally willing to make decisions and to accept full responsibility for any action she has taken.



2. Respect for those in authority and the fellow workers. If the teacher shows respect for authority and if she feels confident that she is also respected and liked by the group, the chances are that the teacher has high morale.
3. Satisfaction with enjoyment of her work. If the teacher is satisfied with her work and enjoys it, is proud of its usefulness and of her achievement, no matter how little, her morale is likely to be high. Recognition by superiors of such achievement and giving credit is due may inspire the teachers to work hard to accomplish their goals, if only to justify the superiors' esteem and confidence.
4. Security in the future and confidence in being retained in her position. Because of this security, the teacher is usually free from worry, is cheerful, and contented.

The following are suggestions on how to improve morale as stated by Ruiz (1972).

Some of the hints that principals and supervisors should remember in connection with the development of morale are:

1. Evaluation of teacher's performance should be in terms of objective data and interviews, rather than on personal considerations or casual observation.



2. Provision of opportunities for teachers to try new methods and to exercise freedom to attack problems.
3. Recognition of achievement and giving public credit to whom credit is due.
4. Cooperative approaches and participative decision-making.
5. Supervisors and principals will improve morale of teachers if they look at their work, as an opportunity to serve teachers in improving their work.
6. Leadership that is stimulating, cooperative, impartial, and understanding.
7. Faith and confidence in the ability of teachers by administrators.
8. Professional expertise on the part of leaders.
9. Understanding, acceptance, and realization of the importance and social value of the activities and objectives of the work.
10. Security of positions.

Aquino (1985) stated that the staff evaluation could also affect teachers' performance. Administrators should pursue the rating practices in the spirit of fairness, justice, thoroughness, and with high professional standards. Administrators should see evaluation as a series of multiple activities not as a single entity. For instance, an administrator and the teacher should meet early in the school year on the expectations for the teacher. Then evaluative sessions are



necessary throughout the year to determine how well proposed goals are being achieved, expectations met, and individual needs fulfilled. Final evaluation, near the close of the school year, is summative and will reproduce less discord since formative evaluation has already been employed. In subsequent years, new goals and expectations will be proposed to allow the teacher to continue to grow professionally and personally.

Harris (1963) suggested that teachers' performance is clearly associated with characteristics of teachers or the patterns of classroom behavior which might be important in distinguishing the outstanding teacher from the poor teacher. He enumerated three major patterns of observed teacher classroom behavior that were found to exist.

Pattern Xo – Friendly, understanding, sympathetic versus aloof, egocentric, restricted teacher behavior.

Pattern Yo – Responsible, systematic, businesslike versus unplanned, slipshod teacher behavior.

Pattern Zo – Stimulating, imaginative, surgent versus dull, routine teacher behavior.

Guillermo (1996) quoted some factors that affect teachers' performance in the following studies:



Afable (1981) stated that the frustrating factors in the work of a teacher can cause anxiety to her. These are financial difficulties, the attitudes of the community, continued close association with innovative minds, unsatisfactory progress of pupils, disciplinary problems, and possible loss of position.

Davis (1985) revealed that the factors affecting teacher performance dealt on instructional problems. These are testing and evaluation; motivation; diagnosing and correcting difficulties; modes of preparation; individual differences; transfer of learning; relationship with administrators; lack of materials and equipments; and curriculum and extra-curricular activities.

Lastly, Trimos (1985) found out in her study the following factors that have significantly affected the teaching performance of the teachers in Isabela State University. These are eligibility, length of teaching experience, years of teaching high school students in Isabela State University, monthly salary, administrator/superior factor, teacher factor, school facilities, and environmental factors.



Conceptual Framework

Administrators are doing a big part in the realization of the objectives and goals of the educational system in our country. In this case, they play one of the most important roles in molding the future leaders of our country. The same with the teachers, leadership styles, skills and roles of administrators have a great effect on them. Crowther (2002) stated that the leadership styles of administrators are one of the factors that greatly affect teachers that are manifested in their performance. The administrators' conduct, manners, competencies and attitudes were found to greatly affect their teachers' performance.

It is assumed that teachers are effective when the school managers are also effective in doing their management skills as to technical, human and conceptual skills. In the same manner, when school managers are very accommodating, approachable, enthusiastic and show deep concerns for their teachers' needs, a happy and vibrant relationship among administrators and teachers can be evident, and eventually leads to better performance.

Teachers also look up to administrators who act with dignity; encourage people constantly; maintain cohesive relationship with other people inside the organization; maintain links with higher officials in and out of the agency; disseminates necessary information to peers and subordinates; and updates and prepares the members for any change. As stated by Cunningham and Cordiero



(2000) educational leaders must be role models who support and nurture successful teaching-learning environment.

The effectiveness of any organization depends upon its management function, including the kind and amount of roles and skills practiced by managers (Cartetter, 1962).

Abalos (1982) concluded that the typical problems of teachers regarding their administrators that may affect their performance range from the administrator being unapproachable, a disciplinarian, indifferent to progressive ideas, meddling too much in the affairs of the class, and practicing favoritism. These problems can be classified under management roles and management skills.

Chase (1951) stated that school administrators should possess the following skills: technical skills, human relation skills and conceptual skills. Technical skills refer to methods; techniques and processes, which will help, improve quality of instruction. Human skills deal with the ways of associating with people in the school and the public. Conceptual skills involve the ability to see the organization as an entity and understand the interrelationship of the staff members.

Knezevich (1962) stated that administrators should motivate their subordinates to accomplish the purposes of the organization. Administrators should know how to motivate teachers and others in the school system through his



choice of rewards and punishments as well as his administrative style. The administrator must be concerned with what makes people behave as they do.

Aquino (1985) affirmed that one of the school administrator's obligations specified in the Education Act of 1982 is that he or she "shall be accountable for the efficient and effective administration and management of the school." This includes personnel management consisting of the non-teaching and teaching personnel.

Figure 1 shows the relationship between the independent and dependent variables. The independent variables are the management roles and skills of the administrators. The dependent variables are the effects of the management roles and management skills of administrators towards higher teacher performance using the five-point likert scale as follows: much effect, moderate effect, fair effect and no effect. Included as the dependent variables are the manifestations of management roles and management skills by administrators using the four-point likert scale as follows: fully manifested, moderately manifested, fairly manifested, partially manifested and not manifested.



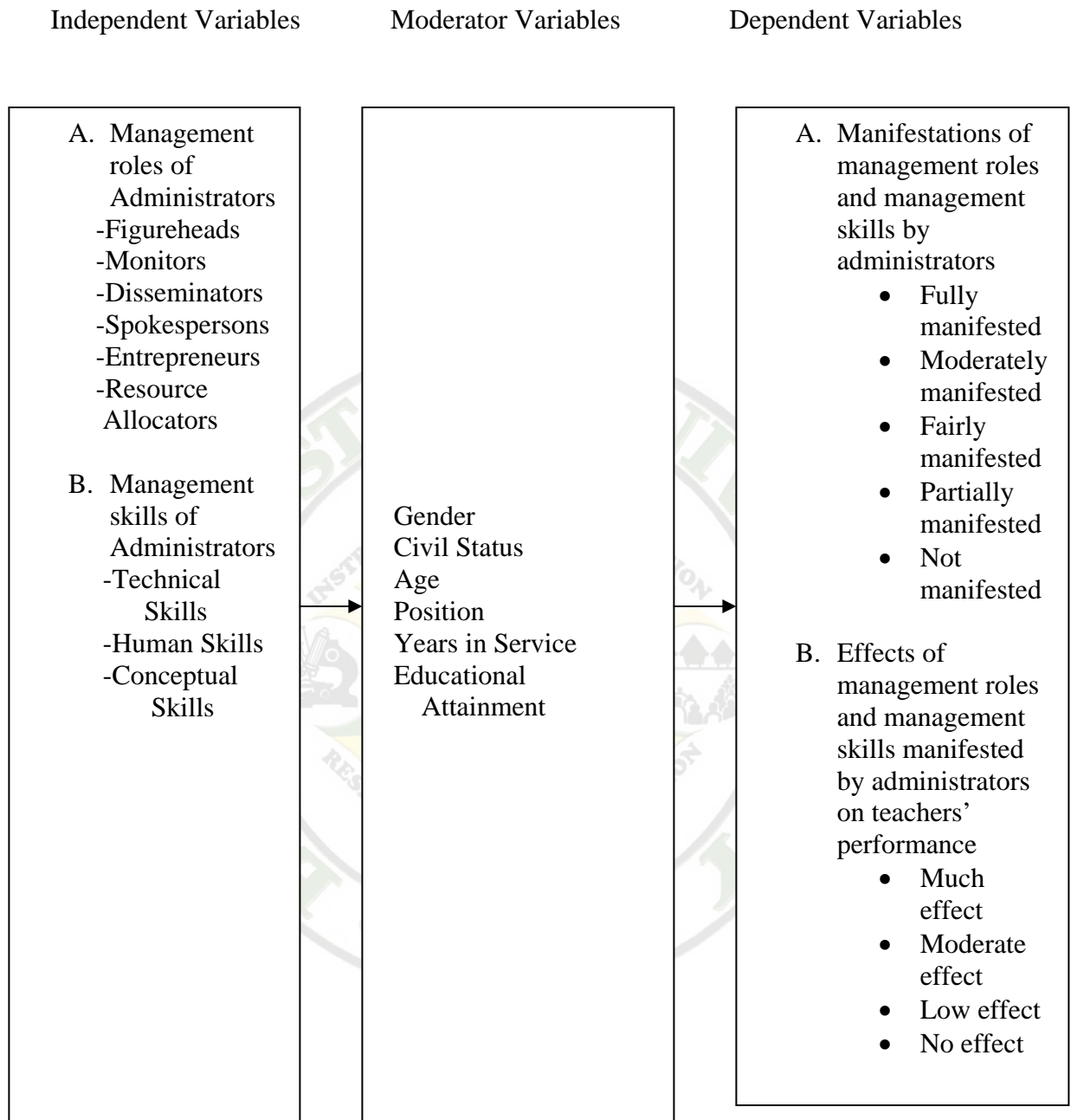


Figure 1. Paradigm of the study showing the interrelationship of variables.



Operational Definition of Terms

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

Administrators refer to the school heads or the principals, the head teachers and the teachers in charge.

Disseminator roles refer to the distribution of informations to subordinates.

Conceptual Skills refer to the ability of administrators to see the organization as a whole. It is the ability to integrate technical and human skills and transfix them into accomplishing the goals of the organization.

Entrepreneur roles refer to the ability of administrators to initiate change voluntarily. He receives new ideas, launches them and develops them to reality in order to promote the organization.

Effects refer to the results in which the management roles and skills affect the performance of the teachers as seen in their observable traits and behaviors. The level of effect is measured as much effect, moderate effect, fair effect and no effect.

Factors refer to the management roles and skills of administrators that will affect the teacher's performance.

Figurehead roles refer to the roles of the administrators in promoting interpersonal relationships and taking charge of hiring, training motivating and encouraging people in the environment.



Human skills refer to the ability of administrators to work with, understand and motivate other people either as individuals or as groups.

Management roles refer to the behaviors of the administrators associated to their functions in a particular office. They are also sets of expectations and are classified into interpersonal, informational, and decisional roles. Interpersonal when administrators act as figureheads, leaders and liaisons in the organization; informational when administrators monitor, disseminate, and serve as a spokesperson in the organization; decisional when administrators become entrepreneurs, disturbance handlers and resource allocators.

Management skills refer to the abilities and expertise of administrators in school management. These are their technical skills, human skills, and conceptual skills. They are also referred to as specialized and cultured actions employed by school administrators to achieve the desired goals of management.

Monitor roles refer to the functions of administrators in seeing and facilitating the everyday activities of the school

Manifestation of Management roles and skills refer to the level of practicing the roles and skills by the administrators. The level of manifestations is measured as fully manifested, moderately manifested, fairly manifested, partially manifested and not manifested. Fully manifested when administrators practice 100 – 96 percent of the management roles and skills; moderately manifested when administrators practice 95 – 91 percent of the management roles and skills; fairly



manifested when administrators practice 90 – 81 percent of the management roles and skills; partially manifested when administrators practice 80 – 71 percent of the management roles and skills; and not manifested when administrators practice below 70 percent of the management roles and skills.

Profile refers to the respondents' age, sex, civil status, position or designation and educational attainment. Age refers to the period of life, which is measured from birth date to the last birthday of the respondents. Sex is whether one is male or female by which the respondents are distinguished. Civil status is the condition where in the respondents are categorized as married or not. Position refers to the condition, title or authority which respondents act upon. Educational attainment is 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.). Years in service refer to length of employment.

Resource allocator roles refer to the job of administrators in deciding how and to whom the resources of the organization and the managers' own time is allotted.

Spokesperson roles refer to the relaying of informations to people outside the organization.

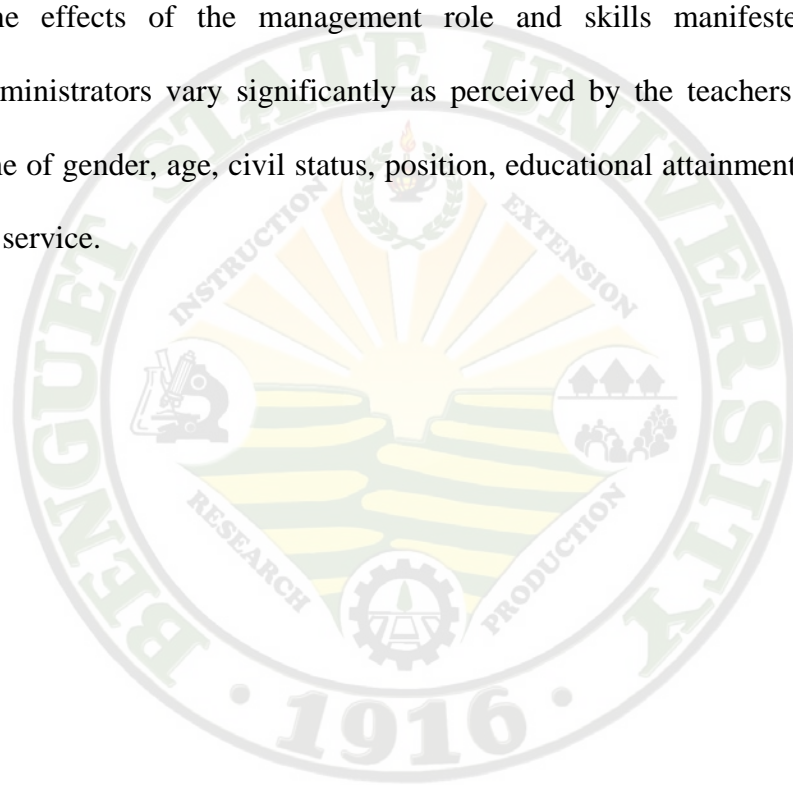
Technical skills refer to the ability of administrators in using tools, procedures and techniques in specialized fields.



Hypotheses of the Study

The following hypotheses were put forward for testing:

1. The level of manifestations of management roles and skills differ significantly as perceived by the teachers along gender, age, civil status, position, educational attainment and years in service.
2. The effects of the management role and skills manifested by the administrators vary significantly as perceived by the teachers along the line of gender, age, civil status, position, educational attainment and years in service.



METHODOLOGY

Locale and Time of the Study

The study was conducted in all the elementary schools in the district of Besao, Division of Mountain Province. These are Besao Central School, Besao Elementary School, Soquib Primary School, Banguitan Elementary School, Bunga Elementary School, Catengan Elementary School, Panabungen Elementary School, Pangweo Elementary School, Tambuan Elementary School, Dandanac Elementary School, Ambagiw Elementary School, Payeo Primary School, Gueday Primary School, Lacmaan Primary School and Agawa Elementary School as shown in Figure 3. An administrator; a principal, a head teacher or a teacher in charge supervises these schools.

Figure 2 shows the municipality of Besao as the locale of the study. The District of Besao is one of the municipalities of Mountain Province. It is located in the boundary of Mountain Province, Ilocos Sur and Abra. The inhabitants of the municipality are all Kankanaey. They belong to the ethnic group of APPLAI.

Most of the people in the municipality are engaged in farming as their source for a living. They produce rice, corn and vegetables as their main products. Some of the people are educated enough; some are lawyers, teachers, doctors, nurses, engineers, office workers and other high-paying jobs.



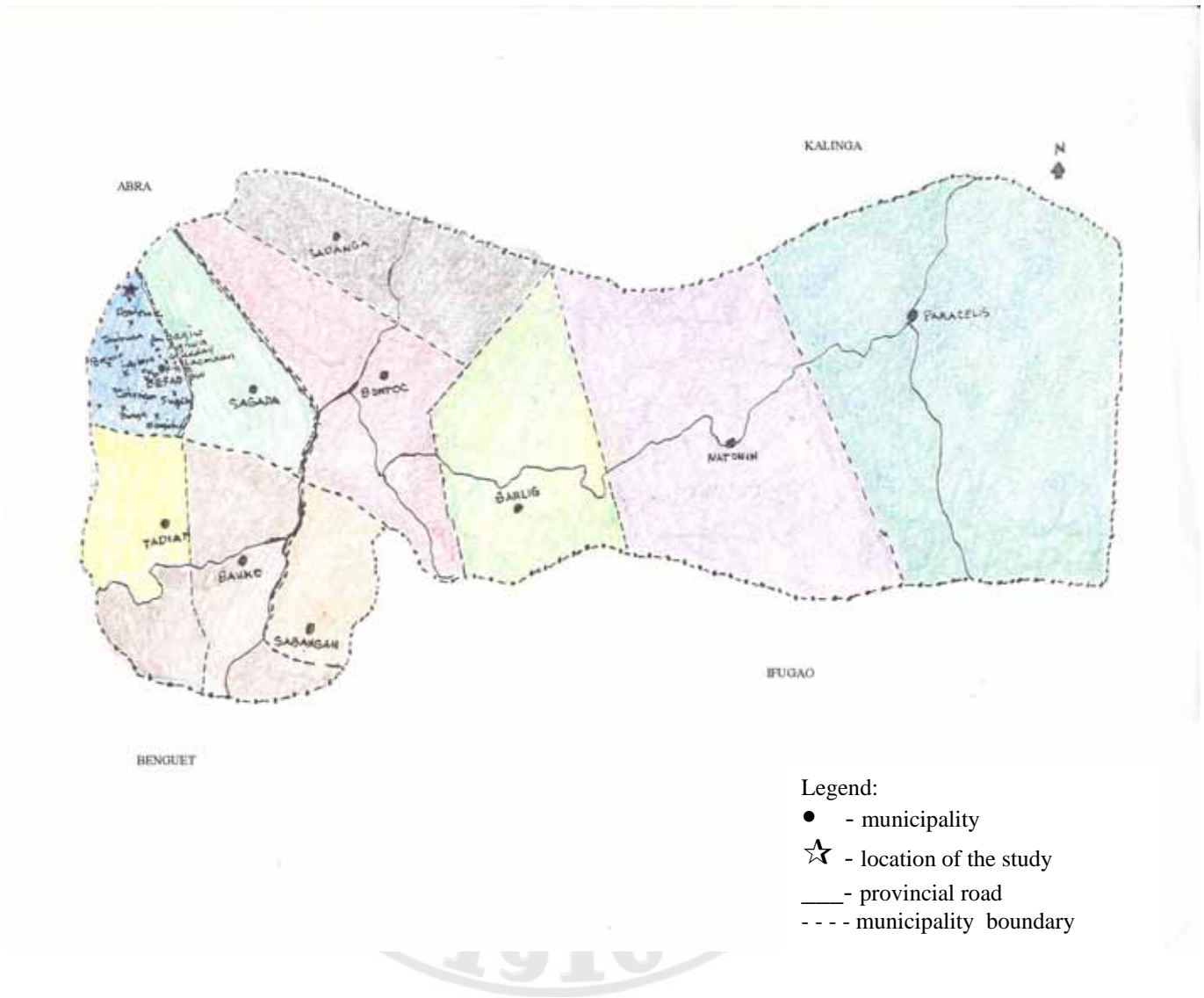
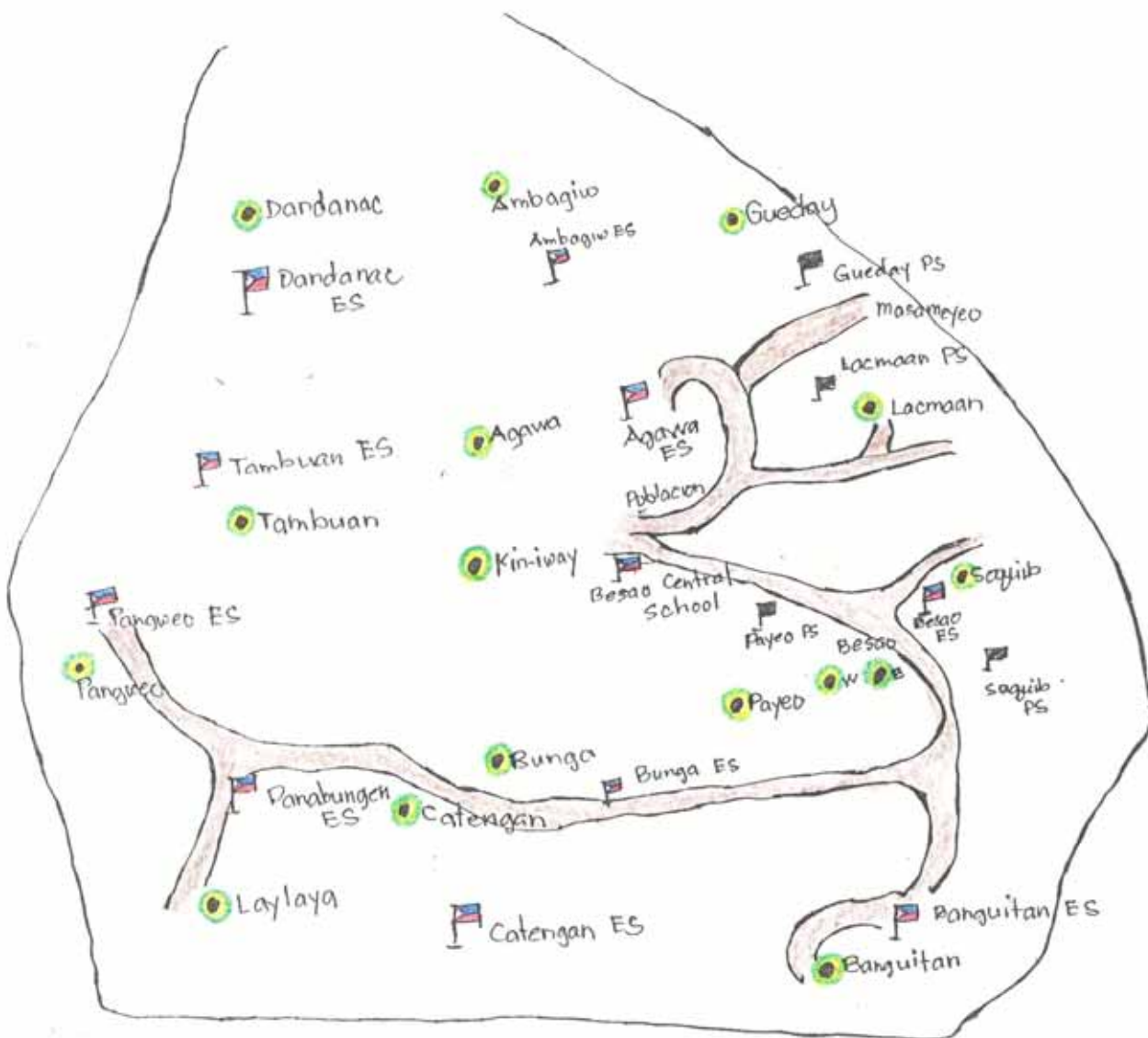


Figure 2. Map of Mountain Province showing Besao, the municipal locale of the study





Legend:
 ● - Barangay
 🚩 - Elementary school
 🚩 - Primary school

Figure 3. Map of Besao showing the elementary schools as the locale of the study



Respondents of the Study

The respondents of the study are the classroom teachers in the fifteen elementary and primary schools in the district. Table I shows the distribution of the respondents.

Instrumentation

The study used the descriptive method of research with survey questionnaire as the main instrument of gathering data. It was prepared after an adequate stock of information was acquired through intensive and extensive reading of literature and studies that have relevance to this research. A sample of the questionnaire was formulated and was revised upon the suggestions of the thesis panel and adviser.

The questionnaire has two parts, Part I is on the personal profiles that includes gender, age, civil status, position, educational attainment and years in service. Part II is the manifestations of the management roles and management skills of administrators and their effects on the teachers' performance.

Data Collection

The researcher asked permission from the district supervisor of the District of Besao, Division of Mountain Province to administer the questionnaires. When



it was approved, the researcher personally administered the survey questionnaires to the teachers. He personally retrieved the questionnaires.

TABLE 1. Respondents in the fifteen elementary schools

Name of School	No. of Teachers
Besao Central School	10
Besao Elementary School	7
Banguitan Elementary School	6
Catengan Elementary School	6
Bunga Elementary School	4
Panabungen Elementary School	7
Pangweo Elementary School	2
Tambuan Elementary School	6
Dandanac Elementary School	3
Ambagiw Elementary School	3
Agawa Elementary School	9
Gueday Primary School	4
Lacmaan Primary School	1
Payeo Primary School	3
Soquib Primary School	1
TOTAL	72



Statistical Treatment of Data

The responses of the respondents was analyzed, interpreted and presented in tables in consonance with the sequence of the specific problems given.

On the profile of the teachers, the frequency and percentage was used.

On the level of manifestations of the management roles and skills a 5 – point likert scale was used: 5 (4.21-5.00) indicates fully manifested; 4 (3.41-4.20) indicates moderately manifested; 3 (2.61-3.40) indicates fairly manifested; 2 (1.81-2.60) indicates partially manifested; and 1 (1.0-1.80) indicates not manifested at all.

On the effects of management roles and skills manifested by administrators, a 4 – point likert scale was used: 4 (3.26-4.00) indicates much effect; 3 (2.51-3.25) indicates moderate effect; 2 (1.76-2.50) indicates fair effect; and 1 (1.0-1.75) indicates no effect.

The significant differences on levels of manifestations and effects of management roles and skills of administrators on performance of teachers as to the profile of respondents were determined using the Two-way Friedman's Analysis of Variance by ranks. The formula is as follows:

$$X^2_r = 12/NK (K+1)\Sigma(R_1)^2 - 3N(K+1)$$

Where:

$$X^2_r = \text{Friedman's two way ANOVA by ranks}$$



N = Number of rows

K = Number of columns



RESULTS AND DISCUSSION

This section deals with the analysis and interpretation of the data on the profile of respondents, the level of manifestation of management roles and skills as perceived by the teachers and the effects of these management roles and skills on the performance of teachers.

Profile of the Respondents

The profile of the teacher respondents refers to the gender, civil status, age, position, years in service and educational attainment.

Gender. Table 2 shows that there are 12.5% male and 87.5% female teachers in Besao, Mountain Province. This shows that there are more female teachers than male teachers. The result jibes with Sameon's study (2002) as quoted by Domerez (2005) stated that teaching is a "feminized" profession since the nineteenth century because women were readily a substitute for men who were away from teaching to work in business and industrial economy. Women were generally believed to have natural maternal tendencies that made them particularly well suited to work with children; and women shoulder significantly greater domestic and child-rearing obligations than men. Sito (1998) also stated that females are more inclined into teaching. Toyoken (2002) also stated that males prefer to take up high paying job courses like business management since they are expected to be breadwinners.



Table 2. Profile of Teachers in the Elementary Schools in Besao, Mt. Province

	Frequency	%	Rank
A. Gender			
Male	9	12.5	2
Female	63	87.5	1
Total	72		
B. Civil Status			
Single	7	9.72	2
Married	65	90.28	1
Total	72		
C. Age			
21-25	1	1.38	9
26-30	6	8.33	5.55
31-35	7	9.72	4
36-40	15	20.8	2
41-45	15	20.8	2
46-50	15	20.8	2
51-55	3	4.17	8
56-60	4	5.56	7
61-65	6	8.33	5.5
Total	72		
D. Position			
T1	29	40.88	1
T2	16	22.22	3
T3	19	26.39	2
MT1	5	6.94	4
MT2	3	4.17	5
Total	72		
E. Years in Service			
0-5	15	20.8	2
6-10	16	22.22	1
11-15	13	18.06	3
16-20	9	12.5	4
21-25	6	8.33	5
26-30	3	4.17	8
31-35	4	5.56	6
36-40	3	4.17	8
41-45	3	4.17	8
F. Educational Attainment			
M.A./M.S.	14	19.44	3
BEED/BSEED	26	36.11	1
BSAE	6	8.33	4
BSAH	5	6.94	5
With M.A./M.S. units	21	29.17	2
Total	72		



Civil Status. As shown in table 2, almost all the respondents are married, where in 9.72% are single. This may be inferred from the reason that it is biblical to marry; based in the Proverbs 18:22 that he who finds a wife, finds what is good and receive favor from the Lord. The findings corroborate the observations of Toyoken (2002) that teachers marry first before they enter the field of teaching, because they believe that with the nature of their work, they will have no time to look for their partners in life. Others marry while they are in service. However, a survey shows that it is in the DepEd where we can find the most number of bachelors as compared to other government agencies.

Age. A great majority of the respondents range from 36 - 40, 41 - 45, and 46 - 50 with the same percentage of 20.8% of the total respondents. Of the 72 respondents, 19.43 % belong to the youngest group (ages 21 - 35), 62.4 % belong to the second group (ages 36 - 50), and 19.06% are the oldest group (ages 51 - 65).

The finding shows that a great majority of teachers are in the middle age group and only few are near the retirement period, for the reason that recruitment at present is very difficult resulting to only few young teachers and old teachers opted to retire even before reaching the retirement age because according to them the teaching profession becomes more difficult. Mr. Paulino Naoy Jr. (Principal I) stated that there is a difficulty in filling up vacancies nowadays because of the E.O. 47. One reason also for the occurrence of few young teachers is because of



the new guidelines in hiring. The new guidelines of hiring credits the LET results, educational attainment, length of experience, personal characteristics etc, so young teachers have to enroll first in graduate school to improve their educational qualification before applying.

Position. Table 2 shows that most of the teachers are Teacher I with a percentage of 40.28%, 22.22% are Teacher II, 26.39% are Teacher III, 6.94% are Master Teacher I and 4.17% are Master Teacher II. The finding indicates that most of the respondents occupy the lowest position and they range from the age of 36 to 50. This may be because most of them have been in the service only for less than ten years. One reason also is that promotion in the DepEd is slow because it is based on available items in accordance with E.O. 47, which states that there is no filling up of vacancies unless approved by the Regional Office considering that it follows certain guidelines.

Years in Service. Table 2 reveals that most of the teachers are young in the service although their ages range from 36-50. The finding indicates that a lot of teachers are employed for the past ten years. This also indicates that teachers entered the service at different years; however, most of the respondents are still young in the service because they were employed later. It means that there are still more years for improvements and teachers can learn many things as the years go by (Patong, 2003). As Picpican (2002) suggested that administrators and teachers should continue to participate in the relevant activities, seminars,



workshops, conferences, and attend special course relevant to leadership effectiveness to upgrade and broaden their experience, knowledge, skills and abilities.

Educational Attainment. Table 2 shows that most of the respondents are graduates in Bachelor in Elementary Education. A great majority also of the respondents has taken some master's units but stopped may be because of lack of time since they are all busy with their families. Some teachers also have obtained their Masters Degree because they want to advance their educational qualifications, an attitude which is not only beneficial to them but also to their students. This corroborates the statement of Bugtong(2001) that workers who have earned higher degrees such as master's or doctorate are efficient or competent. Teachers with master's or doctorate degrees perform better than those with only bachelor's degree because they have undergone advanced academic training. In addition, Patong (2003) stated that it is assumed that teachers with higher educational qualification are more equipped with more knowledge and skills that can be used or incorporated in schools.



Management Roles and Skills Manifested
by the Administrators as Perceived
by the Teachers

Perception of teachers can be different from the perceptions of administrators when it comes to the management roles and skills manifested by them.

Table 3 shows that the average weighted mean of teachers' perception on the management roles manifested by the administrators is 4.03, which is described to be moderately manifested. It is deduced therefore in the findings that in general the management roles were moderately practiced as claimed by the teachers. This implies that administrators are not exerting all their effort to fully manifest their management roles in order to strengthen their leadership. However, they fully manifest the role of being spokespersons and resource allocators as shown by the weighted mean of 4.27 for the former and 4.23 for the latter. This implies that the administrators are fully exercising their roles as spokespersons and resource allocators. Stoner and Wanker(1987) stated that managers should communicate information to people outside the organization. In addition, Certo (1985) stated that a manager is responsible for deciding how and to whom the resources of the organization and the managers' own time is allocated. He analyzes and screens all-important decisions before these are put into action.

Table 3 also shows that the administrators moderately manifest the roles of being figureheads, monitors, disseminators and entrepreneurs. This implies that



Table 3. Management Roles and Skills Manifested by the Administrators in Besao, Mt. Province as Perceived by the Teachers

A. Management Roles	Weighted Mean	Descriptive Equivalent	Rank
1. Figurehead	3.68	Moderately manifested	5
2. Monitor	4.07	Moderately manifested	4
3. Disseminator	4.13	Moderately manifested	3
4. Spokesperson	4.27	Fully manifested	1
5. Entrepreneur	3.79	Moderately manifested	6
6. Resource Allocator	4.23	Fully Manifested	2
Average Weighted Mean	4.03	Moderately Manifested	
B. Management Skills			
1. Technical Skills	3.94	Moderately Manifested	2
2. Human Skills	3.88	Moderately Manifested	3
3. Conceptual Skills	4.00	Moderately Manifested	1
Average Weighted Mean	3.94	Moderately Manifested	

Scale:

Numerical Value:	Units	Descriptive Equivalent
5	4.21 – 5.00	Fully manifested
4	3.41 – 4.20	Moderately manifested
3	2.61 – 3.40	Fairly Manifested
2	1.81 – 2.60	Partially manifested
1	1.0 – 1.80	Not manifested



the administrators are not fully exercising their roles as figureheads, monitors, disseminators and entrepreneurs because they may give greater priorities to other roles or they may just ignore them. This finding does not jibe with the statement of Certo (1985) when he cited that managers could not ignore his/her management roles if the organization has to smoothly. He added that as a figurehead, the manager has to perform certain ceremonial duties – greeting visitors, attending weddings of subordinates, taking a visitor to lunch, attending to a guest, etc. It does not also corroborate with the statement of Stoner and Wanker (1987) as to disseminators when they added that managers distribute information fully to the subordinates. In the role of being entrepreneurs, the result does not conform to the statement of McNerney (1962) when he stated that a school administrator is expected to provide a healthful environment for the improvement of instruction. He should inspire and encourage teachers to provide pupils atmosphere conducive to learning.

Table 3 shows the level of manifestations of administrators' management skills. It shows that the average weighted mean is 3.94, which is described to be moderately manifested. The finding implies that the administrators did not exert effort to practice fully their management skills, which have a great effect on the teachers' capabilities. It further shows that they are not fully exercising their conceptual, technical and human skills and they are not aware that it rebounds to the effectiveness of their management. The finding does not corroborate with the



statements of Certo (1965) that managers or administrators' exercise of conceptual skills enables them to understand the relationship of the organization to its environment and that changes in one part of the organization affect the rest of the organization. Gregorio (1961) added that conceptual skills unify human and technical skills to achieve the goals of the organization. The skills also relate to organizing integrated activities, resources and personnel to make work easy and fully satisfying to workers. The result also shows that administrators exercise less effort on human skills. This contradicts Morales (1998) statement that administrators should exercise tact and diplomacy in dealing with people. They exist for the reason of practicing leadership with teachers and co-workers, so they can work harmoniously for the attainment of a common goal.

Level of Manifestations of Management Roles and Skills as to Profile

Table 4 shows the manifestations of management roles and skills as to the profile of the respondents.

Gender. The computed chi square value of 5.22, 5, and 4.50 are higher than the tabulated chi square value of 3.84 at 0.05 level of significance. This means that the hypothesis stating that the manifestations of management roles as figureheads, monitors, and entrepreneurs differ significantly as perceived by the teachers along gender is accepted. This implies that males perceive the management



Table 4. Level of Manifestations of Management Roles and Skills According to the Profile of the Respondents

	Gender	Civil Status	Age	Position	Years in Service	Educ. Attainment
1. Figurehead	5.22 ^s	16.56 ^{hs}	74.57 ^{hs}	31.01 ^{hs}	55.98 ^{hs}	53.93 ^{hs}
2. Monitor	5.00 ^s	5.00 ^s	17.71 ^s	13.92 ^{hs}	22.29 ^{hs}	9.48 ^{ns}
3. Disseminator	0.12 ^{ns}	0.12 ^{ns}	28.71 ^{hs}	10.93 ^s	6.32 ^{ns}	15.68 ^{hs}
4. Spokesperson	0.20 ^{ns}	4.00 ^s	26.00 ^{hs}	16.40 ^{hs}	14.51 ^{ns}	11.20 ^s
5. Entrepreneur	4.50 ^s	2.00 ^{ns}	41.35 ^{hs}	17.88 ^{hs}	13.70 ^{ns}	21.80 ^{hs}
6. Resource Allocator	0.00 ^{ns}	1.00 ^{ns}	17.08 ^s	10.40 ^{hs}	4.31 ^{ns}	12.25 ^s
B. Management Skills						
1. Technical skills	3.25 ^{ns}	2.21 ^{ns}	33.43 ^{hs}	19.68 ^{hs}	13.56 ^{ns}	7.41 ^{ns}
2. Human skills	3.20 ^{ns}	4.05 ^s	85.02 ^{hs}	60.84 ^{hs}	10.23 ^{ns}	61.02 ^{hs}
3. Conceptual skills	3.63 ^{ns}	1.69 ^{ns}	73.46 ^{hs}	11.50 ^{hs}	6.31 ^{ns}	37.14 ^{hs}

Legend: hs = highly significant
s = significant
ns = not significant

roles of figureheads, monitors and entrepreneurs differently from the females. In the study, female teachers rated the administrators higher than the males. It was observed that most of the administrators are females and that they are their friends or “kumares”.

Meanwhile, the computed value of 0.12, 0.20 and 0 are lower than the tabulated chi square value of 3.84 at 0.05 level of significance. This means that the hypothesis stating that there are significant differences in the perceptions of



administrators' management roles by teachers in terms of gender as to disseminators, spokespersons, and resource allocators is rejected. This means that males and females have the same perceptions on the manifested management roles of administrators as to disseminators, spokespersons and resource allocators. This finding could be the result of the assumptions of the teachers that the administrators are manifesting these roles because teachers have a tendency of ignoring them for the reason that they are not directly affected.

The computed value of 3.25, 3.20 and 3.63 are lower than the tabulated value of 3.84 at 0.05 level of significance. This implies that the hypothesis stating that the manifestations of management skills differ significantly as perceived by the teachers along gender is rejected. This means that the males and females have the same perceptions on the manifestations of administrators' management skills as to technical, human and conceptual skills. This shows that there are no gender biases considering the fact that majority of the teachers are females.

Civil Status. The hypothesis that states that the level of manifestations of management roles as to figureheads, monitors and spokespersons differ significantly along the civil status is accepted. This is because the computed chi square value of 16.56, 5.00 and 4.00 are higher than the tabulated value of 3.84 at 0.05 level of significance. This implies that the single teachers perceive the management roles of figureheads, monitors and spokespersons differently from married teachers. Married teachers see their administrators manifesting these roles



differently compared to the single teachers. This may be because married teachers understand more their administrators who are also all married.

However, the hypothesis that states that the level of manifestations of management roles as to disseminators, entrepreneurs and resource allocators differ significantly along civil status is rejected. This is because the computed chi square value of 0.12, 2.00 and 1.00 are lower than the tabulated value of 3.84 at 0.05 level of significance. This implies that single and married teachers have no differences in their perceptions regarding the manifestations of management roles as to disseminators, entrepreneurs and resource allocators. The reason is that maybe they are not too concerned with these roles because they are not directly affected.

As to management skills in terms of civil status, the computed chi square value of 4.05 (human skills) is higher than the tabulated chi square value of 3.84 at .05 level of significance. This means that the hypothesis stating that the level of manifestations of management skills as to human skills differs significantly as perceived by teachers along civil status is accepted. This implies that single and married teachers' perception on the manifested management skills as to human skills of administrators are different. This corroborates with the observation of Emilio Managdag (2006) that married teachers are closer to their administrators compared to single teachers maybe because they have similar interests like family matters and community involvement. So these married teachers rated higher their



administrators as to manifested human skills because they mingle with them more often. In the technical skills and conceptual skills, the computed chi square value of 2.21 and 1.69 are lower than the tabulated value of 3.84 at 0.05 level of significance. This leads to the rejection of the hypothesis stating that the level of manifestations of management skills as to technical skills and conceptual skills differ significantly as perceived by the teachers along civil status. This implies that single teachers perceive similarly from married teachers when it comes to the perceptions on the manifested technical and conceptual skills of administrators. This is because the teachers, single or married, are possibly not fully aware of the management roles and skills of their administrators so they rated them as almost the same.

Age. The computed chi square value of 74.57, 17.71, 28.71, 26.00, 41.35 and 17.08 are higher than the tabulated chi square value of 15.51 at 0.05 level of significance. This means that the hypothesis stating that the level of manifestations of management role as figureheads, monitors, disseminators, spokespersons, entrepreneurs and resource allocators differ significantly as perceived by the teachers along age is accepted. This implies that young teachers perceive the management roles manifested by administrators differently from old teachers. The study shows that old teachers rated higher their administrators compared to the young teachers, this maybe because old teachers have known more their administrators for a longer time.



In the management skills, the computed chi square value of 33.43, 85.02 and 73.46 are higher than the tabulated chi square value of 15.51 at 0.05 level of significance. Because of this, the hypothesis stating that the level of manifestations of management skills differ significantly as perceived by the teachers along age is accepted. This means that young and old teachers have different perceptions regarding the manifested management skills of their administrators. Again, old teachers rated higher their administrators as compared to young teachers. This is because old teachers know more their administrators as compared to young teachers. In corroboration, Laleo (2006) said that young teachers can not rate their administrators fully because they have yet to learn and observe them.

Position. The computed chi square value of 31.01, 13.92, 10.93, 16.40, 17.88 and 10.40 are higher than the tabulated value of 9.49 at 0.05 level of significance. This means that the hypothesis stating that the level of manifestations of management roles differ significantly as perceived by the teachers along positions is accepted. This implies that the perception of Teacher I, Teacher II, Teacher III, Master Teacher I and Master Teacher II teachers regarding the manifested management roles of their administrators vary. In the study, teachers with higher positions rated their administrators higher as compared to teachers with lower positions or the lowest positions. This may due



to the reason that teachers with higher positions understand more the management roles of administrators as compared to teachers in the lower positions.

The computed chi square value of 19.68, 60.84 and 11.50 are higher than the tabulated chi square value of 9.49 at 0.05 level of significance. This leads to the acceptance of the hypothesis stating that the level of manifestations of management skills differ significantly as perceived by the teachers as to position. This means that the teachers' perceptions as to positions vary regarding the management skills of administrators as to technical, human and conceptual skills. Teachers with higher positions rated their administrators higher as compared to teachers in the lower positions. This is because teachers with higher positions stayed longer in the service so they have known their administrators better.

Years in Service. The computed chi square value of 55.98 and 22.29 are higher than the tabulated chi square value of 15.51 at 0.05 level of significance. This means that the hypothesis stating that there are significant differences in the perception of teachers along years in service as to figureheads and monitors is accepted. This implies that teachers who are young in service perceive the manifestations of management roles of administrators as figureheads and monitors differently from the teachers who stayed longer in the service. Teachers who stayed longer in the service rated higher their administrators as revealed in the study. This maybe because they have known the administrators for a longer time. However, the hypothesis stating that the level of manifestations of



management roles as to disseminators, spokespersons, entrepreneurs and resource allocators differ significantly as perceived by the teachers along years in service is rejected. This is because the computed chi square value of 6.32, 14.51, 13.70 and 4.31 are lower than the tabulated chi square value of 15.51 at 0.05 level of significance. This means that there are no significant differences on the perceptions of teachers who are young in service and the teachers who stayed longer in the service on the manifested management roles of their administrators of being disseminators, spokespersons, entrepreneurs and resource allocators. These roles don't directly affect the teachers so they seem to ignore them according to Agnaonao (2006).

In the management skills, the computed value of 6.31, 13.56 and 10.23 are lower than the tabulated value of 15.51 at 0.05 level of significance. This leads to the rejection of the hypothesis stating that the level of manifestations of management skills as to conceptual skills, technical skills and human skills differ significantly as perceived by teachers along years in service. This implies that teachers who are young in service perceive the conceptual skills, technical skills and human skills manifested by their administrators similarly with the teachers who stayed longer in the service. This is because they are both affected by these skills so they seem to be much concerned and observant in the implementation.

Educational Attainment. The computed chi square value of 53.93, 15.68, 11.20, 21.80 and 12.25 are higher than the tabulated value of 9.49 at 0,05 level of



significance. This will lead to the acceptance of the hypothesis stating that the level of manifestations of management roles as figureheads, disseminators, spokespersons, entrepreneurs and resource allocators differ significantly as perceived by the teachers along educational attainment. This implies that teachers with higher educational attainment perceive the manifested management roles as to figureheads, disseminators, spokespersons, entrepreneurs and resource allocators differently as compared to teachers with lower educational attainment. As shown in the study, teachers who finished their Master Degree and those who have Masters units rated higher their administrators as compared to teachers who do not have Masters units or who didn't finish their Masters Degree. This may be because some teachers with high educational attainment want to impress their superiors. However, the hypothesis that states that the level of manifestations of management roles as monitors differ significantly as perceived by the teachers along educational attainment is rejected. This is because the computed chi square value of 9.48 is lower than the tabulated chi square value of 9.49 at 0.05 level of significance. This implies that there is no significant difference on the perceptions of teachers with lower educational attainment on the manifested management roles as monitors of their administrators. This is because teachers with lower or higher educational attainment are distributed evenly in different schools so they have a common knowledge whether they are being monitored or not.



In the management skills, the computed value of 61.02 (human skills) and 37.14 (conceptual skills) are higher than the tabulated value of 9.49 at 0.05 level of significance. This leads to the acceptance of the hypothesis stating that the level of manifestations of management skills as to human skills and conceptual skills differ significantly as perceived by the teachers along educational attainment. This implies that the perceptions of teachers with lower educational attainment is different with the perceptions of the teachers with higher educational attainment when it comes to the manifested management skills as human skills and conceptual skills of administrators. In the study, teachers who finished their M.A. and who has M.A units rated higher their administrators as compared to teachers who didn't obtain M.A. degree or do not have M.A. units. Maybe these administrators gave them considerations or favors in the past for them to acquire higher education or promotion that they are just paying back in return. It is possible also that they want to impress their superiors because they are aiming for something. But in the technical skills, the computed chi square value of 7.41 is lower than the tabulated chi square value of 9.49 at 0.05 level of significance. This means that the hypothesis that states that the level of manifestations of management skills as to technical skills differ significantly as perceived by the teachers along educational attainment is rejected. This implies that there is no significant difference on the perceptions of teachers with lower educational attainment and teachers with higher educational attainment. This corroborates



with the statement of Naoy (2006) that the teachers are seemingly not aware or misunderstood the technical skills of administrators, so as a result, they just rate unknowingly.

Effects of Management Roles and Skills of Administrators on the Performance of Teachers

Table 5 shows the effects of management roles and skills of administrators on the performance of teachers as perceived by them.

The average weighted mean of the effects of the management roles manifested by the administrators on the teachers' performance is 3.36, which is described to have a much effect. This implies that the performance of teachers is very much affected by the management roles of administrators. The effects could be attributed to the level of manifestations of such roles wherein the lesser the role being manifested, the greater is its effect to the performance of the teachers in a negative way. This means that the administrators are not fully exercising their management roles that affect very much the performance of their teachers. This finding contradicts with (Tortosa, 1980) when he stated that as one of the administrator' roles, they should build a harmonious teacher-superior relationship to develop a pleasant school atmosphere just as the classroom teacher determines the atmosphere in the school as a whole. Bayeng (2001) added that a transparent practice of administration by administrators makes a harmonious relationship



Table 5. Effects of Management Roles and Skills of Administrators on the Performance of Teachers

A. Management Roles	Weighted Mean	Descriptive Equivalent	Rank
1. Figurehead	3.37	ME	2.5
2. Monitor	3.43	ME	1
3. Disseminator	3.37	ME	2.5
4. Spokesperson	3.32	ME	5
5. Entrepreneur	3.34	ME	4
6. Resource Allocator	3.31	ME	6
Average Weighted Mean	3.36	ME	
B. Management Skills			
1. Technical skills	3.43	ME	2
2. Human Skills	3.37	ME	3
3. Conceptual Skills	3.46	ME	1
Average Weighted Mean	3.42	ME	

Scale:

Value:	Limits	Descriptive Equivalent:
4	3.26 – 4.00	Much Effect (ME)
3	2.51 – 3.25	Moderate Effect (MOE)
2	1.76 – 2.50	Low Effect (LE)
1	1.0 – 1.75	No Effect (NE)

among members. Effective administrative behavior begets harmonious working relationship among members of the school organization and eventually leads to higher teachers' performance. Tracy et. Al. (1980) emphasized that school heads must be responsive to the changing conditions and situations in this particular working milieu. He must remain alert to change in the behavior of his



subordinates. Baliche (1980) revealed that some school heads behave like dictators and treat teachers like machines. Administrators are also endowed with different character traits affecting their subordinates by making them contented or not contented, happy or sad, organized or unorganized.

Table 5 also shows that the management skills manifested by administrators have a much effect on the performance of teachers as shown by the average weighted mean of 3.42, described as much effect. This finding implies that the performance of teachers is very much affected by the management skills of administrators. The effects are dependent to the level of manifestations of such skills. This means that the lesser the skill is being manifested, the greater its effect to the performance of the teachers in a negative way. The finding corroborates with Daft (1999) when he said that, in order not to affect the teachers' and schools' performance, administrators should be fair enough to instill advancement, innovation and modification in processes, techniques and methods so that the organization could be promoted and could not stagnate the same with the knowledge of all the constituents in the institution", as one of their technical skills. Cunningham (2000) stated also that school administrators must work collaboratively with faculty and staff to ensure that the teachers' performance and schools' performance are not prejudiced.

Through the administrators' management skills and roles, there is a great effect to quality education as such that teacher's morale, productivity at work,



high learners' achievement level, cooperation and support of staff, teaching efficiency, sound human relations, income generation, record management efficiency, community participation and other allied services were enhanced to give great effect to quality education (Pacis, 1999). He added that because of an acceptable manifestation of management roles and skills among the administrators in their respective schools, the effects were high teachers' morale, productivity at work, high learners' achievement, efficient teaching and efficient records management. If their school administrators properly guide all these teachers, there is no doubt in having a better performance. The development of desirable values and habits is necessary for administrators in the pursuance of their mission on education to enable their constituents/subordinates to be more progressive and fully developed members of the community.

Effects of Management Roles and Skills of Administrators on the Performance of Teachers as to Profile

Table 6 shows the effects of management roles and skills manifested by administrators as to the profile of the respondents.

Gender. The computed chi square value of 5.00 and 4.50 are higher than the tabulated chi square value of 3.84 at 0.05 level of significance. This means that the hypothesis stating that the effects of the management roles as spokespersons and entrepreneurs manifested by the administrators vary significant



Table 6. Effects of management Roles and Skills of Administrators on the Performance of Teachers

A. Management Roles	Civil Status	Age	Position	Years in Service	Educ. Attainment	
1. Figurehead	2.12 ^{ns}	7.12 ^s	35.17 ^{hs}	43.92 ^{hs}	38.71 ^{hs}	20.80 ^{hs}
2. Monitor	1.80 ^{ns}	5.00 ^s	26.17 ^{hs}	9.16 ^{ns}	19.12 ^s	9.48 ^s
3. Disseminator	0.00 ^{ns}	0.00 ^{ns}	35.69 ^{hs}	18.40 ^{hs}	20.46 ^{hs}	12.67 ^s
4. Spokesperson	5.00 ^s	1.80 ^{ns}	26.57 ^{hs}	11.88 ^s	27.95 ^{hs}	16.20 ^s
5. Entrepreneur	4.50 ^s	0.50 ^{ns}	37.34 ^{hs}	26.43 ^{hs}	5.20 ^{ns}	14.40 ^{hs}
6. Resource Allocator	1.00 ^{ns}	0.00 ^{ns}	16.35 ^{hs}	8.20 ^{ns}	10.58 ^{ns}	9.64 ^s
B. Management Skills						
1. Technical skills	1.67 ^{ns}	0.07 ^{ns}	54.09 ^{hs}	27.16 ^s	15.53 ^{ns}	16.02 ^s
2. Human skills	0.80 ^{ns}	9.80 ^{hs}	94.70 ^{hs}	49.47 ^{hs}	115.28 ^{hs}	45.89 ^{hs}
3. Conceptual skills	6.07 ^s	0.27 ^{ns}	69.34 ^{hs}	46.44 ^{hs}	76.55 ^{hs}	44.50 ^{hs}

Legend:

hs = highly significant
s = significant
ns = not significant

as perceived by the teachers along gender is accepted. The finding implies that the effects of the management roles as spokespersons and entrepreneurs manifested by the administrators on males are different with the effects on females. In the study, the males are more affected than the females. This may be due to the reason that most of the administrators are females. In the other management roles, the computed chi square value of 2.12, 1.80, 0.00, and 1.00 are lower than the tabulated chi square value of 3.84 at 0.05 level of significance.



Because of this, the hypothesis stating that the effects of the management roles of figureheads, monitors, disseminators and resource allocators manifested by the administrators vary significantly as perceived by the teachers along the line of gender is rejected. This implies that the effects on the performance of male and female teachers by these management roles of figureheads, monitors, disseminators, and resource allocators manifested by administrators are similar. Santos and Calalanoy (2006) both stated that these roles are very necessary so they thought that males and females will be both affected in case they are not being manifested.

As to management skills, the computed chi square value of 6.07 is higher than the tabulated chi square value of 3.84 at 0.05 level of significance. This means that the hypothesis stating that the effects of conceptual skills manifested by the administrators vary significantly as perceived by the teachers along the line of gender is accepted. This implies that the effects on the performance of male and female teachers by the manifestation of conceptual skills of administrators significantly differ. The study revealed that males are much affected than females. This may due to the fact that male teachers are aloof or shy to approach female administrators. In the technical and human skills, the computed chi square value of 1.67 and 0.80 are lower than the tabulated value of 3.84 at 0.05 level of significance. This leads to the rejection of the hypothesis stating that the effects of the technical skills and human skills manifested by the administrators vary



significantly as perceived by the teachers along the line of gender. This means that the effects on the performance of male and female teachers by the technical and human skills of administrators are similar. This is because according to the teachers, they are greatly affected by these skills especially human skills, whether one is male or a female.

Civil Status. Table 6 also shows the effects of management roles and skills of administrators on the performance of teachers along the line of civil status.

The computed chi square value of 7.12 and 5.00 are higher than the tabulated chi square value of 3.84 at 0.05 level of significance. Because of this, the hypothesis stating that the effects of the management roles of figureheads and monitors by administrators vary significantly as perceived by the teachers along the line of civil status is accepted. This implies that there is a difference in the effects of management roles of figureheads and monitors by administrators on the performance of single and married teachers. In the study, married teachers are affected more as compared to single teachers. This may be because single teachers are more energetic and innovative than married teachers. Single teachers also have more time to do their job and to look for alternatives in order that they will not be much affected by inefficient and ineffective administrators. In the other management roles, the computed chi square value of 0.00, 1.80, 0.50, and 0.00 are lower than the tabulated chi square value of 3.84 at 0.05 level of significance. This means that the hypothesis stating that the effects of the



management roles of being disseminators, spokespersons, entrepreneurs and resource allocators of administrators vary significantly as perceived by the teachers along the line of civil status is rejected. This implies that there is no significant difference in the effects of these management roles on the performance of single and married teachers. This maybe because these roles do not affect them directly so they rated similarly.

In the human skills, the chi square value of 9.80 is higher than the tabulated value of 3.84 at 0.05 level of significance. So the hypothesis stating that the effects of management skills as to human skills manifested by administrators vary significantly as perceived by the teachers along the line of civil status is accepted. This implies that the effects of these human skills manifested by administrators among single and married teachers differ. Single teachers are affected more as revealed in the study. This is because administrators are not so familiar with single teachers since most single teachers are new in the service. Single teachers are also in the adjusting stage in getting along with their administrators. As to technical and conceptual skills, the computed chi square value of 0.07 and 0.27 are lower than the tabulated chi square value of 3.84 at 0.05 level of significance. This leads to the rejection of the hypothesis stating that the effects of technical skills and conceptual skills manifested by the administrators vary significantly as perceived by the teachers along the line of civil status. This means that there is no significant difference on the effects of



these management skills manifested by administrators to the single and married teachers. Married and single teachers seem to ignore whether their administrators are doing their technical and conceptual skills as long as these teachers are doing their job. Another reason is that they are too much busy with their personal life especially married teachers.

Age. The computed chi square value of 35.17, 26.17, 35.69, 26.57, 37.34 and 16.35 are higher than the tabulated value of 15.51 at 0.05 level of significance. This means that the hypothesis stating that the effects of the management roles manifested by the administrators vary significantly as perceived by the teachers along the line of age is accepted. This implies that the effects of these manifested management roles of administrators among young and old teachers differ significantly. In the study, young teachers are affected more as compared to the old teachers. This result could be the effect of the fact that young teachers are not yet adjusted to the styles of their administrators. In other instances, they are still in the learning period.

On the other hand, the computed chi square value of 54.09, 94.70, and 69.34 are higher than the tabulated chi square value of 15.51 at 0.05 level of significance. This leads to the acceptance of the hypothesis stating that the effects of management skills manifested by administrators vary significantly as perceived by the teachers along the line of age. This means that old and young teachers are affected differently by these manifested management skills of administrators. As



revealed in the study, young teachers are again affected more as compared to old teachers. This may be the same with the above reasons that young teachers are still learning in their profession and so they are not yet adjusted to their job and to their administrators as well.

Position. The computed chi square value of 43.92, 18.40, 11.88 and 26.43 are higher than the tabulated chi square value of 9.49 at 0.05 level of significance. This means that the hypothesis stating that the effects of the management roles as figureheads, disseminators, spokespersons and entrepreneurs manifested by administrators vary significantly as perceived by the teachers along the line of positions is accepted. This implies that there is a difference on the effects of the management roles as figureheads, disseminators, spokespersons and entrepreneurs manifested by administrators on teachers with different positions. The teachers in the lower positions are the ones who are affected more as compared to the teachers with higher positions as revealed in the study. This revelation may be due to the fact that the teachers in the lower positions are usually the shock absorbers whenever something went wrong in the system. Luzano (2006) said that they seldom complain because they know that they are not being heard. In the long run, their performance is affected negatively. Gansoen (2006) added that they just follow what is being told, assuming that these administrators know best. Meanwhile, in the management roles as monitors and resource allocators, the computed chi square value of 9.16 and 8.20 are lower than the tabulated value of



9.49 at 0.05 level of significance. This leads to the rejection of the hypothesis stating that the effects of the management roles as monitors and resource allocators manifested by the administrators vary significantly as perceived by the teachers along the line of position. This implies that the effects of the manifested management roles of being monitors and resource allocators by administrators on the teachers with different positions are similar. The reason for these could be the fact that teachers who are assigned in a certain school have different positions so every teacher regardless of the position knows if they are being monitored and if they were given school supplies

In the management skills, the computed chi square value of 27.16, 49.47 and 46.44 are higher than the tabulated chi square value of 9.49 at 0.05 level of significance. This means that the hypothesis stating that the effects of the management skills manifested by the administrators vary significantly as perceived by the teachers along the line of position is accepted. This further implies that the teachers with higher or lower positions are affected differently by these manifested management skills of administrators. In the study, teachers in the lower positions are more affected. This may be because of the reason that teachers in the lower positions are still very dependent to their administrators that they always look up to them for their improvement. So in case that these administrators are not practicing their management skills fully, there is a tendency that these teachers in the lower ranks are misguided.



Years in Service . The computed chi square value of 38.71, 19.12, 20.46, and 27.95 are higher than the tabulated value of 15.51 at 0.05 level of significance. This means that the hypothesis stating that the effects of the management roles as to figureheads, monitors, disseminators and spokespersons manifested by the administrators vary significantly as perceived by the teachers along the line of years in service is accepted. This implies that teachers who are young and old in service are affected differently by these manifested management roles of being figureheads, monitors, disseminators and spokespersons by administrators. The study reveals that teachers who are young in service are being affected more as compared to the teachers who are in the service for a longer time. The computed chi square value of 5.20 and 10.58 are lower than the tabulated chi square value of 15.51 at 0.05 level of significance. This leads to the rejection of the hypothesis stating that the effects of the management roles of being entrepreneurs and resource allocators manifested by administrators vary significantly as perceived by the teachers along the line of years in service. This implies that there is no significant difference of the effects of these manifested management roles as entrepreneurs and resource allocators by administrators on the teachers who are young and old in the service. Wigan (2006) said that she hardly understand these roles so she can't determine if they have an effect on her. Maybe the other teachers have the same thing in mind resulting to the finding.



The computed chi square value of 15.53, 115.28 and 76.55 are higher than the tabulated value of 15.51 at 0.05 level of significance. This means that the hypothesis stating that the effects of the management skills manifested by the administrators vary significantly as perceived by the teachers along the line of years in service is accepted. This implies that these manifested management skills of administrators affect differently the performance of teachers who are young and old in the service. Teachers who are young in the service are affected more as compared to the teachers who stayed in the service for a longer time, as was found out in the study. This corroborates the statement of Suyam (2006), 4 years in service, that they are still learning in the profession so whenever that these administrators do not exercise their management skills, it seems that they are lost, they don't know what to do and what to follow. Tade (2006), 3 years in service, added that she looks up very much to the administrators for her to learn.

Educational Attainment. In the management roles, the computed chi square value of 20.80, 9.48, 12.67, 16.20, 14.30, and 9.64 are higher than the tabulated chi square value of 9.49 at 0.05 level of significance. This means that the hypothesis stating that the effects of the management roles manifested by the administrators vary significantly as perceived by the teachers along the line of educational attainment is accepted. This implies that there is a significant difference on the effects of the manifested management roles of administrators to teachers with different educational attainments. The study reveals that teachers



with lower educational attainment are more affected than those teachers with higher educational attainment. This could be attributed to the reason a teacher with no M.A. units or had not obtained Masters Degree lacks knowledge to cope up with the current trends in education. Therefore, they depend much on their administrators because they believe that their administrators are better learned than them.

Meanwhile, the computed chi square value of 16.02, 45.89 and 44.50 are higher than the tabulated chi square value of 9.49 at 0,05 level of significance. This leads to the acceptance of the hypothesis stating that the effects of the management skills manifested by the administrators vary significantly as perceived by the teachers along the line of educational attainment. This implies that the manifested management skills of administrators affect differently the teachers with different educational attainments. Teachers who just finished their undergraduate studies with out M.A. units and had not obtained Master's Degrees are more affected. Coltiyen (2006),BSAE graduate with no M.A. units, corroborates this by her statement when she said that teachers with low educational attainment develop inferiority complex toward the others. They do not have the courage to do what they perceive is right, so as a result they tend to depend more on their administrators because they assume that their administrators are always right. But in the way around, if these administrators do not manifest the skills and roles that are expected from them by these teachers, there is a great



possibility that these teachers' performance is affected. Ganaden (2006), Teacher I with out M.A. units, added that he is affected negatively whenever he sees that his administrator is misbehaving or not performing well because he assumes that administrators are expected to be models to their subordinates.



SUMMARY, CONCLUSIONS and RECOMMENDATIONS

Summary

The study determined the profile of the elementary teachers in Besao Mt. Province, their perceptions on the level of manifestations of management roles and management skills by their administrators; and their perceptions on the effects of these manifested management roles and skills of administrators on their performance.

The respondents consisted of 72 classroom teachers of which 29 are Teacher I, 16 are Teacher II, 19 are Teacher III, 5 are Master Teacher I and 3 are Master Teacher III.

In gathering data, interviews and written questionnaires were used. In determining the level of manifestations of management roles and skills, a 5-point likert scale was used. To determine the effects of the manifested management roles and skills of administrators to the performance of the teachers, a 4-point likert scale was used. The Friedman's Two-way analysis of variance by ranks was used to test the significant differences of the levels of manifestation and the effects of the management roles and skills of administrators to their performance as to profile.



The following are the findings of the Study:

1. The administrators moderately manifested their roles as figureheads, monitors, disseminators and entrepreneurs. The management roles as spokespersons and as resource allocators are fully manifested. They also moderately manifested their management skills like technical skills, human skills and conceptual skills

2. The level of manifestations of management roles and skills differ significantly as perceived by the teachers along:

- a. gender in terms of figureheads, monitors and entrepreneurs;
- b. civil status in terms of figureheads, monitors, spokespersons and human skills;
- c. age in all management roles and skills;
- d. position in all management roles as well as on technical skills and human skills;
- e. years in service in terms of figureheads, monitors and technical skills;
- f. educational attainment in all management roles as well as on human skills and conceptual skills;

3. The management roles as figurehead, monitor, disseminator, spokesperson, entrepreneur and resource allocator had a much effect on the



performance of the teachers. The management skills as to technical, human and conceptual had also a much effect on the performance of the teachers.

4. The effects of the management roles and skills manifested by the administrators differ significantly as perceived by the teachers along:

- a. gender in terms of spokespersons and entrepreneurs as well as on conceptual skills;
- b. civil status in terms of figureheads and monitors as well as on human skills;
- c. age in all management roles and skills;
- d. position in terms of figureheads, disseminators, spokespersons and entrepreneurs as well as on all management skills;
- e. years in service in terms of figureheads, monitors, disseminators and spokespersons as well as on all management skills;
- f. educational attainment in all management roles and skills.

Conclusions

In the light of the findings, the following conclusions are drawn:

1. The management roles fully manifested by the administrators are as spokespersons and resource allocators.
2. There are significant differences on the manifested management roles and skills of the administrators as to age and position.



3. All management roles and skills manifested by the administrators had affected their teachers' performance.

4. There are significant differences on the effects of management roles and skills of the administrators on the performance of teachers as perceived by the teachers as to age and educational attainment.

Recommendations

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

1. Administrators should attend seminars and in-service trainings for them to have more knowledge on the application of their management roles and skills.

2. Administrators need to fully manifest their management roles as to figureheads, monitors, disseminators and entrepreneurs because it affects their teachers' performance positively.

3. Administrators should fully manifest their management skills as to technical, human, and conceptual since it also affects their teachers' performance positively.

4. Teachers should acquaint themselves on the management roles and skills of their administrators for them to know how to better relate to them.

5. Research studies on management roles and skills and their effects on the students' performance should be further conducted.



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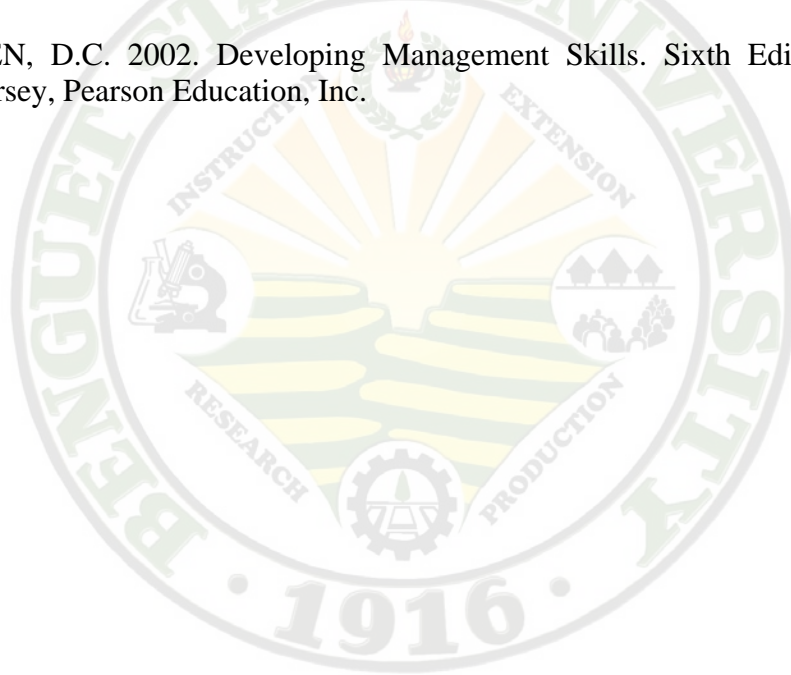
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APPENDICES

Appendix A

Letter of Permission to the District Supervisor

Banguitan Elementary School
Besao, Mt. Province

The District Supervisor
District of Besao
Mountain Province

Madame:

I have the honor to request from your good office permission to administer my questionnaire to all the classroom teachers in the district of Besao, Mountain Province.

This is in connection with my research entitled: “Effects of Management Roles and Skills on the Teachers’ Performance in Besao, Mountain Province.”

Hoping for your kind consideration and a favorable action.

Very truly yours,

ANTHONY C. FELICIANO JR.
Researcher

Noted:

MARY JANE LARUAN, Ph. D.
Adviser

Recommending Approval:

TESSIE M. MERESTELA, Agr. D.
GS Dean

Approved:

EVANGELINE TAYAOTAO
District Supervisor



Appendix B

Letter to the Respondents

Banguitan Elementary School
Besao, Mt. Province

Dear Respondents:

The undersigned is presently conducting his thesis entitled, “Effects of Management Roles and Skills of Administrators on Teachers’ Performance in Besao, as a requirement for the degree Master of Arts in Education, major in Administration and Supervision. Kindly assist the researcher by providing the necessary answers in the questionnaires.

Your individual responses are designed for the research study and will not affect your performance rating as well as the administrators. They will be kept in utmost confidentiality.

Thank you.

Very truly yours,

ANTHONY C. FELICIANO JR.
Researcher

Noted by:

MARY JANE L. LARUAN, Ph. D.
Adviser



Appendix C
QUESTIONNAIRE

Name (optional): _____

Direction: Kindly check (✓) the space provided for your response.

I. Profile of the teachers

A. Gender: _____ male _____ female

B. Civil Status: _____ single _____ married

_____ widow _____ widower

C. Age:

21 – 25: _____ 41 – 45: _____

26 – 30: _____ 46 – 50: _____

31 – 35: _____ 51 – 55: _____

36 – 40: _____ 56 – 60: _____

61 – 65: _____

D. Position:

_____ Teacher I _____ Master Teacher I

_____ Teacher II _____ Master Teacher II

_____ Teacher III _____ Master Teacher III

E. Years in the service:

0 – 5: _____ 16 – 20: _____ 31 – 35: _____

6 – 10: _____ 21 – 25: _____ 36 – 40: _____



11 – 15: _____ 26 – 30: _____ 41 – 45: _____

F. Educational Attainment

_____ Ed.D. /Ph. D. _____ with Ed. D., Ph. D. units

_____ M.A./M.S. _____ with M.A./M.S. units

_____ BEED _____ BSE _____ BSAE

_____ Others (please specify)

II. Direction: Please check the space provided for your response

The succeeding statements are descriptions of Administrators' management roles and skills and their effects on your performance. Kindly check the space provided appropriate to your administrator's rating following the guide listed below, as you perceive it. Check also the effects of these roles and skills on your performance as you perceive it.

Level of Manifestation	Effects
5 – fully manifested (FM) (5 – 96% to 100% of skills exhibited)	4 –much effect (ME)
4 – moderately manifested (MM) (4 – 91% to 95% of skills exhibited)	3 – moderate effect (MOE)
3 – fairly manifested (FAM) (3 – 81% to 90% of skills exhibited)	2 –low effect (LE)
2 – partially manifested (PM) (2 – 71% to 80% of skills exhibited)	1 – no effect (NE)
1 – not manifested (NM) (1 – 1% to 70% of skills exhibited)	

A. Manifestations of management roles and their effects on the performance of teachers.

a. Interpersonal Roles	Level of Manifestations					Effects			
	FM	MM	FAM	PM	NM	ME	MOE	LE	NE
	(5)	(4)	(3)	(2)	(1)	4	(3)	(2)	(1)

as a **figurehead** who:

1. promotes interpersonal relationship among faculty and staff _____
2. acts promptly on brewing problems _____



3. performs routine duties like signing documents and greeting visitors _____
4. deals with people in educational activities like graduations, meetings, athletic events and others _____
5. acts immediately on needs and request of teachers and community _____
6. shows politeness and kind behavior to people around him/her _____
7. just and unbiased towards subordinates, peers and people under her/his influence _____
8. motivates subordinates to work for betterment of learning _____
9. shapes values and desired culture _____
10. promotes success in pupil, staff and curriculum development _____
11. ensures management of schools' operations and resources for efficient and effective environment _____
12. promotes participation, teamwork and collegiality _____
13. provides stimulation, orientation, and supervision of subordinates work _____
14. understands and responds on request and needs as a liaison _____
15. gives positive criticisms or negative criticism but followed by helpful suggestions _____
16. keeps in touch with GO's and NGO's to gain favor and information _____
17. politely provides information to outside the organization persons _____
18. Others, please specify _____

b. Informational Roles

As a **monitor** who:

1. looks into the needs in the organization regularly _____
2. monitors activities in the organization regularly _____



3. relays information coming and going in the organization regularly _____
 4. leads in data gathering and disseminating data in the organization regularly _____
 5. seeks and receives information to obtain proper understanding and environment _____
 6. Others, please specify _____
-

As a **disseminator** who:

7. disseminates information to and from the organization _____
 8. regularly orients subordinates and parents about changes in educational programs and policies _____
 9. oftenly use informational tools to disseminate information _____
 10. makes polite oral presentation that is easy to understand for organizational activities _____
 12. shows friendliness, firmness, and courtesy in disseminating important information inside the organization _____
 13. Others, please specify _____
-

As a **spokesperson** who:

14. maintains outside contact regularly _____
 15. fluently speaks bilingual language to outside people _____
 16. coordinates activities to outside activities of the district and school _____
 17. talks clearly and easy to understand _____
 18. shows friendliness, honesty, and courtesy in providing important information outside the organization _____
 19. Others, please specify _____
-



c. Decisional Roles

As **an entrepreneur** who:

1. initiates, prepares and implements programs, plans projects for pupil development and curriculum development _____
2. initiates, conducts training programs for staff development _____
3. looks on distribution of functions for smooth implementation of activities in the organization _____
4. looks on the needs and allocating them _____
5. facilitates discussion of performance rating _____
6. looks on the cause and provide prompt action _____
7. discusses and provides fair judgment _____
8. is firm and compose under pressure _____
9. Others, please specify _____

As **a resource allocator** who:

10. is responsible for distribution of school supply _____
11. is responsible for procurement of school materials, equipments, tools and others _____
12. knows how to develop and audit budget and allocates them _____
13. knows how to find source of funds use for school improvements _____
14. Others, please specify _____

B. Manifestations of managerial skills and their effects on the teachers' performance

a. Technical Skills	Level of Manifestation					Effects			
	FM	MM	FAM	PM	NM	ME	MOE	LE	NE
	(5)	(4)	(3)	(2)	(1)	(4)	(3)	(2)	(1)
1. leads faculty staff exceptionally nice, easily achieves high productivity through teamwork, maintains good balance of tasks and people concern	_____	_____	_____	_____	_____	_____	_____	_____	_____
2. presents bases for evaluating performance	_____	_____	_____	_____	_____	_____	_____	_____	_____



- of faculty and staff _____
3. considers the individuality of teachers _____
 4. supportive and has a program for faculty and staff to attend degree and non-degree training courses as well as to attend seminars or conferences _____
 5. shows resourcefulness and thoroughness rather than superficiality so that his encouragement kindle in his teachers a responsive zeal to do their best _____
 6. attends seminars/trainings related to administrative, supervisory and other functions _____
 7. demonstrate specialization in the use of today's technology in preparing and implementing instructional supervisory plan _____
 8. facilitates the use of today's technology and systematically use techniques, procedures and methods in pupil, curriculum and staff development _____
 9. utilizes appropriate training design to enhance staff, pupil and curriculum development _____
 10. treats his/her teachers as persons with rights, aims, interests and aspirations which he/she heartily respect and sympathetically shares _____
 11. reasonably implement bureau policies, rules and regulations so that he/she speaks and acts with authority which his/her teachers instinctively recognize and obey _____
 12. facilitates the systematic gathering, consolidating and submitting of reports for data managements _____
 13. specialize in the use of public relation approaches, techniques and strategies for better involvement of GO's and the NGO's in school development _____
 14. shows proficiency in the performance tools, techniques and strategies use to assess teachers' performance _____



15. uses pragmatic approaches in responding to request and needs as personal and professional characteristics _____

16. other, please specify _____

b. Human Skills

1. treats faculty and staff objectively and fairly _____

2. receptive and acts constructively to opinions and suggestions _____

3. approachable, sympathetic and quick to respond to needs and problems of faculty and staff _____

4. consistently confident and positive even during stressful conditions at work _____

5. never loses patience and never allows other tension and anxieties to affect performance in work place _____

6. solicits, encourages teachers involvement in the preparation and implementation of instructional supervisory plan _____

7. personally attractive and dress appropriately, neatly and in good taste _____

8. encourages and motivates teachers to attend seminars and trainings for staff development _____

9. deals with teachers colleagues in any activities in school district and other places _____

10. possesses a pleasing voice that has no disturbing effect on the listener _____

11. talks in respectable tone in monitoring and transmitting information for data management _____

12. encourages concern patterns to discuss and settle conflicts for conflict management _____

13. agrees with teachers amicably for teachers' performance _____

14. involves teachers in decision-making. _____

15. deals with community people GO's and NGO's accordingly for linkage Management _____

16. talks and acts cordially, honestly and in fair judgment in conflict management _____

17. wears proper attire in attendance in office _____



- and school activities _____
18. humane, friendly, companionable,
sympathetic, and considerate of the
feelings of others _____
19. familiar with problems of teachers
and acts on them _____
20. inspires teachers to independent effort _____
21. others, please specify _____

c. Conceptual Skills

1. reliable and 100% committed to his/her job. _____
2. cooperates and participates in community
projects. _____
3. plans instructional supervisory plan based
on need, with attainable objectives and
well defined strategies _____
4. implements supervisory plan by having classroom
observation and school visitation _____
5. provides leadership in the development of
pupil, curriculum and staff trainings _____
6. provides leadership in the development by
assessing facilities needed, purchasing and
supplying material use _____
7. assesses training needs for teacher
development _____
8. provides opportunities for staff
development _____
9. facilitates systematic monitoring and
disseminating of information for data
management _____
10. makes appropriate actions for conflict
arrangement _____
11. sustains ideal relationship with community
people for linkage management _____
12. orients people or teachers for performance
rating _____
13. demonstrates integrity by deciding in
accordance with prescribed rules and
regulations. _____
14. renders service even beyond regular function
and regular time _____
15. shows leadership in guiding and developing _____



confidence in subordinates
16. Others, please specify



BIOGRAPHICAL SKETCH

The author hails from Besao, Mt. Province. He finished his elementary education in 1990 and his secondary education in 1994. He pursued his tertiary education in Benguet State University and obtained his Bachelor of Science in Elementary Education in 1998.

After graduation and after passing the LET, he was hired as a substitute teacher in Easter College Inc. for one year. The following year, he taught in CCDC as a contractual teacher. In 2001, he was employed as a permanent teacher in his hometown, in Besao, Mt. Province.

