ADMINISTRATIVE ORIENTATION AND ROLE BEHAVIOR OF ELEMENTARY SCHOOL ADMINISTRATORS: ITS IMPLICATIONS IN THE EFFECTIVE IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT PROGRAM

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Abstract: **The purpose of the study is to determine the assessment of public elementary school administrators and elementary school teachers with regards to the administrative orientation and role behaviors of school administrators as basis for effective implementation of school-based management in the Division of City Schools, Olongapo City, Philippines. It sought to answer what is the profile of public elementary school administrators and teacher respondents in terms of age, sex, civil status, highest educational attainment, present position and length of service? It also endeavored to answer how may the administrative orientation of the school administrators be described in terms of planning, organizing, directing and controlling? Furthermore, it sought answer to the question what is the role behavior of school administrators in terms of administration and supervision and the underpinning factors and the questions how do the profile and the managerial functions affect the role behavior of School Administrators and what are the implications of the findings towards effective implementation of school-based management? The null hypotheses to be tested are: there is no significant relationship on role behavior of the school administrators when respondents were grouped according to age, sex, highest educational attainment, present position and length of service; and there is no significant relationship between the administrative orientation and role behavior of the school administrators. The is essentially descriptive in nature. It had used questionnaire-checklist as the main instrument in gathering needed information. Informal interviews and observations were employed as auxiliary method of data-gathering. The universal sampling was employed in the selection of public elementary school administrators as respondents. On the other hand, the simple stratified random sampling was used in the case of the teacher-respondents. The data gathered from the questionnaire were collated, tabulated, analyzed and interpreted using Statistical Packages for Social Science or SPSS to answer the questions posted in this study and to test the hypotheses. The Percentage, Weighted Mean, Residual Variance and R-Square and Correlation Coefficient R, were used in this study.**

Keywords: **Administrative Orientation, Educational Administration, Public Elementary School, Role Behavior, School Administrator, School-Based Management, School Organization, Educational Supervision.**

I. INTRODUCTION

The current organizational structure of the Philippine Educational System, particularly the schools' organizational structure is presently being reviewed finding it increasingly necessary in order to gain more muscle to survive and succeed in order to cope with the increasing demands of producing quality graduates to be able to achieve the country's commitment to realize the goals of the Education For All (EFA).

A significant complementary development in recent years has been the attention of changing the management styles and administrative practices of school managers. The character of managerial functions and role behavior are being progressively revamped to suit the changing requirements. Clearly, to maximize organizational effectiveness, a cohesive framework is needed, in which the set of managerial orientation and role behavior are appropriate to the schools' structure and strategy.

The National Educators Academy of the Philippines (NEAP) undertakes a crucial responsibility to provide a wide-ranging transformation programs to address the issue of enhancing the managerial orientation and role behavior of public school administrators of the Department of Education.

It was therefore considered imperative, that all those involved in the management of schools that is the focus of this study, the present orientation and roles of the incumbents as well as prospective school administrators must deeply appreciate the rationale and character of managerial orientation and role behaviors in the school system. It was felt that one of the ways that objective could be attained was to educate the school managers through discussions of concepts and conduct empirical studies if it were possible to attain some degree of conceptual clarity about the nature of their orientation and roles and their essential interconnectedness. Thus, it would be helpful to those involved in the school operations, including all stakeholders in performing the varied functions and different roles along desired lines. Clearly, knowledge of task requirements was not enough. One had also to be aware of the basic considerations behind the designing of the managerial orientation in the new organizational structure as well as of the general dynamics of role behaviors.

In designing the new organizational structure, due emphasis was placed on developing an effective managerial style in the context of the school's educational objectives and its structural characteristics. We note here certain distinctive features of the organizational setting of the schools in terms of its culture and values. One has to remember, however, that some variations existed in the organizational culture and values among the different geopolitical regions of the country.

A large number of school administrators need to fully exhibit their orientation and role behaviors to effectively perform various designed roles as part of the organizational transformation. One of the components of the management development effort was to educate the school managers about the nature of their orientation and role behavior. According to Fondas and Steward (1994), managerial roles have many facets, each of which has been explored by role theorists in their chosen ways.

In the organizational context, the concept of roles finds its relevance in the need for different people to perform different tasks, and different roles in the same task, so as to achieve the goals of the enterprise. Obviously, each person has to engage in activities which in their individual ways are related to numerous others, leading to the performance of the total task as planned. Various roles are thus necessary in order to perform various tasks and these roles exist in the form of a network of functional relationships with other roles. "Roles describe specific forms of behavior associated with given positions; they develop originally from task requirements. In their pure or organizational form, roles are standardized patterns of behavior required of all persons playing a part in a given functional relationship, regardless of personal wishes or interpersonal obligations irrelevant to the functional relationship" (Katz and Kahn, 1978).

One of the essential characteristics of an organization is that it consists of a number of activities performed by people occupying certain positions or offices within the organization and the relationships between them. The activities associated with any position in the organization constitute the role of the person occupying the position.

A good manager is usually described as possessing such characteristics as initiative, intelligence, independent, integrity and perseverance. Massie (1989) emphasized that there are three important factors in developing good managers. These are: knowledge, attitudes and ability factors. It was further mentioned that the personality characteristics of great managers include the following: age, maturity, intelligence, physical bearing, education, decisiveness, charisma, popularity and aggressiveness.

With the characteristics mentioned and the characteristics of the personnel in the organization, a school is identified in terms of its personality. The atmosphere in the school is the end product of many groups working in an organization – the administrators, the teachers, and the students. The administrators, therefore, should consider the impact of their managerial orientation and role behavior on the teachers and students to make education effective. This is important in as much as the different groups are in a continuing interaction with each other. When interaction occurs, one's behavior stimulates another whose resultant change in behavior in turn, stimulates the first member. As school manager, the principal is the pivotal point within the school who affects the quality of individual teacher instruction, the height of student achievement, and the degree of efficiency in school functioning.

If a school is to be an effective one, it will be because of the instructional leadership of the principal. Flath (1989) concurs: Research on effective schools indicates that the principal is pivotal in bringing about the conditions that characterize effective schools. Ubben and Hughes (as cited in Findley & Findley, 1992) claim that although the principal must address certain managerial tasks to ensure an efficient school, the task of the principal must be to keep focused on activities which pave the way for high student achievement. If the goal is to have effective schools, then schools must look at ways to emphasize instructional leadership.

Along this vein, the school administrators whose primary function is to manage the day-to-day operation of the school, often referred to as "school managers" has to engage in a number of activities to carry out the tasks and responsibilities entrusted to him or her. Whenever he or she engages in those activities, it can therefore be stated that the school manager is playing the significant functions and roles envisaged for the position entrusted him or her.

As public school administrators performing administrative orientation have assumed different challenging roles. As administrator, they perform multiple managerial functions and act depending on the dictates of their duties and responsibilities. These administrative orientation and role behavior therefore must have a place in the system wherein teachers are inevitable people they meet and in the process influences their behavior and attitudes towards work.

This study was premised on the fact that as teacher who was promoted to an administrative position must consequently assume the kind of managerial orientation they possessed and perform varied roles as well. As in common business organization, the school administrator functions as "manager" who undertakes duties as organizing and planning the use of school resources. Furthermore, as school manager also undertakes role of a leader in affecting interpersonal influence and of a controlling school resources. As a school administrator and supervisor, he acts depending on the dictates of his duties and responsibilities. The role behavior must have a place in the system wherein teachers are inevitable people he meets and in the process influences their behavior and attitudes towards work.

This investigation was conducted in order to determine the characteristics concerning effective managers. This research had inquired the issues about, the qualities of effective school administrator, more importantly, how these qualities can be developed? Furthermore, recognizing the kind of orientation and roles of a school administrator and the countless challenging problems attached to it, some of which are potentially serious and thus affect teachers' performance and academic instruction, this investigation was conceived to describe the managerial functions and role behaviors of elementary school administrators in the Division of Olongapo City and its implications towards effective implementation of school-based management.

Theoretical Framework:

This study was premised on the book of Michael Fullan's *"The New Meaning of Educational Change".* As far as the administrative orientation and role of school administrators is concerned and, as said to be "managers" of school, he emphasized that the school administrator is the gatekeeper of change. He stressed that there is not an improving school without a leader who is good at leading transformational improvement. Successful school administrator share leadership, they reach out to their parents and community and work hard to expand the professional "capacity" of the teachers to develop a coherent professional community. Such leaders are relationship centered, able to develop a clear collegial value framework and individual accountability. Such school administrators foster the conditions required for school growth and develop a commitment to a mutual purpose and a shared belief in ongoing common actions. By doing this, they develop school capacity which in turn affects the quality of the teaching within the school. Such individual and school-wide capacity development combats the fragmentation and curricula incoherence presented by multiple innovations.

Fullan (2001) further underscored that leadership is a complex art and what is at stake is the re-culturing of a school. Effective leaders are energy creators, creating harmony, forging consensus, setting high standards, and developing a "try this" future orientation. They are forever hopeful. With excellent leaders students are more likely to achieve the power of three good teachers in a row.

Fullan (2007) expanded the holistic definition of leadership and management, to be: an active, collaborative form of leadership where the school administrator works "with teachers to shape the school as a workplace in relation to shared goals, teachers collaboration, teacher learning opportunities, teacher certainty, teacher commitment, and student learning."

On the first edition of his book, Fullan (1991) perceives the administrative orientation and roles of the school administrator, in models of the future, will be to encourage collaborative groupings of teachers to play a more central role in the instructional leadership of the school. This, however, will require active participation of the school administrators to facilitate change by motivating the teachers and students, by reaching out to the community, and by continually improving the school. The assumption inherent here is that effective leaders manage and lead.

An experienced school administrator once said that the school administrator is responsible for three "p's" in the school: the *people*, the *program*, and the *plant*. It sounded too simple; yet, in retrospect, he may have been right. However, experience must also teach the school administrators the complexity of each one of those categories. There are managerial and instructional issues to be dealt with in all categories. For example, when ordering new desks, one will be concerned about their maintenance and repair (managerial) and, as well, about their functionality in grouping arrangements for instructional purposes (instructional). Effective school administrators are managers and instructional leaders - both roles are essential.

Moorthy (1992) separates administrative orientation and roles into the areas of planning, organizing, motivating and controlling. Instructional leadership functions involve all the beliefs, decisions, strategies, and tactics that principals use to generate instructional effectiveness in classrooms. Managers focus on "running a smooth ship"; instructional leaders focus on learning and instruction. Although the role of the school administrators as instructional leader is pivotal in developing an effective school, they cannot be effective instructional leaders if they are not good managers. These are viewed as supporting roles; not as isolated entities.

Management has been described as a social process involving responsibility for economical and effective planning & regulation of operation of an enterprise in the fulfillment of given purposes. It is a dynamic process consisting of various elements and activities. These activities are different from operative functions like marketing, finance, purchase etc. Rather these activities are common to each and every manger irrespective of his level or status.

Different experts have classified functions of management. According to George & Jerry, there are four fundamental functions of management as follows: planning, organizing, actuating and controlling. Henry Fayol, stated that, to manage is to forecast and plan, to organize, to command, and to control. Whereas, Luther Gullick has given a keyword "**POSDCORB**' where P stands for Planning, O for Organizing, S for Staffing, D for Directing, Co for Co-ordination, R for reporting & B for Budgeting. But the most widely accepted are functions of management given by Koontz and O'donnel (1989) which are: 1. Planning; 2. Organizing; 3. Directing; and 4. Controlling.

Harold Koontz and Cyril O'Donnell, in their book, *Principles of Management: An Analysis of Managerial Functions*, clearly described the principles to be used in performing various functions of management. School administrators have to set in a procedure to revise these principles periodically so that they can recollect the relevant principles when performing the managerial tasks and explicitly consider the relevance and application of these principles in their practice. Many school administrators use them implicitly. But a professionally educated and trained school administrator must use them explicitly. He has to ensure that these principles are applied and if any exceptional situation is there, school administrators should ignore the principles consciously and be clear in their mind they chose not to use them due to the exceptional nature of the situation.

For theoretical purposes, it may be convenient to separate the function of management but practically these functions are overlapping in nature i.e. they are highly inseparable. Each function blends into the other & each affects the performance of others.

According to Leveriza (1986), management is of paramount importance in school organizations. A school manager is the driving force behind the school's organizational development. Opportunities are place within his reach, if he recognizes them as such. In this way, he should show the highly qualities of managerialship.

The organization is the shadow of the leader. This means that as the leader goes, so goes the organization. In context, leadership is the X factor in good management that inspires other to perform. It is that quality in a manager's personality which enables him to influence others to accept his direction freely or willingly. (Labrador 1999)

Organizational development would not have been possible without a total dedication of its people and the acceptance of the managerial leadership. The success of any undertaking depends on the participation of all. But this would be difficult to achieve if there is no leader to show the way.

Efficiency in educational administration and supervision means keeping an open channel of cooperative interactions that the best minds among human being will emerge. The school administrators who brings continuous optimal unity of diversity of ideas with interactive process reveals efficient. In other words, administration and supervision, which includes leadership is best when it directs, encourages, promotes and protects the highest interactive process. (Gregorio, 1988)

Moreover, Bittel (1987) mentioned that a key to management is the meeting of responsibility, authority and delegation of authority. The progress of an organization succeeds from the management or administration. Furthermore, he declared that management is variedly referred to as the manner of treating, directing, carrying on, or using for purpose: conduct, administration, handling case treatment: or the body managers or any undertakings consent or interest collectively.

As the forefront of the school system, the school administrators' managerial functions and role behavior as educational leader exert great influence and power in the successful implementation of the Department of Education's thrusts and programs specifically the implementation of school-based management. How well he carries out his administrative orientation and role behavior would determine the effectiveness of his constituents.

Along this line, this study was undertaken and conceived with the hope and expectations that the knowledge and awareness of the factors and determinants of the administrative orientation and role behavior of elementary school administrators would redound to the fulfillment of the educational thrusts such as access, quality and relevance.

Conceptual Framework:

In the light of the reviewed theories on administrative orientation and role behaviors of school administrators, a conceptual framework was formulated to further expound the topic.

Figure 1 indicates the conceptual paradigm of the study. Founded on the Systems Theory postulated by Koontz and O'donnel (1989) where it had a significant effect on the study of management and understanding the organization. The system presented was a collection of part unified to accomplish an overall goal. Thus, if one part of the system is removed, the nature of the system is changed as well. The system can be looked at as having inputs such as demographic profiles, the administrative orientation and role behavior of school administrators. Demographic profile was utilized in terms of variables of age, sex, marital status, present position, highest educational attainment and years of experience. The administrative orientation were described in terms of planning, organizing or staffing, directing and controlling. Moreover, the role behaviors were described in terms of administration and supervision. As far as the role behavior is concerned, the following described the administrative roles which include: upkeep of the school, organization of the school; business and office management and administering pupils' needs. On the other hand, supervision include: curricular improvement, enhancing teaching efficiency and evaluation. These variables therefore were considered in order to determine if the profile and the administrative orientation affect the role behavior of school administrators.

The process in the paradigm transform the kind of inputs presented through the use of assessment techniques to determine the administrative orientation and role behavior of the elementary school administrators which include questionnaire-checklist, unstructured interview, descriptive and statistical analysis and data interpretation. Thus, the expected results based on quantitative and qualitative inputs would be the identification of the strengths and weaknesses of the administrative orientation and role behavior, which will eventually redound to the effective implementation of school-based management.

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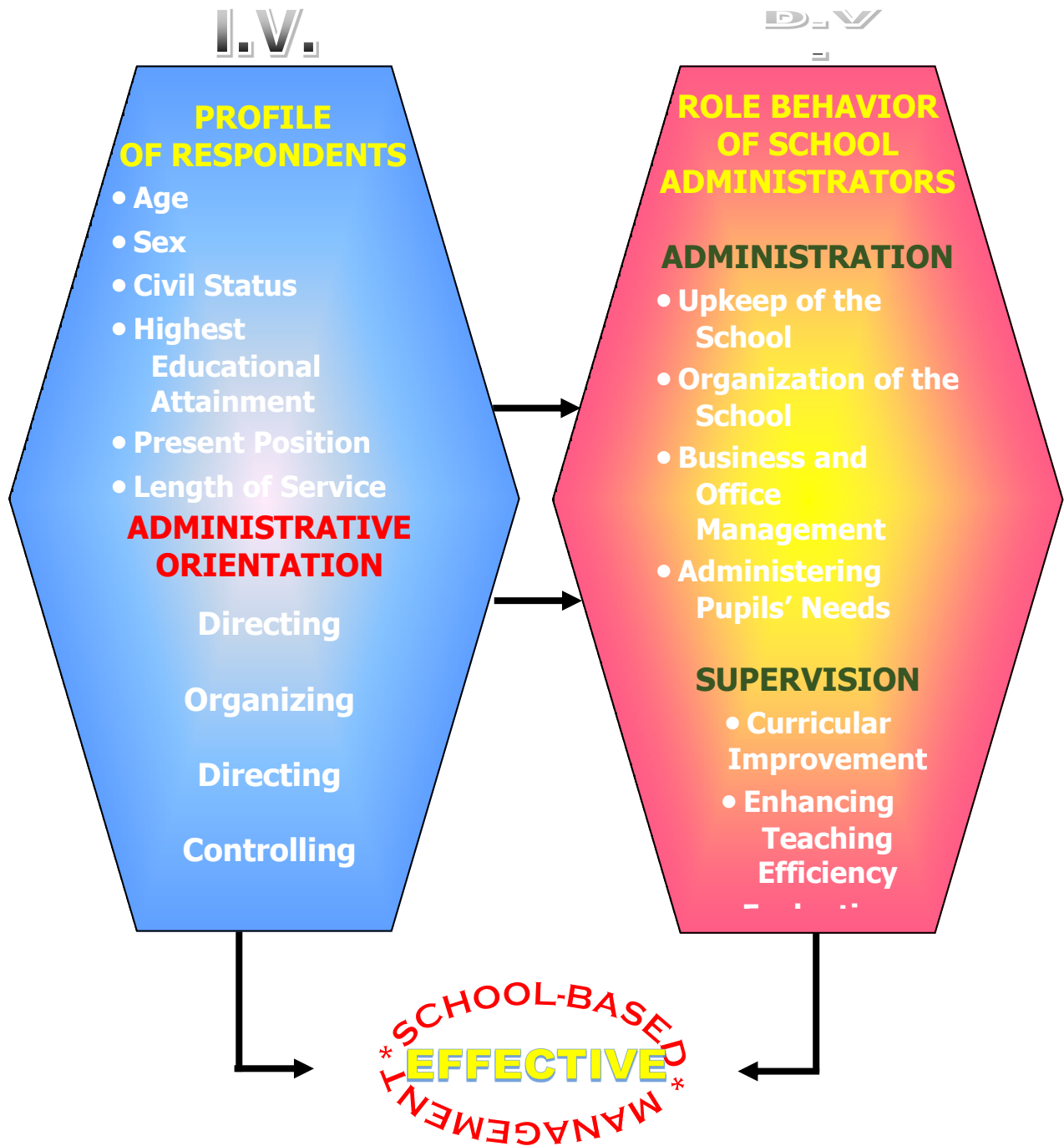
Conceptual Paradigm:

Figure 1: Conceptual Paradigm

II.   BODY OF THE ARTICLE

Statement of the Problem:

This study endeavored to determine the assessment of public elementary school administrators and elementary school teachers with regards to the administrative orientation and role behaviors of school administrators as basis for effective implementation of school-based management in the Division of City Schools, Olongapo City, Philippines.

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Specifically, it sought to answer the following questions:

1.   What is the profile of public elementary school administrators and teacher respondents in terms of:

1.1.   Age;

1.2.   Sex;

1.3.   Civil Status;

1.4.   Highest Educational Attainment;

1.5.   Present Position; and

1.6.   Length of service?

2.   How may the administrative orientation of the school administrators be described in terms of:

2.1.   Planning;

2.2.   Organizing;

2.3.   Directing; and

2.4.   Controlling?

3.   What is the role behavior of school administrators in terms of:

3.1.   Administration;

3.1.1. Upkeep of the School

3.1.2. Organization of the School

3.1.3. Business and Office Management

3.1.4. Administering Pupils' Needs?

3.2.   Supervision;

3.2.1. Curricular Improvement

3.2.2. Enhancing Teaching Efficiency

3.2.3. Evaluation

4.   How do the profile and the managerial functions affect the role behavior of School Administrators?

5.   What are the implications of the findings towards effective implementation of school-based management?

Null Hypotheses:

The null hypotheses tested in this investigation were the following:

1. There is no significant relationship on role behavior of the school administrators when respondents were grouped according to age, sex, highest educational attainment, present position and length of service.

2. There is no significant relationship between the administrative orientation and role behavior of the school administrators.

Significance of the Study:

The importance of the study could be viewed on the following standpoint:

Department of Education. The agency at least in the Regional or Division Level would be able to reflect upon the results and be able to formulate legislative policies and plans for the improvement of educational system. The result of this study would likewise provide inputs and ideas on what management development programs design is needed to be

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able to continuously cater to the much challenging and fast-changing roles of school administrators and teachers particularly in the public school system.

Superintendency & Supervisors. They would find heaps of data to be deciphered and understood in the light of providing technical assistance and support in various administrative and supervisory tasks of school administrators. They would be able to decode meanings from the data that would propel them to work hand-in-hand with the school administrators in order to alleviate performance of the school in terms of pupils' and teachers' achievements.

School Administrators. The findings of this study would determine and suggest notes for the school administrators. It would show them ways toward more practical proposals in maintaining or improving their administrative orientation and role behavior. Likewise, this study would be of value to school administrators given the insights into the behaviors associated in describing their roles in order to achieve effective and efficient school administration, management and supervision. Results of this study can be also of help to evaluating their performance to improve quality and better service. Moreover, the findings would encourage the school administrators to open their eyes in the vast potentials of managerial role behaviors that will eventually improve the quality of public elementary schools toward the realization of the educational vision, mission and goals.

Elementary School Teachers. This study would certainly benefit the teachers, as the findings of which would give them broad understanding on the intricacies and complexities of a school administrators. It would give them wide perspective on the enormous tasks and problems which school administrator encounter. Eventually, they may strive to cooperate and support them in achieving their goals.

Pupils and the Community. As such, this study would thus, benefit the pupils and the community, as they are recipients of the school administrators' competence. The community could also benefit from a competent school administrator to effectively connect to the stakeholders to be able to share accountabilities, share responsibilities, and share governance of the school.

Future Researchers. The results of this study would be valuable to them in terms of the information that this result would surface with particular reference to the present condition of the managerial role behavior of school administrators towards improved and effective school learning environment. This would also help them identify variables and indicators that may be of vital use in other researches that they may have inclined to do in relation to the field of school administration particularly on school management.

Review of Related Literature and Studies:

According to Terry (2000), management is a distinct process consisting of activities like planning, organizing, actuating and controlling. These activities are performed to determine and accomplish the predetermined objectives with the help of human and other resources. Managers play a vital role in their respective societies. The successful management of organizations entirely depends upon the talent, managerial skills and behavior of the managers. Managers seek to promote the stability and smooth operation of their organizations. Principals directly affect students by ensuring that schools are efficiently run and they enhance the morale of the school through clear school rules and policies that tend to improve the general disciplinary climate of the school.

Most managers are one in their belief and opinion that the analysis of management can be facilitated by clear classifications of the manager's functions. Catt (1991) enumerated these functions as follows:

1. Planning. It is the process of setting goals and forming policies

2. Organizing. It is the process of instructing and guiding work activities of subordinates.

3. Directing. It is the process of instructing and guiding work activities of subordinates.

4. Controlling. It is the process of knowing how well action conform to plans. It includes forming standards, measuring performance and correcting deviations.

Kowalski (2010) stated that among the factors known to influence school improvement, the performance of a principal has long been touted as a critical variable. Today, however, he mentioned that there is mounting evidence, validating the

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association between principal leadership and student achievement. He cited studies that found moderate but significant relationships between these variables which concluded that administrative actions related to academics influence policy, teacher behavior and possibly student behavior. He further mentioned that the researchers posit that even minor levels of principal influence can make critical difference in school effectiveness.

Thus, Kowalski (2010) further stressed, that if principal behavior matters, there is a need to understand behavioral determinants to distinguish between productive and counterproductive behavior. It could probably develop a long list of reasons why schools need principals. All or most would likely to have a common thread – the expectation that principals need to lead and manage in ways that ensure institutional effectiveness. To meet this benchmark, principals must not only behave in ways that elevate student achievement, they must influence others to do likewise. Explaining how principals are able to do these things is more difficult than explaining that they are necessary.

Lunenburg (2010) described principals as administrative officer who is responsible for the operation of the school. He mentioned that schools vary in sizes. There are small schools, where the principal may teach when a teacher is absent. In big schools, there may be one or more assistant principals. The administrative hierarchy may consist also of a number of department chairpersons, school counselors, a social worker, school psychologist, and so on. Although functions vary by location and size, the principal is primarily responsible for administering all aspects of a school's operations. He cited that one way to analyze what principals do is to examine their job from a number of perspectives: (a) leadership functions, (b) administrative roles, (c) management skills, (d) task dimensions, (e) human resource activities, and (f) behavioral profiles of effective versus successful administrators.

According to Parker (2011) planning defines where the school wants to be in the future and how to get there. Plans and goals on which they are based give purpose and direction to the school, its subunits, and contributing staff.

Suppose, the school administrator in a large urban school district decides that the school should attempt to increase the number of students reading at grade level by 20 percent by the year 2012. This goal and the methods needed to attain it would then serve as the planning framework for the school (Gardiner, 2011).

Planning is important because it provides staff with a sense of purpose and direction, outlines the kinds of tasks they will be performing, and explains how their activities are related to the overall goals of the school (Oosterlynck, 2011). Without this information, staff would not know precisely how to use their time and energies efficiently and effectively. Subsequently, they would respond to their job responsibilities randomly, wasting valuable human resources.

Planning according to Goodstein (2011) is also a prerequisite to other leadership functions. In particular, McDonnel (2011) emphasized that it becomes the basis for monitoring and evaluating actual performance.

Lunenberg and Irby (2006) ; Lunenburg and Ornstein (2008) further explained that plans made during the first step become benchmarks or criteria against which to measure actual performance in the monitoring step. Unless plans are formulated and mutually agreed on, there is relatively little value or basis for measuring the effectiveness of the school outcomes. They added that comparing planned and actual results provides the principal with a sound basis on which to make necessary adjustments in the school's plan of action.

Boschee (2009) shed light that since 1970s, criticisms of traditional planning models have resulted in the development of the strategic planning approach. New ideas have arisen about the nature of educational organizations. Schools have been described as "loosely-coupled systems" and "organized anarchies". The challenges facing schools have changed significantly as new demands have been placed on them. Their environment has become uncertain and even hostile. Boschee also further explained that strategic planning, a subset of the public policy process, could be an ideal technology for shaping the future of education.

Given the contextual constraints on educational policy (social, economic, and political), the challenge for educational strategic planners is to understand the internal and external boundaries and to use this understanding to design policies that could facilitate change in student achievement and the very structure of schools (Marzano and Waters, 2010).

Lunenburg and Ornstein (2008) presented seven action imperatives that can be interpreted in terms of what must change to help schools become learning organizations.

If workable plans methods for attaining them have already been developed among the principals, they must now design an organization that will successfully implement the plans. Thus, according to Argyris (2011) "organizing" involves three essential elements. These are: developing the structure of the organization, acquiring and developing human resources, and establishing common patterns and networks.

Jones (2010) also explained that in a very basic sense, designing the structure of the organization involves creating the organizational chart for a school. The school administrator or principal establishes policies and procedures for authority relationships, reporting patterns, the chain of command, departmentalization, and various administrative and subordinate responsibilities. Then the school administrator takes steps to hire competent personnel. When necessary, the school administrator establishes programs for training new personnel in the skills necessary to carry out their task assignments. The school administrator finally builds formal communication and information networks, including the types of information to be communicated direction of communication flows, and reductions in barriers to effective communication.

Organizing at the upper levels of an organization usually includes designing the overall framework for the school district according to Grant (2011). In view of this, Burton (2007) said that at the building level, organizing is usually more specific and thus may involve specific activities. These activities may include the following: developing methods to help people understand what portion of the job is their responsibility; coordinating individual efforts through work schedules to avoid unnecessary delay in task accomplishment; designing an efficient system for making day-to-day work assignments should these be necessary; and cross-training personnel or providing for substitute personnel to avoid disruptions in the flow of work caused by absenteeism.

Once plans are formulated and activities are organized, the next step according to Northouse (2010) is directing or leading staff members to achieve the school's goals. Although planning tells school administrators *what* to do and organizing tells principals *how* to do it, directing or leading tells them *why* the staff member should want to do it. It was likewise explained that recently, the directing or leading function was also called *facilitating, collaborating, or actuating.* No matter what it is called, directing or leading entails guiding and influencing people.

The school administrator's role can be defined as getting things done by working with all school stakeholders in a professional learning community. As what Hord and Sommers (2008) revealed, school administrators cannot do all of the work in schools alone. They must, therefore, influence the behavior of other people in a certain direction. To influence others, the principal needs to understand something about leadership, motivation, communication and group dynamics.

Thus, English (2008) said, directing or leading means communicating goals to members and infusing them with the desire to perform at a high level. Because schools are composed largely of groups, leading involves motivating entire departments or teams as well as individuals toward the attainment of goals.

As far as controlling is concerned, Lunenburg (2010) expounded that when school administrators compare expected results with actual results, and take the necessary corrective action, they are likely performing this managerial function. Deviations from past plans should be considered when formulating new plans. Controlling or often referred to as monitoring completes the cycle of leadership functions.

Controlling is the responsibility of every school administrator explained by Blankstein, Houston and Cole (2010). They said that it may simply consist of walking around the building to see how things are going, talking to students, visiting classrooms, talking to faculty, or it may involve designing sophisticated information systems to check on the quality of performance, but it must be done if the school administrator is to be successful.

The success with which school administrators carry out these functions determines how effectively the school operates. A school is created to perform a set of tasks and achieve a number of stated goals, the most important of which is student learning (Blankestein 2010). It is the school administrator's job to attain goals by working with all school stakeholders in an atmosphere of a professional learning community which involves planning, organizing, directing and controlling. (DuFour et.al. 2010).

Lunenburg (2010) explained that there are certain roles required for all school administrators, whether they operate elementary, middle or high schools. A school administrator does certain things, fulfills certain needs in the school district, has certain responsibilities, and is expected to behave in certain ways.

Lunenburg further examined the notion of effective principals in terms of task dimensions, human resource activities, and behavioral profiles of successful versus effective school administrators.

On human resource activities, Lunenburg (2010) likewise mentioned that school administrators are responsible for getting things done by working with all school stakeholders. The school administrators spend a large portion of their time interacting with others, the majority of which is in face-to-face communication. Failure to interact well with others may hamper their careers.

Everard et.al. (2004), on style and the school manager, said that: "*On or any day, we will see rich variety of behavior exhibited by our professional colleagues, our pupils, the administrative and ancillary staff and other people with who, we come into contact*". In each situation the basic style orientation of the individual will be modified to a greater or lesser extent, deliberately or unthinkingly, in response to the situation with which he or she finds him or herself confronted.

Dalton (2005) enumerated seven classic styles to become a better manager. The behaviors he cited were commander, drifters, attacker, pleaser, performer, avoider, analytical.

Hopkins (2001) suggested adapting the management arrangements within the school to support teaching and learning as a strategy for educational change for real improvement is a part of school improvement supported by Harris (2002) who has highlighted a number of important findings about the successful process of successful school change such as teacher development leadership development, improving the learning condition and the school culture.

In relation with framework of School Improvement , Hopkins (2001) draws that in school improvement and school excellence the guiding principles are leadership and management, professional pathways, teaching, environment, evaluation, students learning, collaborative planning, curriculum assessment of learning are crucial elements. For example, the Australian Capital Territory (2004) has used some of the relevant elements for its School Improvement framework primarily teaching practice, learning and assessment, curriculum, student focus and leadership behavior. In spite of obvious contextual differences and definitional and measurement issues, there is a wide consensus that principal's leadership roles has tremendous impact on School Improvement. It is important, therefore, to understand and determine the influencing factors of principals' leadership roles towards the impact on School Improvement.

Since the school principal is the key figure in School Improvement under SBM, the roles and responsibility of the principal greatly influences the School Improvement process. Though the basic responsibilities of principal are the same in most modes but, there are some variations like the aspect where the principal needs to operate differently from previous time (Sullivian, 1988). For these reasons, the managerial roles of principal under school-based management have been the subject of much research in educational setting for School Improvement.

According to Van Niekerk (2002), one of the key factors influencing school effectiveness is the nature and quality of the leadership and management provided by the school management team, particularly the principal. Good managers make good schools in which the key function of effective teaching and learning is performed well.

Sterling and Davidoff (2000) indicate that school is a living organization which is made up of many inter-related parts. It is not possible to understand any one part without reference to the interweaving system which sets the constraints and possibilities for the experiences of each part.

Steyn (2002) maintains that new conditions and expectations in education can create new challenges and perspectives for the role of the principal. With so many important decisions being made at the school level, principals have a crucial role to ensure that these decisions are being implemented. To effectively implement or conduct a particular program, project or activity, principals should always ensure that all staff members not only know and understand their roles but also know and understand roles that principals should play in order for the school to improve. Such roles should be linked to changes taking place in the school setup.

Luistro (2010) has called on all the principals to be more pro-active in managing schools because student performance is a reflection of how well the principals perform their job. In a press release issued by the Department of Education, Secretary Luistro likened the principals to his trusted captains manning the front liners: *"If we were in the battlefield, you are in trenches, in the thick of battle egging your soldiers to fight on. You are the first line of defense who have the feel of the terrain, the full grasp of the situation and who know the capability of your every soldier. DepEd can only set the direction, and provide the vision and support endeavors and dreams. But it is the principals who are truly responsible when it comes to school outcomes and who dictate the tempo of progress in the respective place of assignments."*

Moreover, the Honorable Luistro, Secretary of Education challenged the school administrators when said: *"The principals should not be confined in their offices but out in the schools where the action is. Principals, who just stay in their respective schools, do not transform Philippine education. The principals should be doing the rounds, inquiring on the needs of the teachers, feeling their inadequacies, sharing their joy and sympathizing in their grief because principals should be on top of everything that happens in this school."*

Luistro further explained that DepEd is pushing for the adoption of the national competency-based standards for school heads; the administration of the national qualifying examination for principals; the development and implementation of programs to enhance the managerial and leadership competencies of principals; the downloading of the maintenance and other operating expenses; and the allocation of resources based on needs. DepEd sees that education reforms can only happen if the principals are hands-on. They should also able to inspire their constituents, to energize the people below and earn the respect of those above them. Principals should be able to correct, to encourage, to set the standard and to live by example.

Furthermore, the Secretary of Education emphasized that aside from school administrators, they should also be the direct link to the community who will open the door for more stakeholders to invest in public education. They should be able to engage the local decision-makers, the private sector, the non-government organizations so that they can be our partners in achieving the school improvement plans.

On the other hand, Lapus (2009) calls on the school heads to keep on investing in their professional and personal development to be better equipped in improving the quality of the country's public school system. Lapus also said: *"As the educational issues become more complex, we cannot just use our "old competencies in addressing new and varied challenges. We cannot rely anymore on traditional ways of confronting these issues to significantly affect participation, completion, achievement and the total education landscape."*

He stressed that it is important for the school heads to invest first in their professional growth so that consequently, they can develop their schools. To be more professionally competent school heads need to redefine transformation and reassess how to improve competencies to fully transform DepEd. He emphasized that "if the elementary schools are your basic responsibilities, these are also your basic accountabilities".

Pursuant to DepEd Order No. 42 series 2007, the Revised Guidelines on Selection, Promotion and Designation of School Heads has served as the yardstick to assess qualified public school administrators on the basis of merit, competence, fitness and equality. A School Head was defined as the person responsible for the administrative and instructional supervision of the school or cluster of schools. The DepEd Order enumerated three (3) leadership dimensions a school head is expected to possess, as follows: 1. Educational Leadership – is the ability to craft and pursue a shared school vision and mission, as well as develop and implement curriculum policies, programs and projects; 2. People Leadership - is the ability to work and develop effective relationships with stakeholders and exert a positive influence upon people; 3. Strategic Leadership - is the ability to explore complex issues from a global perspective, manage an educational enterprise and maximize the use of resources.

The National Competency-Based Standards for School Heads (NCBS-SH) has been adopted by the Department of Education as stated in DepEd Order No. 32 s. 2010. The NCBS-SH defines the standards through the domains and strands which can be used as basis for school heads' decision making, actions and performance of their functions. In addition to fundamental direction provided by the set of standards, knowledge, skills and values are clarified through the indicators defined per strand on every domain.

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The said Order emphasized that the NCBS-SH shall be used as basis for the preparation of comprehensive training and development based on expected tasks that will be utilized to deliver supply-driven training programs to ensure efficiency, effectiveness and excellence of school heads' job performance. It can also be used as basis for qualifying examination and other screening activities relative to selection and promotion of school heads and assistance to succession planning and development. Revision of performance appraisal shall also be based on the same document.

Relationship Between the Present Study with the Previous Studies:

The studies reviewed bear close relationship with the present study in the sense that all previous studies looked into administrative, managerial and leadership functions of the school administrators. The studies conducted are found to be related to the present for they focused on the characteristics of school administrators, decision making techniques, and job orientation of public elementary school administrators. They differed however, in the manner of data presentation, the variables considered and the venue.

The other investigation cited in this research are found similar with the present as the studies they have conducted are also focused on the hierarchical level of administration, the administrative skills of the school administrators and empowerment. However, the present study still differs from the previous studies as far as the scope, focus and methodology.

The studies conducted are further related for they have contributed in some ways of improving the leadership effectiveness of the elementary school principals and the behavior of effective and ineffective schools. On the other hand, they differed in the manner of data presentation, the variables considered and the venues.

The other cited studies bear semblance to the present study since they dealt on the leadership styles of school administrators, administrative orientation and role behavior. However, the study differs from the present as the involved in the previous were higher learning institution administration, vocational directors. The present study used public elementary school administrators and teachers. Furthermore, they are similar in the sense that the variables in the previous investigation used age, sex, civil status and years of administrative experience which were also used in the present.

The investigation conducted by some researchers used in this study are of great relevance to the present study because they examined the leadership behavior that have direct effects on the teaching and classroom instruction, as well as instructional leadership and administrative and supervisory practices of school administrators which are also true with the present study. All of which involve public elementary school administrators however, they differ in the venue, scope and setting.

There were also researches related and similar to the present as it dwells on transforming leadership, fundamentals of transformational leadership and visionary leadership which have extensively contributed in the formulation of the research framework.

Research Method:

The study which is essentially descriptive in nature was used with the questionnaire-checklist as the main instrument in gathering needed information. Informal interviews and observations were employed as auxiliary method of data-gathering.

The study was conducted in the twenty-seven (27) public elementary schools in the Division of Olongapo. The schools are located in the four (4) Districts of the Division. The respondents of this study were the twenty-six (26) public elementary school administrators and three hundred six (306) public elementary school teachers in the four (4) districts of the Division of Olongapo City. The teacher-respondents represent the forty-percent 40% of the total number of teachers per district

Sampling Technique:

In this study, the universal sampling was employed in the selection of public elementary school administrators as respondents. On the other hand, the simple stratified random sampling was used in the case of the teacher-respondents because forty percent (40%) of the total number of teachers within the district were chosen.

Research Instrument:

To obtain the desired data, questionnaire-checklist as the main instrument was employed. It appeared to be the most comprehensive way of gathering the responses needed to determine the assessment of public elementary school administrators and elementary school teachers with regards to the administrative orientation and role behavior of public elementary school administrators.

The questionnaire was constructed taking into consideration the researchers' experience, reviewed literature and studies through reading of professional books and educational magazines and information taken from the internet. The instrument was divided into three (3) parts.

Part I. Profile of the Respondent. This part of the questionnaire focused on the demographic profile of the respondents which include their age, sex, civil status, highest educational attainment, length of service, and present position. This was designed to find out the respondent's personal and professional backgrounds as well as other relevant data.

Part II. Administrative Orientation of School Administrators. This part of the questionnaire was designed to examine the Administrative Orientation of school administrators along the following dimensions:

a. planning;

b. organizing / staffing;

c. directing; and

d. controlling.

Part III. Role Behavior of School Administrators. This part of the questionnaire was designed to examine the Role Behavior of school administrators along the following dimensions:

a. Administration; and

b. Supervision.

Parts II and III of the Questionnaire were answered by the school administrators and teacher-respondents. The multiple choice type was employed because of its simplicity, flexibility and efficiency in measuring information.

Construction and Validation of the Instrument:

The questionnaires were formulated based from the related literature and studies, through readings and observations made by the researcher. Content validation was also done before the final administration to all respondents. The first draft of the questionnaire was shown to the dissertation adviser. Comments and suggestions for the improvement of the instrument were considered. After revisions of the instrument, presentation of the revised form to the adviser for approval was taken considerably.

The improved questionnaires were subjected to a dry-run revision test to Olongapo City Christian School teachers in Olongapo City. It is a private school in Olongapo City and therefore not included in the group of respondents. The questionnaire administered to the private school was done purposely to find out any defect and vague statements. After this step, since there were no comments and observations noted in the questionnaire, the final form was made upon the approval of her dissertation adviser. Copy of the questionnaire is found in the Appendixes.

Administration and Retrieval of the Questionnaire:

The researcher sought the permission from the Schools Division Superintendent of the Division of Olongapo City to conduct the study and administer the survey instrument to the targeted respondents. Upon approval, the researcher personal reproduced the survey-questionnaire and distributed the same to the target respondents with the assistance of the school administrators and public schools district supervisors. The researcher personally administered the distribution and retrieval of the questionnaires. The respondents were given enough time to accomplish the instrument in order that they would answer the instrument cautiously. All the instruments were collected in less than one month.

Statistical Treatment of Data:

The data gathered from the questionnaire were collated, tabulated, analyzed and interpreted using Statistical Packages for Social Science or SRSS to answer the questions posted in this study and to test the hypotheses. The Percentage, Weighted Mean, Residual Variance and R-Square and Correlation Coefficient R, were statistical computations used in this study.

Findings:

1. Demographic Profile of Respondents:

The mean age of school administrator was 55 years old while the mean age of teacher-respondents was years old. Majority of school administrators and teacher respondents. The highest educational qualification obtained by majority of the school administrators was M.A.Ed. or M.S. For teachers-respondents, the largest group was Bachelor's degree holders. The biggest group of school administrators are currently holding appointments as Principal II while teacher-respondents are Teacher I. The biggest group of school administrators has been in the service for 34 years. For the teacher-respondent the mean of teacher-respondents' length of service was 14 years.

2. Description of Administrative Orientation of School Administrators:

The school administrators described their administrative orientation in terms of planning, organizing, directing and controlling as "very effective". However, the teacher-respondent described the school administrators in terms of administrative orientation as "effective". In terms of personnel development, curriculum development, physical facilities development, records management, guidance , school community relations, socio-cultural development, school administrators described themselves as "very effective" while teacher-respondents described their school heads, "effective".

As far as the role behavior on administration is concerned, particularly upkeep of the school, organization of the school, business and office management and administering pupil's needs, the school administrators described themselves as effective. It is worth emphasizing that the teacher-administrators have also described their school administrators very effective on these factors. Moreover, on the role behavior of school administrators on supervision particularly on curricular improvement, enhancing teaching efficiency and evaluation, school administrators described themselves "very effective" while the teacher-respondents described their school administrators "effective" on the these factors.

3. Relationship of Role Behavior of School Administrators according to their Profiles:

Based on the regression coefficients reflected under role behavior in terms administration and supervision, there was a significant relationship between the profile and role behavior of school administrators.

On the relationship between the administrative orientation and role behavior of the school administrators, the regression coefficient between administrative orientation and role behavior in general was .918 (very high relationship). Thus, there was a very high relationship among the mentioned variables.

In terms of role behavior according to administration, the regression coefficient was .741 (high relationship) indicating a high relationship between administration of role behavior and administrative orientation of school heads.

Among the variables of administrative orientation, the following were correlated: organizing had a high relationship (.880) with administering pupil needs; directing had a high relationship (.930) with upkeep of the school, high relationship (.931) with organization of the school, marked relationship (.523) with business and office management and marked relationship (.572) with administering pupil needs; and controlling had a marked relationship (.483) with organization of the school and marked relationship (.490) with administering pupil needs. Hence, directing shows relationship in all the variables of role behavior. Controlling marked relationship with organization of the school and administering pupil needs.

In terms of role behavior according to supervision, the regression coefficient was .998 (very high relationship), thus there was a very high relationship between administrative orientation and supervision of role behavior.

In terms of administrative orientation, planning had a marked relationship (.612) with enhancing teaching efficiency, organizing had a marked relationship (.521) with curricular improvement and controlling had a marked relationship (.545) with evaluation). This means the variables of administrative orientation had a partially upheld relationship with the role behavior in terms of supervision.

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Based on the reflected regression coefficients between role behavior according to administration and supervision and administrative orientation, the hypothesis was rejected. Therefore, there was a significant relationship between administrative orientation and role behavior of school administrators.

III. CONCLUSIONS

On the basis of the findings, the researcher concludes that the public elementary school administrators in the Division of Olongapo City are relatively old within the age range of 60-65 years, a female dominated workplace, married. Majority of them have finished their Masters Degree in Education and presently holding an appointment as Principal II. They have been in the service for more than 40 years. On the other hand, the public elementary school teachers in the city are the prime of their career with age range of 35 – 39, majority are female, married and have finished Bachelor's degree in Education. They hold the entry level position as Teacher 1 and quite new in the government service.

The Public School Administrators were "very effective" as far as their administrative orientation is concerned particularly in planning, organizing, controlling and directing, which include personnel development, curriculum development, physical facilities development, records management, guidance, school community relations, socio-cultural development. However, they were described "effective" by teachers with regards to their administrative orientation.

The school administrators were "very effective" in their role behavior in administration specifically in the upkeep of the school, organization of the school, business and office management, administering pupil's needs. Moreover, in their role behavior in terms of supervision, they were rated "very effective" in terms of curricular improvement, enhancing teaching efficiency, and evaluation. On the other hand, teachers perceived their principals role behavior in administration as very effective particularly in upkeep of the school, organization of the school, business and office management, and "effective" in administering pupil's needs. In terms of supervision, they were perceived to be "effective' in curricular improvement, enhancing teaching efficiency, and "very effective" in evaluation.

The result of the regression or coefficient correlation between the profile and the role behavior of the school heads indicates that there was a high relationship between the role behavior of the school administrators. The regression coefficients reflected under role behavior in terms administration and supervision shows that there was a significant relationship between the profile and role behavior of school administrators. There was a very high relationship between the administrative orientation and role behavior of the school administrators, In terms of role behavior according to administration, it also indicates a high relationship between administration of role behavior and administrative orientation of school heads. In terms of role behavior according to supervision, the regression coefficient was a very high relationship between administrative orientation and supervision of role behavior.

Based on the reflected regression coefficients between role behavior according to administration and supervision and administrative orientation, the hypothesis was rejected. Hence, there was a significant relationship between administrative orientation and role behavior of school administrators in the public elementary schools in the Division of Olongapo City. To effectively implement the school-based management program in schools, school administrators should have adequate knowledge, competencies, skills as well as attitudes so that the challenging role of principals could create great magnitude of impact to the learners of the 21st century.

Recommendations:

The researcher recommends that the school administrators must continue to undertake professional growth activities in order for them to perform their administrative functions and role behavior effectively in their respective schools. School administrators should focus more importantly on their instructional leadership, human resource development and organizational management to enhance their knowledge, skills and attitudes for organizational usefulness and school success.

School administrators must demonstrate strong educational leadership in order for them to lead their respective schools to implement appropriate programs that will bring best possible learning outcomes, and further develop sound conceptual understanding of their challenging and critical roles of school administrators in the present educational set-up in the Department of Education.

Performance evaluation of school administrators must be done strictly and with utmost objectivity to ensure that they recognize their personal strengths and weaknesses and properly address these abilities and areas for self-development and improvement.

School administrators must ensure that they balance their system of management with their stakeholders in identifying effective relationships in accordance with the context of their locality and immediately resolve priorities within their jurisdiction.

The Department of Education should consider conceptualizing how to professionalize school principalship position so that only those who are qualified, competent, knowledgeable and experienced are the ones managing the schools without compromising the quality of educational services expected of them to deliver for the Filipino learners of the 21st century.

Research of this magnitude may also be conducted at both macro levels in order to expand acumens on the gargantuan capabilities and multi-faceted responsibilities required of school administrators to effectively deliver the demands of school-based management program.

In general, the regression or coefficient correlation between the profile and the role behavior of school heads marked as .821 (high relationship). This indicates that there was a high relationship between the profile and the role behavior of the school administrators, thus the hypothesis was rejected. This means that the data on profile have bearing in the role behavior of school administrators. School administrators are responsible for the overall operation of their schools. They became more responsible for teaching and learning in their schools. In particular, their duty to monitor instruction increased along with their responsibility to help teachers improve their teaching. With this change in responsibilities, school administrators discovered the need to more effectively evaluate instruction and assist teachers as they worked to improve their instructional techniques.

Table 1: Regression Analysis Between Profile and Role Behavior

Role Behavior	R	R Square	Adjusted R Square	Std. Error of the Estimate	Interpretation
	.821*	.675	.658	.169881465434104	Significant
Administration		Sum of Squares	Df	Mean Square	F
	Regression	.865*	16	1.179	40.855
	Residual	.135	315	.029	
Profile		Upkeep of the School	Organization of the School	Business and Office Management	Administering Pupils' Needs
	Sex	.223	.213	-.304	.222
	Age	-.217	-.223	-.221	.295
	Civil Status	.266	.230	-.302	.095
	Highest Educ. Attainment	.626*	.419*	.814*	.440*
	Present Position	.449*	.477*	.965*	.884*
	Length of Service	.394	.171	.147	.411*
Supervision		Sum of Squares	Df	Mean Square	F
	Regression	.677*	16	13.145	169.230
	Residual	.323	315	.078	
Profile		Curr. Improvement	Enhancing Teaching Efficiency	Evaluation	
	Sex	-.353	.252	.189	
	Age	-.016	.341	.303	

Civil Status	.152	.318	.374
H.E.A.	.557*	.972*	.449*
Present Position	.676*	.697*	.451*
Length of Service	.040	.318	-.035

Table 2: Regression Analysis Between Administrative Orientation and Role Behavior

R	R Square	Adjusted R Square		Std. Error of the Estimate	Interpretation
.918*	.842	.834		.3608931776	Significant
Sum of Squares	**Df**	Mean Square		F	
Regression	.741*	16	4.378	9.582	
Residual	.259	315	.457		
Upkeep of the School	Organization of the School	Business and Office Management		Administering Pupils' Needs	
Planning	.272	.147	.216	.367	
Organizing	.288	-.144	.116	.880*	
Directing	.930*	.931*	.523*	.572*	
Controlling	.316	.483*	.341	.490*	
Sum of Squares	Df	Mean Square		F	
.998*	16	5.687		26.945	
.002	315	.211			
Curr. Improvement	Enhancing Teaching Efficiency			Evaluation	
.017	.612*			-.284	
.521*	.204			.348	
.351	.019			-.126	
.178	.082			.545*	

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