Asessing the Administrative Functions of the School Heads in Buenavista Agusan del Norte

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A Research Presented to the Faculty of the Graduate School
National Teacher College
In Partial Fulfillment of the Requirements for the Degree
Doctor of Education Major in Educational Leadership

Abstract: This study was conducted in public secondary schools located in Buenavista District found in the province of Agusan del Norte and descriptive research method was used in this study. The researcher used a checklist-questionnaire method to find out the relationship of the variables. The study was conducted to assess and evaluate the extent of the administrative functions of school heads of secondary schools found in Buenavista District, Division located in the province of Aguasn del Norte as a basis for creating an enhanced training program for school heads. It envisioned to find out the significant answers to the following questions: (1) What is the profile of the respondents as school head in terms of age, gender, civil status, highest educational attainment, years in service, rank/position, and trainings and seminars attended; (2) What is the profile of the respondents as teachers in terms of age, gender, civil status, highest educational attainment, years in service, rank/position, and trainings and seminars attended; (3) What is the extent of administrative functions of school head in the District of Buenavista as regards to student personnel administration/supervision of instruction, staff personnel administration, school-community relation, management of school finances/business administration, management of school physical facilities, and general tasks as assessed by the school-heads and teachers; (4) Is there a significant difference on the administrative functions of school heads when both school head-respondents are grouped according to their profile; (5) Is there a significant difference on the administrative functions of school heads when teacher-respondents are grouped according to their profile; (6) What action plan could be crafted as an enhanced training program for school heads? Through the problems stated, the researcher came up with the following null hypothesis: there is no significant difference on the administrative functions of school heads when school head-respondents are grouped according to their profile and there is no significant difference on the administrative functions of school heads when teacher-respondents are grouped according to their profile. After administering the questionnaire, the researcher used percentage in getting the profile of both respondents which includes age, gender, civil status, highest educational attainment, rank/position, years in service, and trainings and seminars attended. Ranking is utilized to show the positional importance of an item to the others, especially the profile of both respondents. The weighted mean used to compute the extent of administrative functions of school heads as regards to student personnel administration/supervision of instruction, staff personnel administration, school-community relation, management of school finances/business administration, management of school physical facilities, and general tasks as assessed by both the school heads and teachers. To test the significance of the variables, Analysis of Variance (ANOVA), used to identify the significant difference on the administrative function of school heads when both respondents are grouped according to their profile.

Keywords: Educational Leadership, Educational Management, School Heads, Administrative Functions

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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

Today, education has never been more important. The time is now to place leaders into schools districts that are passionate about children and the education they receive. School administrators embrace the extremely important role of ensuring the system is operating effectively and efficiently. Those placed in administration roles, such as a principal, dean, or head master; demonstrate a high level of excellent in every realm within education. Common roles of administrators are to ensure all schools, teachers, counsellors, are collaborating towards a common goal while improving standards and opportunities. Together, with proper leadership, school systems can meet goals set forth by school boards and foster students that are highly educated and prepared for their future.[1]

Functions of a principal at an elementary, middle or high school are similar, whether the setting is public or private.[2] The role of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. Other important duties entail developing safety protocols and emergency response procedures. Work often includes attending school functions after hours, such as basketball games, concerts, plays,

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[1] Administration: The Role and Duties of a School Administrator https://education-colleges.com

[2] Dr. Mary Dowd (2018). Duties and Responsibilities of School Principals. https://work.chron.com

parent conferences and school board meetings. Having a visible presence shows interest and dedication to students. Often problems arise which need immediate attention, such as a student disciplinary issue or a call from a worried parent whose child is struggling in the classroom. Legislative emphasis on measurable student outcomes requires principals to collaborate with teachers to set and achieve high-performance goals. Principals must always be ready to answer questions from the public about how the school is rectifying any achievement gaps between diverse groups of students and performance overall.

These new challenges require school principals to take on new leadership skills in quality development and quality assurance. They also highlight the need for more focused and systematic school leadership training and development programs to enhance the quality of school leadership they already possess. The government through the Department of Education should take into account the training needs of the school principals in the context of School-Based Management down to its minute details to fully capacitate them towards the full implementation of the program as it captures the whole educational system.[3]

Having accounted all these, this study aims to assess and evaluate the extent of administrative functions of public school heads of secondary schools in Buenavista District located in the Division of Agusan del Norte as a basis for creating an enhanced training program.

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[3]*Jesus V. Muring, Ed. D.* ESP II, (2014). The Challenging Roles of a School Principal. Managok Elementary Schoo. Malaybalay City East District. https://www.depedmalaybalay.net

Theoretical Framework

This study that will assess and evaluate the extent of administrative functions of school heads in the secondary schools can be best described through Administrative Management Theory by Henry Fayol.

In this theory, Fayol identified five key functional areas which include; controlling, coordinating, planning, organising and directing. Planning refers to the selection and sequential ordering of tasks to be performed aimed at achieving the goal of the organisation; organising refers to putting the resources of the organisation into gainful use; directing is the process of leading and motivating employees so as to influence their behaviour to achieve the goals of the organization while controlling involves measuring the performance of the organization, comparing it with the set standards, identifying the deviations from the proposed plans and taking the necessary corrective actions to ensure that events conform to the plans. This theory attempts to come up with fundamental rules and principles to serve as guidelines for managers.

Conceptual Framework

With the theory above and as to relate it to the study, Fayol proposed the following 14 principles of management such as: division of work, authority, discipline, unity of command, unity of direction, subordination of individual interests to the general interest, remuneration, centralization, scalar chain, order, equity, stability of tenure of personnel, initiative, and esprit de corps. Although the majority of these management principles still hold true today, Fayol's most significant contribution to the field of management theory is his identification of the duties of

management. His original list of five management duties: foresight, organization, command, coordinate and control, has been modified over time. Current theory identifies six management functions: planning, organizing, staffing, leading, controlling and motivating. This list reflects the addition of two functions—staffing and motivating—and the re-categorization of the command and coordinate duties as leading.

Research Paradigm

The research paradigm of the study shows the extent of administrative Functions of school heads as regards the student personnel administration/supervision of instruction, staff personnel administration, school-community relation, management of school finances/business administration, management of school physical facilities, and general tasks as perceived by both the school heads and teachers in public secondary schools as a basis for creating an enhanced training program for school heads.

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┌─────────────────────────────────────────────┐
│  Extent of Administrative Functions of       │
│  School Heads as regards the:                │
│    ➢ student personnel                        │
│      administration/supervision of            │
│      instruction                              │
│    ➢ staff personnel administration           │
│    ➢ school-community relation                │
│    ➢ management of school finances/business   │
│      administration                           │
│    ➢ management of school physical facilities │
│    ➢ general tasks                            │
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School Heads ⟷ **Teacher**

Public Secondary Schools

Enhanced Training Program for School Heads
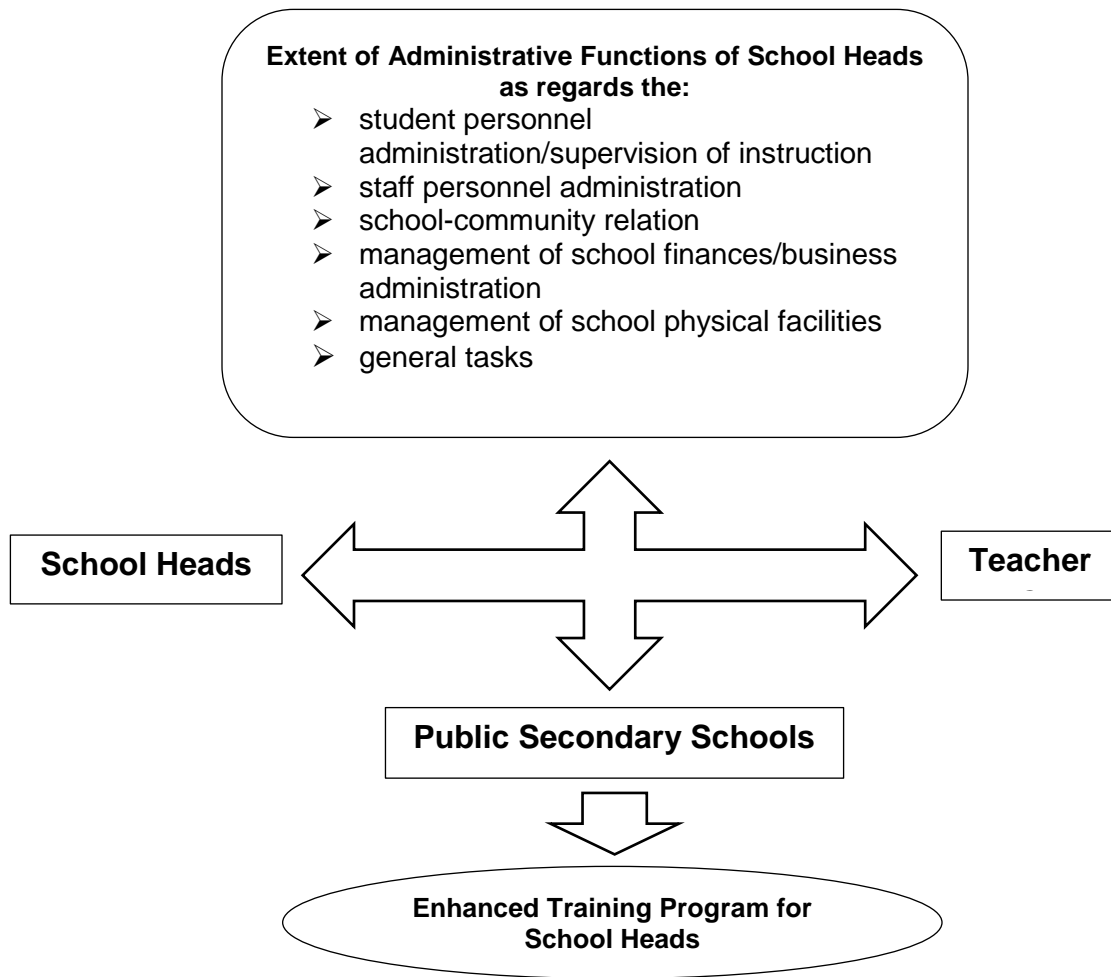
Fig.1 Research Paradigm of the Study

Statement of the Problem

The study aims to assess and evaluate the extent of the administrative functions of school heads in the secondary schools found in Buenavista Agusan del Norte as a basis for creating an enhanced training program for school heads.

Specifically, it answers the following questions:

1. What is the profile of the respondents as school head in terms of;

1.1 age,

1.2 gender,

1.3 civil status,

1.4 highest educational attainment,

1.5 years in service,

1.6 rank/position, and

1.7 trainings and seminars attended?

2. What is the profile of the respondents as teachers in terms of:

2.1 age,

2.2 gender,

2.3 civil status,

2.4 highest educational attainment,

2.5 years in service,

2.6 rank/position, and

2.7 trainings and seminars attended?

3. What is the extent of administrative functions of school head in the secondary school of Buenavista as assessed by both school heads and teachers as regards the:

3.1 student personnel administration/supervision of instruction,

3.2 staff personnel administration,

3.3 school-community relation,

3.4 management of school finances/business administration,

3.5 management of school physical facilities, and

3.6 general tasks?

4. Is there a significant difference on the administrative functions of school heads when both school head-respondents are grouped according to their profile?

5. Is there a significant difference on the administrative functions of school heads when teacher-respondents are grouped according to their profile?

6. What action plan could be crafted as an enhanced training program for school heads?

Hyptoheses of the Study

1. There is no significant difference on the administrative functions of school heads when both school head-respondents are grouped according to their profile

2. There is no significant difference on the administrative functions of school heads when teacher-respondents are grouped according to their profile

Significance of the Study

The researcher believed that the results of this study would give benefits and significance to the following:

Department of Education. They will know how to conduct proper and appropriate seminars, activities, and/or events that will enhance and further develop the administrative functions of the school heads and/or principals for them to be effective in handling their respective schools.

School Administration. They will know how to properly and effectively deal with their subordinate in a professional level and at the same time use the administrative functions which best suited the school where they are.

Academe. The community and scholarly environment within an institution may suggest possible ways in which to improve the administrative functions of principals in their respective area.

Teachers. They will know how to properly coordinate and relay important information to their superior and plan for future advancements for the learners and for the school.

Future Researchers. The study may serve as a guide as they craft a similar study and cite the research provided by the researcher.

Scope and Limitations of the Study

This study focuses only on extent of administrative functions of school heads in the secondary schools in Buenavista Agusan del Norte as assessed and evaluated by both school heads and teachers as regards to certain specific factors related to it.

The completeness, objectiveness, and accuracy of the result depend on the perceptions of the respondents in answering the questions through the process of administering the survey among them.

Definition of Terms

For clear understanding of the context of this study, the following terms were defined as follows:

Administrative Functions. The responsibility for overseeing the administrative duties at schools, ensures a safe and productive learning environment for the students and faculty at their institution together with monitoring

of budgets, logistics, schedules, disciplinary actions, evaluations, and public relations.

General Tasks. The process of managing a task that involves planning, testing, tracking, and reporting.

Physical Facilities Management. The coordination of the physical workplace with the people and work of an organization.

Public School Heads. A head teacher, headmaster, headmistress, head, chancellor, principal or school director is the staff member of a school with the greatest responsibility for the management of the school.

School Community Relation. This defined by the relationship between school and its proximal community or communities.

School Finances Administration. This comprises the planning and implementation of a **financial** plan, accounting, reporting and the protection of assets from loss, damage and fraud

Staff Administration. It means managing the *staff* of an organization or the people who work for it.

Training Program. A program that helps employees learned specific knowledge or skills to improve performance in their current roles.

CHAPTER II

REVIEW ON RELATED LITERATURE AND STUDIES

This chapter presents the related literature and studies presented in supporting the background and reference of the present study.

Related Literature

Foreign

The school principal is the highest-ranking administrator in an elementary, middle, or high school. Principals typically report directly to the school superintendent, but may report to the superintendent's designee, usually an associate superintendent, in larger school districts. The highest-ranking school level administrator in some private schools is called the master teachers. Master teachers have many of the same responsibilities as principals, but they may engage in additional activities such as fund-raising. In some school districts, a single person functions as superintendent and principal. Principals, master teachers, and others who are responsible for the overall operation of a school are often called school leaders. In an era of shared decision-making and site-based management, the term *school leader* may also be used in reference to other school administrators and leaders within the school such as assistant principals, lead teachers, and others who participate in school leadership activities.[4]

Schools have not always had principals. Around the beginning of the twentieth century, as schools grew from one-room schoolhouses into schools with

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[4]The Role of Elementary and Secondary School Principals, Principal Duties and Responsibilities, Principal Qualifications. Education Encyclopedia - StateUniversity.com

multiple grades and classrooms, the need arose for someone to manage these more complex organizations. This need was filled initially by teachers, who continued to teach while also dealing with their school's management needs. These teachers were called principal teachers. As schools continued to grow, principal teachers became full-time administrators in most schools. Most principals soon stopped teaching because of the many demands their management responsibilities placed on their time. As managers, principals were responsible for financial operations, building maintenance, student scheduling, personnel, public relations, school policy regarding discipline, coordination of the instructional program, and other overall school matters. The management role included some curriculum and instruction supervision, but overall school management was the primary role principals played until the early 1980s. As the accountability movement gained momentum, the role of the principal changed from school manager to school instructional leader and then to the school reform leader. With this shift in role focus, principals retained their management roles. Principals currently play multiple roles: school manager, instructional leader, and the leader of school reform.

Principals are responsible for the overall operation of their schools. Some of their duties and responsibilities are delineated in state statutes. States and school districts have also set expectations for principals through their principal evaluation criteria and procedures. During the latter part of the twentieth century, as schools began to be held more accountable for the performance of their students on national and state assessments, the duties and responsibilities of

principals changed. Principals 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, principals discovered the need to more effectively evaluate instruction and assist teachers as they worked to improve their instructional techniques. The principal's duty to improve the school instructional program is mandated by legislation in some states. Some state legislation requires the removal of principals when schools are classified as low performing (students do not meet achievement expectations) for a specified period of time.

Effective school principals care deeply about student success and recognize that test scores are not the only measure of a quality education. By immersing themselves in all aspects of the school system, principals monitor daily activities, as well as emerging issues. No day is the same because of the varied responsibilities of the job. If you are a visionary leader with effective communication skills and a desire to provide diverse students with an exceptional education, you may have what it takes to confidently serve in the role of a school principal. Effective school principals care deeply about student success and recognize that test scores are not the only measure of a quality education. By immersing themselves in all aspects of the school system, principals monitor daily activities, as well as emerging issues. No day is the same because of the varied responsibilities of the job. If you are a visionary leader with effective communication skills and a desire to provide diverse students with an exceptional

education, you may have what it takes to confidently serve in the role of a school principal.[5]

Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. Other important duties entail developing safety protocols and emergency response procedures. Work often includes attending school functions after hours, such as basketball games, concerts, plays, parent conferences and school board meetings. Having a visible presence shows interest and dedication to students. Often problems arise which need immediate attention, such as a student disciplinary issue or a call from a worried parent whose child is struggling in the classroom.

Legislative emphasis on measurable student outcomes requires principals to collaborate with teachers to set and achieve high-performance goals. Principals must always be ready to answer questions from the public about how the school is rectifying any achievement gaps between diverse groups of students and performance overall.If you already have classroom teaching experience, you will have a jump-start on this career. Prior teaching experience, along with a Master of Science degree, is typically preferred or needed for hire. First, you must obtain a bachelor's degree, preferably in education. Many aspiring principals spend a few years teaching to better understand student needs and teacher concerns. Although state licensing requirements vary, you will need a master's degree in education

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[5] Dr. Mary Dowd (2018). Duties and Responsibilities of School Principals. https://work.chron.com

administration for a school administrator license. Principals work in elementary, middle or high schools in the private or public sector. Most principal jobs are in the public schools. They typically work long hours and attend many events and meetings outside the normal school day. Principals find it rewarding to work with children and families, but the job can also be stressful. Principals are under intense pressure to meet achievement standards, solve budget shortfalls, prevent bullying, continually update technology and hire qualified teachers.

According to the U.S. Bureau of Labor Statistics, the median pay for a principal in 2016 with a master's degree and at least five years of experience is $92,510 per year. That means half of all principals earned more than that amount, and the other half earned less. Principals in Connecticut earned the highest median salary of $127,110. After working in the field for a while, some principals get more education, such as a doctorate, and become a school superintendent, overseeing the operations of an entire school district. Demand for principals is expected to increase by 8 per cent between 2016 and 2026. That is about the same percentage increase as all other jobs. Several factors influence the number of expected principal openings, such as projected enrolment, available funding for new schools and the retirement of principals in the baby boomer demographic.

Today, education has never been more important. The time is now to place leaders into schools districts that are passionate about children and the education they receive. School administrators embrace the extremely important role of ensuring the system is operating effectively and efficiently. Those placed in

administration roles, such as a principal, dean, or head master; demonstrate a high level of excellent in every realm within education. Common roles of administrators are to ensure all schools, teachers, counsellors, are collaborating towards a common goal while improving standards and opportunities. Together, with proper leadership, school systems can meet goals set forth by school boards and foster students that are highly educated and prepared for their futures.[6]

Administration has exciting leadership opportunities, which often play large roles in forming curriculums, goals, budgets, timelines, state regulations, mandated testing, as well as performance measures to ensure all educators are able to meet personal and professional goals. Together, administrators and faculty will carve a path to success for all.

Successful administrators form distinguished teams to support the goals and aspirations of students. With the assistance of vice principals, goals can be further achieved with greater outcome and acceptance. Administrators often learn techniques to relate to children of all ages, of all backgrounds. Having the capability to relate to children is not only essential to administrators, but also vital to the overall success of school districts and standardized testing. School districts must regulate per guidelines set forth at local, state and federal levels. Administrators must remain active in continuing education programs, often returning to leadership programs such as a doctoral degree. A master's degree is generally earned prior to entering an administrators role but this depends greatly

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[6] Administration: The Role and Duties of a School Administrator. https://education-colleges.com

on the school district and demand for administrators. Administrators are leaders who take pride in their strategic planning, tremendous support in every sector, respect for the education system, including faculty, students, parents, and school board members. Often admin professionals are managing multiple situations at once and unlike teachers, work year round. Duties of an administrator are commonly budgets and proper allocation of funds to produce outstanding scholars to reach their highest potential.

Local

Leadership is one of the oldest forms of educational management, and currently one of the most controversial. As a consequence, when leadership is most needed, many promising instructional leaders shun its opportunities and experienced school heads often seek transfers to other types of educational work. Leaders are vital at every level of an organization, and cultivating leadership skills early is a great way to pave the way for success.[7]

The school headship is above all else a social process or can be defined as getting things done by working with all school stakeholders in a professional learning community. School heads 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, since people whether superiors, colleagues or subordinates can make or break a school head's career. The school head is expected to provide the appropriate leadership which will assist each staff

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[7] Ana Marie B. Castaneda (2017). Leadership Skills of the School Head. Sun Star Pampanga

member in making a maximum contribution to the schools' effort of providing quality and up-to-date education.

Monitoring is the responsibility of every school head, it may simply consist of walking around the building to see how things are going, 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 head is to be successful. The success with which school heads carry out these functions determines how effectively the school operates. All good school leaders have the ability to view the organization as a whole and solve problems to the benefit of everyone concerned. This is a conceptual skill that draws on one's mental abilities to acquire, analyse, and interpret information received from various sources and to make complex decisions that achieve the school's goals. In essence, it concerns the ability to see how the different parts of the school fit together and depend on each other, and how a change in any given part can cause a change. It entails effective mapping of interdependence for each of the components of the school as an organization. School heads must consider environmental forces, resource flows, staff and administrative talent, board of education policies, reform mandates, parent complaints, and organizational change as significant inputs into the internal environment of the school.

Interpersonal skills on the other hand pertain to the ability of the school heads to interact productively with the subordinates and upper level administrators. It is important that schools become places where teachers are engaged in school reform or renewal efforts for improving the schools and where leadership support

encourages the entire staff to model behaviours that foster collegiately and a professional environment. To make teachers as professionals they need to hold coaching constantly and continuously, and make teachers as workers need to be considered, valued and recognized professionalism.

School heads must improve the competence of the teachers in order for them to become professionals through the provision of trainings and opportunities to explore. One of the major complaints from teachers is about school heads who use "I" and "my" too frequently. It seems that these school heads communicate the impression that they own the teachers and the building. School heads are urged to use the pronoun "us" and "our" when talking about their teachers or school. School heads must find ways to make teachers feel more supported even when they are wrong. However, it doesn't mean that teachers are allowed to get away with negative behaviour, they need to be confronted and corrected but at the same time they must be supported as a person.

A leadership becomes more recognized for its impact on teachers' performance and school; it is imperative that the skills mentioned above are managed and planned to ensure sustainability and effectiveness. Further, the school head in liaison with the school superintendent must be equipped with the necessary skills both in leadership and supervision in order to achieve a good quality of education. As the manager of the school, he serves as an asset to the school he manages, so then when he applies the required skills and possessed the desirable traits as the school head he can lead the school to its greater heights, increasing its performance level specifically. A school head which possesses such

skills is more likely to steer the school to produce good results. School heads whose schools are doing well have demonstrated that they know too well the significance of involving everyone in the search for success. Lack of or poor delegation in school is a possible cause of poor performance. If the school head over-delegates, under delegates or fails to delegate, poor results could be the outcome. In addition, decisions and tasks are enormous and any attempt by anyone to operate them singly leads to failure.

These skills are vital in the case of the school heads since they are responsible for the operation of the school. However; school heads cannot do all of the work in schools alone. They must, therefore, influence the behaviour of other people in a certain direction particularly teachers and other stakeholders who can help for the improvement of the school. To influence others, the school head needs to understand something about leadership. Therefore, school heads should maintain their competency level as very high range in terms of the three broad types of leadership skills by attending trainings that would give them current ideas regarding leadership skills and pursuing and acquiring higher degrees in education, school administration and supervision in particular.

School principals are the key leaders in our educational system. They are responsible of carrying out the school vision and mission. School Principals play integral roles in making schools function smoothly. They are involved in all aspects of the school's operation. They are the leaders responsible in providing leadership in the development and implementation of all educational programs and projects

in the school. They play a vital role in achieving the government's aim to provide quality basic education.[8]

It is evident that the quest for quality education has resulted in a number of initiatives which have made significant demands on principals in public schools to transform leadership towards improved school performance, among which is the practice of School-Based Management (SBM). The roles and responsibilities of the school principals in School – Based Management has changed significantly. It is believed that SBM captures the whole thing in the school as an institution of learning.

School principals have to face new challenges brought forth by advances in technology and higher expectations on education from the community, these include the use of information technology to support teaching and learning; adaptation of the school curriculum to suit the ability and disposition of the young children as to maximize their potential and not to give up on each individual pupil; increasing community expectations for improvements to the educational system and the quality of learning processes and outcomes; a growing awareness of teacher professionalism; globalization of the world economy and the emergence of a knowledge-based economy which demands workers with multiple intelligence and creativity; life-long learning and the notion of school as a learning organization.

Republic Act No. 9155, Chapter 1 Section No. 7, Letter E, Paragraph 3 states that, consistent with the national educational policies, plans and standards, the school heads shall have the Authority, Responsibility, and Accountability

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[8]*Jesus V. Muring, Ed. D.* ESP II (2014). The Challenging Roles of a School Principal. Managok Elementary School Malaybalay City East District https://www.depedmalaybalay.net

(AuRA) in managing all affairs of the school. Thus, the success and failure of the school depends of the kind of school principal it has. **I**t simply means that the lives of the school principals are packed with challenges. What matters most is the manner how these are dealt with. Hence, school leadership in the context of SBM is very challenging. It requires a paradigm shift, from the traditional way of management. It also requires change, collegiality, teamwork, and even efficiency and effectiveness.

These new challenges require school principals to take on new leadership skills in quality development and quality assurance. They also highlight the need for more focused and systematic school leadership training and development programs to enhance the quality of school leadership they already possess. **T**he government through the Department of Education should take into account the training needs of the school principals in the context of School-Based Management down to its minute details to fully capacitate them towards the full implementation of the program as it captures the whole educational system.

Furthermore, principals do impact learning inside the classroom beyond their administrative tasks. Principals are, of course, the leaders of the teachers, the teacher of the teachers. Instructional leadership is obviously part of the job description of a principal. Republic Act 9155 enumerates the responsibilities of a principal: setting the mission, vision, goals and objectives of the school, creating an environment within the school that is conducive to teaching and learning, implementing the school curriculum and being accountable for higher learning outcomes, developing the school education program and school improvement

plan, offering educational programs, projects and services which provide equitable opportunities for all learners in the community, introducing new and innovative modes of instruction to achieve higher learning outcomes, administering and managing all personnel, physical and fiscal resources of the school, recommending the staffing complement of the school based on its needs, encouraging staff development, establishing school and community networks and encouraging the active participation of teachers organizations, non-academic personnel of public schools, and parents-teachers-community associations, accepting donations, gifts, bequests and grants for the purpose of upgrading teachers' learning facilitators' competencies, improving and expanding school facilities and providing instructional materials and equipment in which such donations or grants must be reported to the appropriate district supervisors and division superintendents, and performing such other functions as may be assigned by proper authorities.[9]

Like time on the school's educational program and teacher evaluation, time spent directly coaching teachers is positively associated with achievement gains and school improvement, especially in math. Yet coaching appears to be a rare practice among observed principals, which may reflect principals discounting the effectiveness of coaching or their own capacity to coach effectively. In contrast, informal classroom observations or "walkthroughs" are more common but negatively associated with achievement gains and school improvement, at least in high schools. For a subset of schools we also had survey data indicating whether

[9]What Principals Do That Works (2014). https://www.philippinesbasiceducation.us

the walkthroughs were viewed by teachers as professional development. In schools where walkthroughs are not viewed as professional development, walkthroughs are particularly negative; while in schools where they are viewed as professional development, coaching is particularly positive. In other words, different use of walkthroughs seems to be associated with different results. In short, our results suggest that time spent engaging in instruction is not itself sufficient but rather that the effects of instructional leadership activities are conditional on the type and quality of those time investments.

Related Studies

Foreign

Dos, et al (2015)[10] mentioned in their study that as in every organization, leadership plays the most important role in conducting business in school organizations as well. Organizations reach their goals more effectively and more efficiently when they are effective. The aim of this study is to assess data regarding qualities and training of effective school leaders. To achieve this end, a qualitative study was designed and related data were collected. A form consisting of six open-ended questions was developed as a data collection tool. The study was conducted with a group of 26 teachers and four administrators. The data were analysed through content and descriptive analysis. It was expected that effective school principals have strong interpersonal relationships, have leadership

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[10]İzzet Döş, Ahmet Cezmi Savaş, and Kahramanmaraş Sütçü (2015). Elementary School Administrators and Their Roles in the Context of Effective Schools İmam University, Turkey Zirve University, Gaziantep, Turkey.

qualities, and are considerate in terms of social and personality traits. Some suggestions regarding the training of principals were also presented.

Selestin (2013)[11] attempted to analyse the roles of the head of schools in the achievement of student's academic performance in community secondary schools in Mbeya Urban. The CSEE results show that performance has been deteriorating each year. Despite the vast research studies done by various scholars, little is known about the roles of the school heads in relation to the students' academic performance. The results of this study revealed that the school heads are surrounded by many challenges which make the school management to be unbearable. Their roles had been hampered by unfriendly working situations in which schools operate under shortage of teachers, facilities, funds and lack of commitment among stakeholders. This study concludes that the students' poor academic performance in the context of the roles of school heads prevailing in community secondary schools is a result of an educational system that produces predetermined poor results.

Onyeike and Nwosu (2018)[12] investigated principals' administrative and supervisory roles for teachers' job effectiveness in secondary schools in Rivers State. Two research questions and two hypotheses guided the study. The findings among others are as follows: principals engage in staff personnel administration and providing assistance on instructional activities to teachers in Rivers State. It

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[11]Helena Selestin (2013). The Role of School Head in Enhancing Students' Academic Performance in Community Secondary Schools in Mbeya Urban, Open University of Tanzania
[12]Dr. (Mrs) V. C. Onyeike and Nwosu Chinenye Maria (2018). Principals' Administrative and Supervisory Roles for Teachers' Job Effectiveness in Secondary Schools in Rivers State. Department of Educational Management and Planning, Faculty of Education, University of Port Harcourt, Port Harcourt. British Journal of Education Vol.6, No.6, pp.38-49

was recommended among others that Principals should adopt modern supervisory techniques that are more human and government should initiate a periodic training for principals on administrative roles performance.

Local

Cruz, et al (2016)[13] determined the level of managerial performance of school heads, their strengths and weaknesses in the different areas of school management as perceived by school head themselves, their teachers, and senior students. It attempted to propose an enhancement plan based on the identified weaknesses vis-à-vis the managerial performances of school heads in performing their functions. The study used a descriptive method of research that involved the participation of four (4) schools in the Division of Cavite, with their ten (10) school heads, thirty-eight (38) teachers, and one hundred thirty-four (134) senior students. The validated survey instrument containing 50 questions were used and covered assigned seven (7) areas of school management namely the (1) vision-mission-goals, (2) curriculum and instructional management, (3) financial and budgeting management, (4) school plant and facilities, (5) student services management, (6) community relations management, and (7) management of school improvement plan. The findings and results of the study revealed school heads exhibited very satisfactory level in performing their managerial functions in all management areas identified. It also revealed that there were significant differences in the managerial

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[13]Cruz, Carol Dahlia P., M.A., Villena, Danilo K., Ph.D., Navarro, Erlinda V., Ph.D., Belecina, Rene R., Ph.D., and Garvida, Marc D., M.S. Philippine Normal University Manila. (2016). Towards Enhancing the Managerial Performance of School Heads International Review of Management and Business Research Vol. 5 Issue 2

performance of school heads in the areas of vision-mission-goals, financial and budgeting, physical plant and facilities, community relations and management of school improvement plan. The data on the weaknesses of school heads in performing managerial functions in identified areas of school management provided the basis in proposing an enhancement plan that may be used in improving their functions and in providing a key to more development programs for school heads in the division.

Alegado (2018)[14] shows on his findings the concept of teacher leadership still struggles to thrive in school organizations and highlighted two phenomena that make it a challenge for teacher leadership to blossom: one is the traditional 'principal-oriented' nature of leadership that is heavily entrenched to its system and second, the lack of leadership training and the teacher classification that they follow. These conditions critically limit the role that teachers play in the school. With the recent educational reform, wherein K-12 curriculum was adopted, the researcher suggests that the application of teacher leadership in the local context can potentially make a significant contribution in shaping the culture of their schools, advancing student learning, and influencing practice among their peers.

Synthesis of the Study

In conclusion, the importance, duties and responsibilities, leadership, and administrative functions of school heads or the principals and how it influenced

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[14]Paul John Edrada Alegado (2018). The Challenges of Teacher Leadership in the Philippines as Experienced and Perceived by Teachers. Beijing Normal University Institute of International and Comparative Education People's Republic of China. International Journal of Education and Research Vol. 6 No. 6 June 2018 291

and impacted the stakeholders and the entire school environment had been expound in the different trends, issues, blogs, and news articles published here and abroad.

On the other hand, the assessment of data regarding qualities and training of effective school leaders, analysis of the roles of the head of schools in the achievement of student's academic performance in community secondary schools in Mbeya Urban, investigation of the principals' administrative and supervisory roles for teachers' job effectiveness in secondary schools in Rivers State, the level of managerial performance of school heads, their strengths and weaknesses in the different areas of school management as perceived by school head themselves, their teachers, and senior students, and the concept of teacher leadership still struggles to thrive in school organizations and highlighted two phenomena that make it a challenge for teacher leadership to blossom: one is the traditional 'principal-oriented' nature of leadership that is heavily entrenched to its system and second, the lack of leadership training and the teacher classification that they follow had discussed in the previous varied related studies published in other countries and found in local setting.

There have been varied previous studies on the aspect of administrative functions of principals and its impact on the entire school environment. However, this study will further be a great help in understanding and gaining knowledge on the extent of administrative functions of school heads in the secondary schools found in Buenavista located in the province of Agusan del Norte as a basis for creating an enhanced training program for school heads.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research method employed, research locale, the respondents of the study, sample and sampling technique, data gathering instrument, data gathering procedure, statistical treatment of data.

Research Design

The descriptive method of research was employed in this study. Descriptive design method focuses at the present condition the purpose of which is to find new truth and used to describe characteristics of a population or phenomenon being studied. it does not answer questions about how/when/why the characteristics occurred, rather it addresses the "what" question. With this, the study focused on the assessment and evaluation on the extent of administrative functions of school heads in the secondary schools of Buenavista Agusan del norte as perceived by the school heads and their teachers.

Research Locale

The study will be conducted on private high schools located in Buenavista in the province of Agusan del Norte. Buenavista is a municipality located in the province of Agusan del Norte in the Philippines. It is situated on the island of Mindanao, which is the southernmost and second-largest island in the Philippines. Agusan del Norte is part of the Caraga Region, which is in the northeastern part of Mindanao.

Buenavista, like many municipalities in the Philippines, is characterized by its natural beauty, with lush forests, rivers, and diverse wildlife. The municipality's economy is typically based on agriculture, with products such as rice, coconut, and other crops being significant contributors to the local economy.

Respondents of the Study

The respondents involved in the study are the school heads or principals and teachers of secondary schools found in Buenvista in the province of Agusan del Norte. Demographic profile given by the respondents such as age, gender, civil status, highest educational attainment, years in service, rank/position, and trainings and seminars attended shall be the basis of this study to determine.

Sample and Sampling Techniques

The sampling technique used in the study is Purposive Sampling Technique. It is a non-probability sample that is selected based on characteristics of a population and the objective of the study and also known as judgmental, selective, or subjective sampling. An example of purposive sampling technique is called homogeneous purposive sample that is selected for having a shared characteristic or character set because the respondents are school heads and teachers and their perspective on the extent of administrative functions of school heads.

Data Gathering Instruments

In order to provide better knowledge and understanding of the study, different instruments were used as requirement in designing of good data collections and these are follows:

Survey Questionnaire

This is the main tool that the researcher used in gathering the needed data on the study. To make a reliable needed data, the researcher creates and administers a researcher-constructed questionnaire to the respective respondents. The questions item will be constructed based on searching and reading related reading materials and concepts from different resources. The respondents were allowed sufficient time to complete answering the questionnaire. This questionnaire was formulated based from several readings, references, related literature and some questionnaire adapted from different authors.

Data Gathering Procedures

First, the researcher personally asked for authorization, with a letter containing the purpose of the study, from the principal of the District of Buenavista. After everything is set, the researcher began distributing the questionnaires. It took the researcher a month to retrieve the questionnaires. After retrieval of the questionnaires, the responses were tallied, analysed and interpreted using the following scales.

Statistical Treatment of Data

The following statistical tools were applied to translate the data into meaningful form.

1. **Frequency and Percentage Distribution.** One of the most frequent ways to represent statistics is by percentage. Per cent simply means "per hundred" and the symbol used to express percentage is %. One per cent (or 1%) is one hundredth of the total or whole and is therefore calculated by dividing the total or whole number by 100.

$$P = \frac{f}{n} \ x \ 100\%$$

where: f   = frequency

n   = number of respondents

100 = constant

P   = percentage (%)

2. **Ranking**. A relationship between a set of items such that, for any two items, the first is either 'ranked higher than', 'ranked lower than' or 'ranked equal to' the second.

3. **Weighted Mean.** This was used to determine the typical response of the respondents which ranked the most.

$$\bar{x} = \frac{\Sigma fx}{n}$$

Where: $\bar{x}$ = mean
          Σfx = summation of the product of the rating and the frequency
          N   = number of respondents

4. **Analysis of Variance or ANOVA**. It is strong statistical technique that is used to show difference between two or more means or components through significance tests. The ANOVA test is performed by comparing two types of variation, the variation between the sample means, as well as the variation within each of the samples. Below mentioned formula represents one way ANOVA test statistics:

$$F = \frac{MST}{MSE}$$

where:

F = ANOVA Coefficient

MST = Mean sum of squares due to treatment

MSE = Mean sum of squares due to error.

Formula for MST is given below:

$$MST = \frac{SST}{p-1}$$

$$SST = \sum n(x - \bar{x})^2$$

where:

SST = Sum of squares due to treatment

p = Total number of populations

n = The total number of samples in a population

$$MSE = \frac{SSE}{N-p}$$

$$SSE = \sum (n-1)S^2$$

Formula for MSE is given below:

where,

SSE = Sum of squares due to error

S = Standard deviation of the samples

N = Total number of observation

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presented, analysed, and interpreted the data gathered from the study.

Profile of the School Heads-Respondents

Table 1 presents the distribution of respondents according to age. The biggest proportion with 30.8 per cent of the respondents aged 46-50 years old.

Table 1
Respondents According to Age

	Frequency	Per cent	Cumulative Per cent
26-30 years old	1	1.9	2.0
31-35 years old	8	15.4	17.6
36-40 years old	9	17.3	35.3
41-45 years old	9	17.3	52.9
46-50 years old	16	30.8	84.3
51-55 years old	4	7.7	92.2
56-60 years old	4	7.7	100.0
Total	**51**	**98.1**	

The related study shows that out of total 100 principals, 04 principals were in between 21 to 30 years of age, of these 02(50%) were having eclectic leadership style, 01 (25%) were having democratic style, and 1 (25%) were having free-rein leadership style. Out of total 100 principals, 10 principals were in between 31-40 years of age, of these 01(10%) had eclectic leadership style, 05 (50%) had democratic styles, 02 (20%) had autocratic style, and 02 (20%) had free-rein leadership styles. Out of total 100 principals, 44 were 41-50 years of age, of these 08 (18.18%) were identified as having eclectic leadership styles, 22 (50%) as

having democratic leadership styles, 09 (20.45%) as having autocratic leadership style, and 05 (11.36%) leaders as having free-rein styles. Out of total 100 principals, 42 leaders were 51-60 years of age, 14 (33.33%) were having eclectic leadership style, 20 (47.61%) were having democratic styles, 06 (14.28%) were having autocratic leadership styles, and 02 (04.76%) having free-rein leadership styles[15]

Table 2 presents the distribution of respondents according to gender. 64.7 per cent of the respondents were female. The rest with 35.6 per cent were males. The female outnumbered the male teachers.

Table 2
Respondents According to Gender

	Frequency	Valid Per cent	Cumulative Per cent
Female	33	64.7	64.7
Male	18	35.3	100.0
Total	**51**	**100.0**	

The related study shows the analysis of the data suggested an additional difference in instructional leadership between male and female principals: male participants perceived good relationships with teachers and instructional

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[15] Muhammad Javed Sawati Ph.D , Khyber Pakhtunkhwa, Saeed Anwar, and Muhammad Iqbal Majoka (2013). Do Qualification, Experience and Age Matter for Principals Leadership Styles? Hazara University Mansehra, Pakistan. International Journal of Academic Research in Business and Social Sciences July 2013, Vol. 3, No. 7 ISSN: 2222-6990

leadership as not related to each other, and even as incompatible (48%; n = 11). Some female principals believed that the two do go hand in hand (39%; n = 14).[16]

Table 3 presents the distribution of respondents according to civil status. 74. 5 per cent of the respondents were Married. Others were Single or 19.6 per cent and Separated or 5.9 per cent.

Table 3
Respondents According to Civil Status

	Frequency	Valid Per cent	Cumulative Per cent
Single	10	19.6	19.6
Married	38	74.5	94.1
Separated	3	5.9	100.0
Total	**51**	**100.0**	

The related study examined the support systems of private school principals, comparing male and female and married and unmarried principals. Specifically, who provided support and the amount and type of support provided were examined. Specific characteristics of spouses who provide support were also explored. Drawing on surveys of over 170 principals from one south eastern state, the study found some significant differences and interesting similarities in the type and amount of support provided to male and female and married and unmarried principals. The findings differed from some of the literature on female principals in

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[16] Haim Shaked, Jeffrey Glanz & Zehavit Gross(2018). Gender Differences in Instructional Leadership: How Male and Female Principals Perform Their Instructional Leadership Role. School Leadership and Management Formerly School Organization. ISSN: 1363-2434 (Print) 1364-2626

terms of the areas of similarity between males and females. Other findings generally supported the literature on support systems.[17]

Table 4 presents the distribution of respondents according to highest educational attainment. Majority with 36.5 per cent of the respondent are Master's degree holder. Others had earned units in MA/MS with 28.8 per cent, earned units in Ph.D/Ed.D with 17.3 per cent, and Ph.D./Ed.D. degree holder with 15.4 per cent.

Table 4
Respondents According to Highest Educational Attainment

	Frequency	Per cent	Cumulative Per cent
with MA/MS units	15	28.8	29.4
Master's Degree holder	19	36.5	66.7
with Doctoral units	9	17.3	84.3
Ph.D./Ed.D. Degree	8	15.4	100.0
Total	**51**	**98.1**	

The related study shows that out of a total of 123 principals, only one principal was PhD and identified as having democratic style. Two principals were M.Phil, one having democratic style and the other free-rein style. Among the 112 possessing master degrees, 20 % were having eclectic style, 35% were democratic style, 13% having autocratic style, 7% having free-rein style and 15% having no style. Seven principals possessed B.Ed degree and out of these five were having democratic style, two were having autocratic style. There was only one principal with F.A/ F.Sc qualification having eclectic style.[18]

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[17] Sylvia Myers Ph.D. and Rick Ginsberg Ph.D. Gender, Marital Status, and Support Systems of Public School Principals The Urban Review

[18] Muhammad Javed Sawati Ph.D , Khyber Pakhtunkhwa, Saeed Anwar, and Muhammad Iqbal Majoka (2013). Do Qualification, Experience and Age Matter for Principals Leadership Styles?

Table 5 presents the distribution of respondents according to the years in service. Majority or 32.7 per cent of the respondents had 11-15 years in service. Others had 21-25 years or 30.8 per cent, 16-20 years or 25.0 per cent, 26 years and above or 7.7 per cent, and 6-10 years or 1.9 per cent.

Table 5
Respondents According to Years of Service

	Frequency	Per cent	Cumulative Per cent
6-10 years	1	1.9	2.0
11-15 years	17	32.7	35.3
16-20 years	13	25.0	60.8
21-25 years	16	30.8	92.2
26 years and above	4	7.7	100.0
Total	**51**	**98.1**	

The related study shows that out of total 96 principals, 48 (50%) had experience of 4 years or less, of these 13 (27.08 %) had eclectic, 27 (56.25 %) democratic style, 05 (10.41%) autocratic and, 03 (06.25%) free-rein leadership style. Out of total 96 principals, 27(100%) had experience between 5 to 10 years, of these 04 (14.81%) were having eclectic, 12 (44.44%) democratic, 09 (33.33%) autocratic and, 02 (07.40%) were having free-rein leadership style. Out of the total 96 principals, 21(100%) had experience of 11 years or above, of these 06 (28.57%) were identified as having eclectic style, 09 (42.85%) as having democratic style, 02 (09.52%) were having autocratic leadership style and 04 (19.04%) were having free-rein leadership style.[19]

[19] ibid

Table 6 presents the distribution of respondents according to Rank/Position. Majority or 47.1 per cent of the respondents were Principal I. Others were Principal III with 31.4 per cent, Principal II with15.9 per cent, Officer-In-Charge with 3.9 per cent, and Principal IV with 1.9 per cent.

Table 6
Respondents According to Rank/Position

	Frequency	Valid Per cent	Cumulative Per cent
Principal I	24	47.1	47.16
Principal II	8	15.9	63.0
Principal III	16	31.4	94.4
Principal IV	1	1.9	96.3
OIC	2	3.9	100.0
Total	**51**	**100.0**	

Based on related study, principals – and the people who hire and replace them – need to be aware that school improvement does not happen overnight. A rule of thumb is that a principal should be in place about five to seven years in order to have a beneficial impact on a school. In fact, the average length of a principal's stay in 80 schools studied by the Minnesota-Toronto researchers was 3.6 years. They further found that higher turnover was associated with lower student performance on reading and math achievement tests, apparently because turnover takes a toll on the overall climate of the school.42 "It is far from a trivial problem," the researchers say. "Schools experiencing exceptionally rapid principal turnover, for example, are often reported to suffer from lack of shared purpose, cynicism among staff about principal commitment, and an inability to maintain a

school-improvement focus long enough to actually accomplish any meaningful change."[20]

Table 7 presents the distribution of respondents according to trainings and seminars attended. 54.9 per cent of the respondents were attended Leadership Training. Others were Management Training or 29.4 per cent, and School-Based Management Workshop or 15.7 per cent.

Table 7
Respondents According to Trainings and Seminars Attended

	Frequency	Valid Per cent	Cumulative Per cent
Leadership Training	28	54.9	54.9
Management Training	15	29.4	84.3
SBM Workshop	8	15.7	100.0
Total	**51**	**100.0**	

The related study indicated that few principals participated in a formal mentoring program and those who did receive a marginal amount of assistance on the critical factors identified by the SREB. The results also showed that, overall, the respondents indicated that they received more adequate leadership training during their principal preparation programs on the SREB's factors in their classroom experience than they did through their hands-on experience; although, respondents did not give particularly high marks to either experience. Furthermore, respondents who belong to a cohort scored their training higher than those who did not belong to a cohort, and those who received a degree higher than a master's

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[20] The School Principal as Leader: Guiding Schools to Better Teaching and Learning (2013). Expanded Edition

degree reported a higher level of training than did their peers with only master's degrees on some of the SREB's critical success factors.[21]

Extent of Administrative Functions of School Head

Table 8 reflects the extent of administrative functions of school head in the District of Buenavista as assessed by the school heads as to student personnel administration/supervision of instruction. The item "gathers necessary data pertaining to students' performance (test, achievement test, reading ability, level in Math, etc.)" ranked first with a mean of 4.17. The item "provides programs/interventions for students who are at risk of failing/dropping" lowest rating with the mean of 3.92. The average weighted mean is 4.03. This means that the result is "High Extent."

Table 8
Administrative Functions in terms of Student Personnel
Administration/Supervision of Instruction

	Mean	Std. Deviation	Std. Error Mean	Descriptive Interpretation
1. gathers necessary data pertaining to students' performance (test, achievement test, reading ability, level in Math, etc.)	4.1765	.65440	.09163	High Extent
2. provides programs/interventions for students who are at risk of failing/dropping	3.9216	.62748	.08786	High Extent
3. reminds teachers of the importance of utilizing varied strategies in teaching.	4.0784	.74413	.10420	High Extent
4. sets goals and objectives for an increase in students' performance.	3.9608	.74728	.10464	High Extent
5. supervises teachers' performance in class.	4.0000	.80000	.11202	High Extent
MEAN:	**4.03**			**High Extent**

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[21] Robert B. Dodson. The Effectiveness of Principal Training and Formal Principal Mentoring Programs. East Tennessee State University

In studies of effective schools with high numbers of minority and low socioeconomic status students, characteristics commonly used to describe students at risk, specific leadership behaviours have been found. These actions can be classified into three realms of interactions: between the principal and teachers; between the principal and the community, students, and parents; and between the principal and the central office. An examination of these complex and complicated occurrences reveals that these areas are rarely discrete, overlap in some aspects, and intersect in others. However, each will be examined separately in Issues about Change. The focus of this particular issue is the interactions between the principal and teachers.[22]

Table 9 reflects the extent of administrative functions of school head in the District of Buenavista as assessed by the school heads as to staff personnel administration. The item "maintains high regard to everyone in the workplace" ranked first with a mean of 4.05. The item "reprimands staff who are not able to accomplish their task on time" lowest rating with the mean of 3.60. The average weighted mean is 3.78. This means that the result is "High Extent."

Table 9
Administrative Functions in terms of Staff Personnel Administration

	Mean	Std. Deviation	Std. Error Mean	Descriptive Interpretation
1.courteously remind staff of their responsibilities and obligations in school	3.9020	.87761	.12289	High Extent
2. reprimands staff who are not able to accomplish their task on time.	3.6078	.91823	.12858	High Extent

[22] The Principal's Role in the Instructional Process: Implications for At-Risk Students. https://sedl.org

3. coordinate all information needed to the staff.	3.9216	.82081	.11494	High Extent
4. collaborate with everyone in the school.	3.8824	.86364	.12093	High Extent
5. maintains high regard to everyone in the workplace.	4.0588	.61357	.08592	High Extent
MEAN	**3.78**			**High Extent**

In related study, the principal shall work under the supervision of the Superintendent of Schools and within the provisions of the Public Schools Act, the Department of Education and Training regulations, and Board Policy. The duties of the School Principal are all encompassing as all aspects of the schools operations are either directly or indirectly under his/her jurisdiction. In general terms of the Principal shall be responsible for: (a) the detailed organization of the school; (b) the development of the instructional program; (c) the assignment of duties to and the supervision of members of his staff and: (d) the general operation of the school facility. [23]   Table 10 reflects the extent of administrative functions of school head in the District of Buenavista as assessed by the school heads as to school-community relation. The item "involves the community with the school's project" ranked first with a mean of 3.96. The item "maintains a professional yet friendly manner in dealing with the community leaders" lowest rating with the mean of 3.84. The average weighted mean is 3.89. This means that the result is "High Extent."

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[23]Role and Duties of Principals and Vice-Principals. https://www.beautifulplainssd.ca

Table 10
Administrative Functions in terms of School-Community Relation

	Mean	Std. Deviation	Std. Error Mean	Descriptive Interpretation
1. involves the community with the school's project.	3.9608	.56430	.07902	High Extent
2. participates in school-community activities.	3.8627	.66392	.09297	High Extent
3. maintains a professional yet friendly manner in dealing with the community leaders.	3.8431	.64413	.09020	High Extent
4. initiates projects that would involve the community.	3.9020	.67097	.09395	High Extent
5. helps in the community through gift-giving, helping victims of natural disasters, feeding programs, etc.	3.8824	.58812	.08235	High Extent
MEAN	**3.89**			**High Extent**

In a related study, it further explores that principals are not fully aware of the process of parental participation in education. According to majority of them parents should participate only at primary or secondary levels. The principals do not know that parents should participate at all levels of education, that is, primary, secondary and even at higher level. Parental participation in education is that parents should give time to school through participation in meetings, events and some of the activities. In reality this is not parental participation. It is more than that. It is at all levels.[24]

Table 11 reflects the extent of administrative functions of school head in the District of Bueanvista as assessed by the school-heads as to management of school finances/business administration. The item "allocate its budget in a way that makes it clear how resources will be used to achieve increased student success"

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[24] Dr. Iqbal Ahmad and Dr. Hamdan Bin Said. University of Technology, Malaysia (2013). Role of School Principal in Promotion of School Home Relationship: Case of Government Secondary Schools in Khyber Pakhtunkhwa, Pakistan

ranked first with a mean of 4.11. The item "gives substantial projects that would benefit the students and the teachers" lowest rating with the mean of 3.88. The average weighted mean is 3.98. This means that the result is "High Extent."

Table 11
Administrative Functions in terms of Management of
School Finances/Business Administration

	Mean	Std. Deviation	Std. Error Mean	Descriptive Interpretation
1. carefully allots budget with the needs of the school.	4.0196	.76132	.10661	High Extent
2. provides a clear and transparent use of the school's fund.	3.9412	.85818	.12017	High Extent
3. gives substantial projects that would benefit the students and the teachers.	3.8824	.86364	.12093	High Extent
4. allocate its budget in a way that makes it clear how resources will be used to achieve increased student success.	4.1176	.73884	.10346	High Extent
5. consider actual versus average compensation costs in the budget.	3.9608	.74728	.10464	High Extent
MEAN	**3.98**			**High Extent**

In a related study, school leaders take on a colossal amount of responsibilities. One of the most important duties among those — financial management. However, many school leaders struggle with grasping the scope of their responsibilities and liabilities when it comes to accounting and finance. In fact, there was a recent study showing that a worrying majority of principals and administrators lacked financial literacy and a basic knowledge of bookkeeping. Accounting and financial reporting is at the crux of a school's financial and academic success. Any mistake in those areas has the potential to have detrimental effects on the school and its students. This fact is exemplified by an otherwise successful Illinois private school, which ran a one million-plus

deficit in 2014 due to accidentally using the wrong account. The result — the school being in hundreds of thousand dollar debt for years to come.[25]

Table 12 reflects the extent of administrative functions of school head in the District of Buenavista as assessed by the school-heads as to management of school physical facilities. The item "regularly checks classrooms, building and other physical facilities of the school" ranked first with a mean of 4.07. The item "carries out routine maintenance periodically" lowest rating with the mean of 3.88. The average weighted mean is 3.96. This means that the result is "High Extent."

Table 12
Administrative Functions in terms of Management of School Physical Facilities

	Mean	Std. Deviation	Std. Error Mean	Descriptive Interpretation
1. regularly checks classrooms, building and other physical facilities of the school.	4.0784	.68828	.09638	High Extent
2. continuously plan and identify areas of improvement.	4.0000	.77460	.10847	High Extent
3. creates preventive maintenance to avoid breakdown of facility.	3.9216	.68828	.09638	High Extent
4. carries out routine maintenance periodically.	3.8824	.76543	.10718	High Extent
5. provisions for facility guidelines for infrastructural development is carried out.	3.9020	.80635	.11291	High Extent
MEAN	**3.96**			**High Extent**

Based on the findings, the study concluded as follows: the relationship that exists between a principal's proficiency, creativity and management of school facilities for overall academic performance is mutually reinforcing. To this end,

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[25] Elizaveta Shkurina (2018). Financial Management Functions of the School Principal.

effective management is a precursor to facilities sustainability, utilization and maintenance as it enhances effective productivity by the teachers and overall performance of the students. There is the dire need for an integrated effort by all stakeholders to ensure that good, adequate and necessary facilities are available, properly managed and maintained in consonance with the goals and objectives of the education system. This will facilitate and enhance a successful attainment of the teaching-learning outcomes in secondary schools within the State and Nigeria, generally.[26]

Table 13 reflects the extent of administrative functions of school head in the District of Buenavista as assessed by the school-heads as to general tasks. The item "ensures that the school runs smoothly and safely" ranked first with a mean of 4.45. The item "provides an excellent learning environment for its students" lowest rating with the mean of 4.35. The average weighted mean is 4.40. This means that the result is "High Extent."

Table 13
Administrative Functions in terms of General Tasks

	Mean	Std. Deviation	Std. Error Mean	Descriptive Interpretation
1. efficiently and effectively manages the operations of the school.	4.3922	.49309	.06905	High Extent
2. ensures that the school runs smoothly and safely.	4.4510	.50254	.07037	High Extent
3. provides an excellent learning environment for its students.	4.3529	.52244	.07316	High Extent

[26] Dr. (Mrs) Esther S. Uko (2015). Principalship and Effective Management of Facilities in Secondary Schools in Cross River State, Nigeria. Department of Educational Administration & Planning University of Calabar, NIGERIA International Journal of Academic Research and Reflection Vol. 3, No. 1, 2015 ISSN 2309-0405

4. meets and reports with the teacher, and vice versa.	4.3725	.48829	.06837	High Extent
5. provides leadership and administration in the whole school.	4.4118	.49705	.06960	High Extent
MEAN	**4.40**			**High Extent**

In related study, researchers who have examined education leadership agree that effective principals are responsible for establishing a school-wide vision of commitment to high standards and the success of all students. Newcomers to the education discussion might find this puzzling: Hasn't concern with the academic achievement of every student always topped principals' agendas? The short answer is, no. Historically, public school principals were seen as school managers, and as recently as two decades ago, high standards were thought to be the province of the college bound. "Success" could be defined as entry-level manufacturing work for students who had followed a "general track," and low-skilled employment for dropouts. Only in the last few decades has the emphasis shifted to academic expectations for all.[27]

Significant Difference on the Administrative Function of School Heads when they are grouped according to their Profile using Analysis of Variance (ANOVA)

Table 13
The Analysis of Variance on the Administrative Function when Respondents are classified according to Age

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.647	7	.521	1.261	.292
Within Groups	17.764	43	.413		
Total	21.412	50			

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[27] Five Key Responsibilities - The School Principal as Leader: Guiding Schools to Better Teaching and Learning.

The F- value 1.261 had a significance of 0.292 which is greater than 0.05, the alpha level. So the relationship was not statistically significant. Therefore, Age did not affect the administrative function of school heads.

Table 14
The Analysis of Variance on the Administrative Function when Respondents are classified according to Gender

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.530	1	3.530	1.705	.002
Within Groups	16.157	49	.330		
Total	19.686	50			

The F- value 1.705 had a significance of 0.002 which is less than 0.05, the alpha level. So the relationship was statistically significant. Therefore, Gender affects the administrative function of school heads.

Table 15
The Analysis of Variance on the Administrative Function when Respondents are classified according to Civil Status

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.841	2	.920	1.709	.192
Within Groups	25.846	48	.538		
Total	27.686	50			

The F- value 1.709 had a significance of 0.192 which is greater than 0.05, the alpha level. So the relationship was not statistically significant. Therefore, Civil Status did not affect the administrative function of school heads.

Table 16
The Analysis of Variance on the Administrative Function when Respondents
are classified according to Highest Educational Attainment

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	10.216	4	2.554	1.678	.011
Within Groups	31.941	46	.694		
Total	42.157	50			

The F- value 1.678 had a significance of 0.011 which is less than 0.05, the alpha level. So the relationship was statistically significant. Therefore, Highest Educational Attainment affects the administrative function of school heads.

Table 17
The Analysis of Variance on the Administrative Function when Respondents
are classified according to Years of Service

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.528	4	.382	.837	.509
Within Groups	20.982	46	.456		
Total	22.510	50			

The F- value 0.837 had a significance of 0.509 which is greater than 0.05, the alpha level. So the relationship was not statistically significant. Therefore, Years of Service did not affect the administrative function of school heads.

Table 18
The Analysis of Variance on the Administrative Function when Respondents
are classified according to Rank/Position

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	7.408	7	1.058	1.547	.177
Within Groups	29.415	43	.684		
Total	36.824	50			

The F- value 1.547 had a significance of 0.177 which is greater than 0.05, the alpha level. So the relationship was not statistically significant. Therefore, Rank/Position did not affect the administrative function of school heads.

Table 19
The Analysis of Variance on the Administrative Function when Respondents
are classified according to Trainings and Seminars Attended

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.737	2	1.369	1.206	.121
Within Groups	29.773	48	.620		
Total	32.510	50			

The F- value 1.206 had a significance of 0.121 which is greater than 0.05, the alpha level. So the relationship was not statistically significant. Therefore, Trainings and Seminars Attended did not affect the administrative function of school heads.

Profile of Teacher-Respondents

Table 20 presents the distribution of respondents according to age. The biggest proportion with 22.2 per cent of the respondents aged 26-30 years old.

Table 20
Respondents According to Age

	Frequency	Per cent	Cumulative Per cent
25 years and below	13	14.4	14.4
26-30 years old	20	22.2	36.7
31-35 years old	19	21.1	57.8
36-40 years old	12	13.3	71.1
41-45 years old	15	16.7	87.8
46-50 years old	4	4.4	92.2
51-55 years old	4	4.4	96.7
56-60 years old	3	3.3	100.0
Total	**90**	**100.0**	

From the analysis of the data on the influence of teachers' age on teacher effectiveness, the results of the scheffe post-hoc test depicted in the table 3 revealed that teachers of age 31 to 40 years old, 41 to 50 years old, and 50 years old and above who responded to the survey had significantly higher scores in terms of their effectiveness than teachers of age 21 to 30 years old. Meanwhile the data did not reveal significant differences between the group means of the other pairings. It can be interpreted that there is a difference between teachers' age in terms of their effectiveness, which indicates that older teachers are more effective

than the younger teachers. They are not worried and willing to embrace the new (HOT skills) and prepared to improve the quality of learning and teaching.[28]

Table 21 presents the distribution of respondents according to gender. 77.8 per cent of the respondents were female. The rest with 22.2 per cent were males. The female outnumbered the male teachers.

Table 21
Respondents According to Gender

	Frequency	Valid Per cent	Cumulative Per cent
Male	20	22.2	22.2
Female	70	77.8	100.0
Total	**90**	**100.0**	

On the issue of teacher's gender of the effects surrounding academic achievement, it was revealed that there was no significant influence of teachers" gender on student's academic achievement in English language. Thus, there was no difference in the scores of students taught by the male and female teachers.[29]

Table 22 presents the distribution of respondents according to civil status. 57.8 per cent of the respondents were Married. Others were Single with 34.4 per cent, Separated with 4.4 per cent, and Widow/er with 3.3 per cent.

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[28] Rahida Aini Mohd Ismail, Rozita Arshad, and Zakaria Abas (2018). Can Teachers' Age and Experience influence Teacher Effectiveness in HOTS? Department of Public Management, School of Government, Universiti Utara Malaysia. International Journal of Advanced Studies in Social Science & Innovation (IJASSI) e-ISSN: 2600-7746 2018, Vol. 2, No. 1

[29] Alufohai, Peace Joan, Ambrose Alli, Ibhafidon Henry .E (2015). University Ekpoma, Nigeria. Influence of Teachers' Age, Marital Status, and Gender on Students' Academic Achievement. Asian Journal of Educational Research Vol. 3, No. 4, 2015 ISSN 2311-6080

Table 22
Respondents According to Civil Status

	Frequency	Per cent	Cumulative Per cent
Single	31	34.4	34.4
Married	52	57.8	92.2
Separated	4	4.4	96.7
Widow/er	3	3.3	100.0
Total	**90**	**100.0**	

On the factor of marital status, student's achievement was significantly influenced by teacher marital status; students of the married teachers achieved the highest scores, followed by those of the single teachers. However, the difference between the scores of the students was not significant, but the difference between the scores of the single and married teachers on one hand and secondly and divorced on the other hand, was significant. Thus, the separated and divorced teachers negatively impacted on the student's academic achievement in English language, while the single and married teachers positively teachers positively impacted on student's academic achievement.[30]

Table 23 presents the distribution of respondents according to highest educational attainment. 42.2 per cent of the respondent had earned units in MA/MS. Others had Bachelor's degree holder with 33.3 per cent, Master's degree holder with 22.2 per cent, and earned units in Ed.D/Ph.D. and Ph.D./Ed.D. degree holder with 1.1 per cent.

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[30] ibid.

Table 23
Respondents According to Educational Attainment

	Frequency	Per cent	Cumulative Per cent
Bachelor's Degree	30	33.3	33.3
with MA/MS units	38	42.2	75.6
Master's Degree	20	22.2	97.8
with Ed.D/Ph.D. units	1	1.1	98.9
Ed.D./Ph.D. Degree	1	1.1	100.0
Total	**90**	**100.0**	

The related study indicated a reasonably high level of motivation through the analysis. However, the data has shown that in-service teachers were more highly motivated towards teaching compared to pre-service teachers. However, Malaysian pre-service teachers do not necessarily have teaching experiences and this might contribute to lower motivation in teaching compared to in-service teachers.[31]

Table 24 presents the distribution of respondents according to years in service. Majority of 27.8 per cent of the respondents had 11-15 years in service. Others had 6-10 years or 25.6 per cent, less than 5 years or 15.6 per cent, 16-20 years or 13.3 per cent, 21-25 years or 10.0 per cent, and 26 years and above or 7.8 per cent.

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[31] Tee Ying Qin, Zarina Rashid, Zainuddin Ibrahim, See Jasmine, Ngu Kee Shing, Sunitha Menon, and Nabeel Abdelaziz (PhD) (2015). Teachers' Background Factors and Its Relation to Motivation. Multidisciplinary Journals. Volume 3, Issue 2, 1 - 17 E-ISSN NO: 2289 – 4489

Table 24
Respondents According to Years in Service

	Frequency	Per cent	Cumulative Per cent
less than 5 years	14	15.6	15.6
6-10 years	23	25.6	41.1
11-15 years	25	27.8	68.9
16-20 years	12	13.3	82.2
21-25 years	9	10.0	92.2
26 years and above	7	7.8	100.0
Total	**90**	**100.0**	

However, this was in contrast with the findings on the related study that young teachers with 1-5 years of experience had the highest motivation and vice versa. On the other hand, the limitation of having an imbalanced number of participants in the different age groups might lead to misleading and inaccurate results. Thus, these findings should be considered inconclusive. Findings of teacher's age or years of experiences in teacher motivation bear further research. [32]

Table 25 presents the distribution of respondents according to rank/position. 44.4 per cent of the respondents were Teacher I. Others were Teacher III with 33.3 per cent, Teacher II with 16.7 per cent, and Master Teacher I with 5.6 per cent.

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[32] ibid

Table 25
Respondents According to Rank/Position

	Frequency	Per cent	Cumulative Per cent
T-1	40	44.4	44.4
T-2	15	16.7	61.1
T-3	30	33.3	94.4
MT-1	5	5.6	100.0
Total	**90**	**100.0**	

Based on the research in Tennessee, it revealed that students who were placed with highly effective teachers for three years in a row significantly outperformed comparable students on a mathematics assessment (96th versus 44th percentile). Teacher quality has a lasting effect on student learning. Data from Dallas reveals that a student who has an outstanding teacher for just one year will remain ahead of her peers for at least the next few years. Unfortunately, the opposite is true as well: if a student has an ineffective teacher, the negative effect on her achievement may not be fully remediated for up to three years. A study of third-grade teachers in an urban Virginia school district found that students of teachers ranked in the top quartile of effectiveness score approximately 30 to 40 scale-score points higher than expected on the Virginia Standards of Learning Assessment in English and mathematics, while students of teachers in the bottom quartile scored about 24 to 32 points lower than expected on these tests. It is clear that the common denominator in school improvement and student achievement is

the teacher. Therefore, it is critical that schools be able to identify effective teachers during the hiring process.[33]

Table 26 presents the distribution of respondents according to trainings and seminars attended. 86.7 per cent of the respondents attended INSET Training. Others were Leadership Training with 13.3 per cent.

Table 26
Respondents According to Trainings and Seminars Attended

	Frequency	Per cent	Cumulative Per cent
Leadership Training	12	13.3	13.3
INSET	78	86.7	100.0
Total	**90**	**100.0**	

From the discussion above, it clearly shows that in-service training is important for teachers in school as a tool for professional development and to enhance their knowledge and quality of teaching and learning. Teachers are facing new challenges and changes in the education world and it's important for teachers to equip themselves. With new knowledge and skills by attending in-service training in order for them to play an important and effective role as an educator. Besides that, the effectiveness of in-service training is important to ensure that the training is suitable and bring positive effect to the teachers. The effectiveness of the in-service training is influenced by the role of administrator, teacher's attitude, needs analysis and strategies used in the training program.[34]

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[33] Effective Teachers are the Most Important Factor Contributing to Student Achievement. https://www.ernweb.com

[34] Assoc. Prof. Dr. Che Mohd Zulkifli, Che Omar, and Sultan Idris (2014). The Need for In-Service Training for Teachers and It's Effectiveness In School. Education University. Tanjong Malim, Perak, Malaysia International Journal for Innovation Education and Research www.ijier.net Vol.2-11

Extent of Administrative Functions of School Heads as assessed by Teachers

Table 27 reflects the extent of administrative functions of school head in the District of Rosario as assessed by the teachers as to student personnel administration/supervision of instruction. The item "supervises teachers' performance in class" ranked first with a mean of 3.34. The item "provides programs/interventions for students who are at risk of failing/dropping" got the lowest rating with the mean of 3.15. The average weighted mean is 3.26. This means that the result is "Moderate Extent."

Table 27
Administrative Functions in terms of Student Personnel
Administration/Supervision of Instruction

	Mean	Std. Deviation	Std. Error Mean	Descriptive Interpretation
1. gathers necessary data pertaining to students' performance (test, achievement test, reading ability,　level in Math, etc.)	3.3111	.82984	.08747	Moderate Extent
2. provides programs/interventions for students who are　at risk of failing/dropping	3.1556	.85999	.09065	Moderate Extent
3. reminds teachers of the importance of utilizing varied　strategies in teaching.	3.2333	.86180	.09084	Moderate Extent
4. sets goals and objectives for an increase in students'　performance.	3.2778	.84837	.08943	Moderate Extent
5. supervises teachers' performance in class.	3.3444	.86325	.09099	Moderate Extent
MEAN	**3.26**			**Moderate Extent**

In a related study, "supervising" is a challenging word to use when referring to teachers and para-educators and yet, that is exactly what teachers must do – supervise. Policy states it and practice expects it, but still many para-educators find themselves fairly "unsupervised" and feel a lack of confidence and a lack of job satisfaction because of the uncertainty that exists. One might suggest that the

principal or administrator is the supervisor since he or she can hire, terminate, and evaluate. However, the teacher is the person who "directs the day-to-day work" of the para-educator and, as such provides what some refer to as "instructional supervision." Whatever the term, it is clear that teachers and administrators have responsibilities when it comes to the supervision of para-educators in educational settings.[35]

Table 28 reflects the extent of administrative functions of school head in the District of Buenavista as assessed by the school-heads and teachers as to staff personnel administration. The item "courteously remind staff of their responsibilities and   obligations in school" ranked first with a mean of 3.31. The item "coordinate all information needed to the staff" lowest rating with the mean of 3.07. The average weighted mean is 3.22. This means that the result is "Moderate Extent."

[35]Teri Wallace. The Role of Teachers and Administrators in Supervising Para-educators

Table 28
Administrative Functions in terms of Staff Personnel Administration

	Mean	Std. Deviation	Std. Error Mean	Descriptive Interpretation
1. courteously remind staff of their responsibilities and obligations in school.	3.3111	.80231	.08457	Moderate Extent
2. reprimands staff who are not able to accomplish their task on time.	3.2000	.81005	.08539	Moderate Extent
3. coordinate all information needed to the staff.	3.0778	.87702	.09245	Moderate Extent
4. collaborate with everyone in the school.	3.2222	.80417	.08477	Moderate Extent
5. maintains high regard to everyone in the workplace.	3.2778	.79362	.08366	Moderate Extent
MEAN	**3.22**			**Moderate Extent**

In a related study, every school should have a mission statement and a vision based on shared values and beliefs. Leaders can engage all stakeholders in the process of developing the mission statement and vision for the school that provides focus and direction for all involved. If the school already has a mission and vision, revisit them occasionally with the stakeholders involved. Good leaders encourage others to be leaders and help bring out those qualities. Therefore, if teachers attend a conference or workshop, have them share their knowledge with the rest of the staff when they return. Leaders can have experienced teachers work together to solve an instructional problem. Administrators must be familiar with available resources to support the diverse needs of students, families and staff and must know how to access additional support in order to ensure appropriate education for all students and support for teachers.

For example, leaders can make sure English as a Second Language and bilingual programs are effectively supported. They can make special education

concerns integral when planning for professional development, distribution of materials, books, classroom space and equipment. They can ensure that special education is not put at the end of the line as an afterthought.[36]

Table 29 reflects the extent of administrative functions of school head in the District of Buenavista as assessed by the teachers as to school-community relation. The item "participates in school-community activities" ranked first with a mean of 3.36. The item "initiates projects that would involve the community" lowest rating with the mean of 3.18. The average weighted mean is 3.27. This means that the result is "Moderate Extent."

Table 29
Administrative Functions in terms of School-Community Relation

	Mean	Std. Deviation	Std. Error Mean	Descriptive Interpretation
1. involves the community with the school's project.	3.2444	.89079	.09390	Moderate Extent
2. participates in school-community activities.	3.3667	.78540	.08279	Moderate Extent
3. maintains a professional yet friendly manner in dealing with the community leaders.	3.2556	.84216	.08877	Moderate Extent
4. initiates projects that would involve the community.	3.1889	.76282	.08041	Moderate Extent
5. helps in the community through gift-giving, helping victims of natural disasters, feeding programs, etc.	3.3000	.91737	.09670	Moderate Extent
MEAN	**3.27**			**Moderate Extent**

In a related study, the role of the teacher in a positive school-community relationship is extremely important since it is the teacher who is the backbone of

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[36] Keeping Quality Teachers: The Art of Retaining General and Special Education Teachers - Building a Framework: The Role of the Administrator in Teacher Retention. http://www.p12.nysed.gov

the educational system. Although school boards create school policy and administrators interpret these policies, teachers are the personnel who implement school policy. Teachers must also be prepared to make the most favourable impression possible in even the most innocent of circumstances in order to maintain public support. The community's perceptions of the teacher affect their perceptions of the school and subsequently student morale, school resources, and support for the school in general.[37]

Table 30 reflects the extent of administrative functions of school head in the District of Buenavista as assessed by teachers as to management of school finances/business administration. The item "carefully allots budget with the needs of the school" ranked first with a mean of 3.27. The item "consider actual versus average compensation costs in the budget" lowest rating with the mean of 3.08. The average weighted mean is 3.16. This means that the result is "Moderate Extent."

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[37] Jon N. Nebor. The Role of the Teacher in School-Community Relations.

Table 30
Administrative Functions in terms of management of
School Finances/Business Administration

	Mean	Std. Deviation	Std. Error Mean	Descriptive Interpretation
1. carefully allots budget with the needs of the school.	3.2778	.86151	.09081	Moderate Extent
2. provides a clear and transparent use of the school's fund.	3.1889	.87274	.09199	Moderate Extent
3. gives substantial projects that would benefit the students and the teachers.	3.1222	.79079	.08336	Moderate Extent
4. allocate its budget in a way that makes it clear how resources will be used to achieve increased student success.	3.1333	.81005	.08539	Moderate Extent
5. consider actual versus average compensation costs in the budget.	3.0889	.89499	.09434	Moderate Extent
MEAN	**3.16**			**Moderate Extent**

The actual specific job functions for an education administrator will vary depending on the institution of employment. For schools, this job is usually the role of a principal or assistant principal. For private schools and businesses, the job may be as a director of programs or head master. Libraries and museums often employ administrators as instruction coordinators. For colleges and universities, education administrators are employed at all levels of the management structure — as admissions officers, department heads, and as deans and provosts. Making policies and procedures and setting educational aims and standards is the responsibility of an education administrator. They act as a supervisor for managers and support other faculty, such as librarians, coaches, teachers, and aids. In small organizations, such as a daycare, there may be only one administrator in charge of all these duties.

At larger institutions, such as universities or large school systems, several administrators share the workload, each having a specific responsibility.[38]

Table 31 reflects the extent of administrative functions of school head in the District of Buenavista as assessed by the school-heads and teachers as to management of school physical facilities. The item "regularly checks classrooms, building and other physical facilities of the school" ranked first with a mean of 3.32. The item "carries out routine maintenance periodically" got the lowest rating with the mean of 3.01. The average weighted mean is 3.18. This means that the result is "Moderate Extent."

Table 31
Administrative Functions in terms of Management of School Physical Facilities

	Mean	Std. Deviation	Std. Error Mean	Descriptive Interpretation
1. regularly checks classrooms, building and other physical facilities of the school.	3.3222	.85890	.09054	Moderate Extent
2. continuously plan and identify areas of improvement.	3.2667	.83195	.08769	Moderate Extent
3. creates preventive maintenance to avoid breakdown of facility.	3.1778	.86865	.09156	Moderate Extent
4. carries out routine maintenance periodically.	3.0111	.88043	.09281	Moderate Extent
5. provisions for facility guidelines for infrastructural development is carried out.	3.1000	.86180	.09084	Moderate Extent
MEAN	**3.18**			**Moderate Extent**

In a related study, it mentioned that growing body of research has found that school facilities can have a profound impact on both teacher and student

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[38] What is an Education Administrator? https://www.careerexplorer.com

outcomes. With respect to teachers, school facilities affect teacher recruitment, retention, commitment, and effort. With respect to students, school facilities affect health, behaviour, engagement, learning, and growth in achievement. Thus, researchers generally conclude that without adequate facilities and resources, it is extremely difficult to serve large numbers of children with complex needs[39]

Table 32 reflects the extent of administrative functions of school head in the District of Buenavista as assessed by the school-heads and teachers as to general tasks. The item "ensures that the school runs smoothly and safely" ranked first with a mean of 3.36. The item "efficiently and effectively manages the operations of the school" got the lowest rating with the mean of 3.24. The average weighted mean is 3.30. This means that the result is "Moderate Extent."

Table 32
Administrative Functions in terms of General Tasks

	Mean	Std. Deviation	Std. Error Mean	Descriptive Interpretation
1. efficiently and effectively manages the operations of the school.	3.2410	.69607	.07337	Moderate Extent
2. ensures that the school runs smoothly and safely.	3.3606	.72377	.07629	Moderate Extent
3. provides an excellent learning environment for its students.	3.2667	.77605	.08180	Moderate Extent
4. meets and reports with the teacher, and vice versa.	3.2556	.67974	.07165	Moderate Extent
5. provides leadership and administration in the whole school.	3.3556	.69203	.07295	Moderate Extent
MEAN	**3.30**			**Moderate Extent**

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[39]The Importance of School Facilities in Improving Student Outcomes (2017).

In a related study, teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble.[40]

Significant Difference on the Administrative Function of School Heads assessed by Teachers when Respondents are grouped according to their Profile using Analysis of Variance (ANOVA)

Table 33
The Analysis of Variance on the Administrative Function of School Heads when Respondents are classified according to Age

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4.279	7	.611	.879	.527
Within Groups	57.010	82	.695		
Total	61.289	89			

The F- value 0.879 had a significance of 0.527 which is greater than 0.05, the alpha level. So the relationship was not statistically significant. Therefore, Age did not affect the administrative function of school heads.

Table 34
The Analysis of Variance on the Administrative Function of School Heads when Respondents are classified according to Gender

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.821	2	.411	.550	.579
Within Groups	65.001	87	.747		
Total	65.822	89			

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[40] Ibid.

The F- value 0.550 had a significance of 0.579 which is greater than 0.05, the alpha level. So the relationship was not statistically significant. Therefore, Gender did not affect the administrative function of school heads.

Table 35
The Analysis of Variance on the Administrative Function of School Heads when Respondents are classified according to Civil Status

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.123	3	.708	.951	.420
Within Groups	63.977	86	.744		
Total	66.100	89			

The F- value 0.951 had a significance of 0.420 which is greater than 0.05, the alpha level. So the relationship was not statistically significant. Therefore, Civil Status did not affect the administrative function of school heads.

Table 36
The Analysis of Variance on the Administrative Function of School Heads when Respondents are classified according to Highest Educational Attainment

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6.532	4	1.633	1.330	.062
Within Groups	59.568	85	.701		
Total	66.100	89			

The F- value 1.330 had a significance of 0.420 which is greater than 0.05, the alpha level. So the relationship was not statistically significant. Therefore, Highest Educational Attainment did not affect the administrative function of school heads.

Table 37
The Analysis of Variance on the Administrative Function of School Heads when Respondents are classified according to Years in Service

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.631	5	.326	.425	.830
Within Groups	64.469	84	.767		
Total	66.100	89			

The F- value 0.425 had a significance of 0.830 which is greater than 0.05, the alpha level. So the relationship was not statistically significant. Therefore, Years in Service did not affect the administrative function of school heads.

Table 38
The Analysis of Variance on the Administrative Function of School Heads when Respondents are classified according to Rank/Position

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.900	3	.633	.848	.471
Within Groups	64.200	86	.747		
Total	66.100	89			

The F- value 0.848 had a significance of 0.471 which is greater than 0.05, the alpha level. So the relationship was not statistically significant. Therefore, Rank/Position did not affect the administrative function of school heads.

Table 39
The Analysis of Variance on the Administrative Function of School Heads when Respondents are classified according to Training and Seminars Attended

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.138	1	.138	.185	.668
Within Groups	65.962	88	.750		
Total	66.100	89			

The F- value 0.185 had a significance of 0.668 which is greater than 0.05, the alpha level. So the relationship was not statistically significant. Therefore,

Trainings and Seminars Attended did not affect the administrative function of school heads.

<div align="center">**TRAINING PROGRAM FOR SCHOOL HEADS**</div>

Learning Goal: Research the best practices for teaching and assessing 21st century skills for school heads.

Strategies/Activities

Personal Questions: What will I do to accomplish my goal(s)?

- Research the most effective ways to implement and teach the 21st century skills using the Buck Institute website and other online resources
- Research the most effective ways to assess and provide feedback to students as they use the 21st century skills
- Collaborate with school PBL leaders and administrative team to develop professional development sessions on 21st century skills
- With the assistance of PBL school leaders and the administrative team, provide a minimum of 3 professional development sessions on classroom implementation, teaching, and assessing the 21st century skills
- Begin collecting baseline data from walkthrough observations

Progress

Personal Questions: How will I measure progress?

Adhering to the timeline above:

- Meeting agendas/dates
- List and date completed personal professional reading

- List of resources used

- Presentations used for the three 21st century professional development sessions

Strategic Planning

Personal Questions: How does my goal support or is supported by the school's/district's strategic plan?

- Actively engage students in relevant learning through the implementation of Project Based Learning experiences.

- Through the use of Project Based Learning, all students will have multiple opportunities to practice using 21st century skills.

- Provide coaching and professional development opportunities for project based learning.

Personal Growth

Personal Questions - How does my goal support my personal professional growth?

Since we are implementing Project Based Learning, I would like to learn more about the 21st century skills to better assist teachers when they embed these skills in their PBL projects.

Character Goal; Research the best practices for developing growth mind set classrooms.

Strategies/Activities

Personal Question: What will I do to accomplish my goal(s)?

- Research strategies to help teachers and students identify fixed versus growth mind sets

- Research strategies to establish a growth mind set classroom

- Collaborate with teacher leaders and the administrative team to develop professional development sessions on developing growth mind sets

- With the assistance of teacher leaders and the administrative team, provide a minimum of 3 professional development sessions developing growth mind set classrooms that specifically incorporate goal setting based on personal growth

Progress

Personal Questions: How will I measure progress?

Adhering to timeline above:

- Meeting agendas/dates

- List and date completed personal professional reading

- List of resources used

- Presentations used for developing growth mind sets

Strategic Planning

Personal Questions: How does my goal support or is supported by the school's/district's strategic plan?

- Increase student understanding and ability of self-reflection and assessments of their learning.

- Promote the use of non-traditional ways for professional development and collaboration.

- Provide staff development and coaching to support instructional expectations.

Personal Growth

Personal Question:

How does my goal support my personal professional growth?

What intrigued me the most was when students changed their mind sets from fixed to growth, academic performance improved and the positive academic effects were even greater for students living in poverty.

Community Goal:

Goal 1: With guidance from the District Office staff, I will develop and market an accelerated program that attracts students from the school.

Goal 2: I will work with current stakeholders and/or the Office of Strategic Partnerships to develop additional community and business partnerships and will develop relationships with a minimum of 3 additional community or business partners.

Strategies/ Activities

Personal Question: What will I do to accomplish my goal(s)?

Goal 1- Accelerated Quest Program

• Research the most effective strategies for implementing an accelerated program

• Prepare materials to promote our school including the accelerated program

• Select teachers for the program

• Begin writing curriculum for the program

• Determine the selection criteria of students for the program

• Develop a screening process for the selection for new students

Goal 2- Community and Business Partnerships

 Begin soliciting partnerships in the following ways:

• Work with the Office of Strategic Partnerships to learn about effective ways to seek new community or business partners

• Seek community or business partners through advertising with our current stakeholders

• Seek community or business partners

• Develop relationships with expert community and business partners through Project Based Learning projects

• Begin partnership with school community

• Seek potential partners through applying for grants

Progress

 Personal Questions: How will I measure progress

Goal 1- Adhering to the timeline above;

- Promotion material samples

- Reflections on visits to schools

- Reflection on research

- Curriculum

Goal 2- Adhering to the timeline above:

- Correspondence seeking partnerships

- List of new partners

- Dates and description of partnerships

Strategic Planning

Personal Question: How does my goal support or is supported by the school's/district's strategic plan?

Goal 1

- Work to create a program to attract students

- Continue to participate in the annual activities.

Goal 2

- Partner with local colleges and universities.

- Provide practicum experiences for university pre-service teachers.

- Continue to create strong community and business partnerships.

- Enhance greater community support with our community and other events.

Personal Growth

Personal Question: How does my goal support my personal professional growth?

Goal 1- I believe that it is very important to establish relationships with business and community members. I believe increasing our partners will benefit in several ways including:

(1) marketing/promoting our school

(2) getting our name out in the community

(3) potential for volunteers and mentors at our school

CHAPTER V

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter presented the summary of findings; the conclusions made and the recommendations offered.

Summary of Findings

This study was conducted in public secondary schools located in Buenavista District found in the province of Agusan del Norte and descriptive research method was used in this study. The researcher used a checklist-questionnaire method to find out the relationship of the variables.

The study was conducted to assess and evaluate the extent of the administrative functions of school heads of secondary schools found in Buenavista District, Division located in the province of Aguasn del Norte as a basis for creating an enhanced training program for school heads. It envisioned to find out the significant answers to the following questions: (1) What is the profile of the respondents as school head in terms of age, gender, civil status, highest educational attainment, years in service, rank/position, and trainings and seminars attended; (2) What is the profile of the respondents as teachers in terms of age, gender, civil status, highest educational attainment, years in service, rank/position, and trainings and seminars attended; (3) What is the extent of administrative functions of school head in the District of Buenavista as regards to student personnel administration/supervision of instruction, staff personnel administration, school-community relation, management of school finances/business administration, management of school physical facilities, and general tasks as

assessed by the school-heads and teachers; (4) Is there a significant difference on the administrative functions of school heads when both school head-respondents are grouped according to their profile; (5) Is there a significant difference on the administrative functions of school heads when teacher-respondents are grouped according to their profile; (6) What action plan could be crafted as an enhanced training program for school heads?

Through the problems stated, the researcher came up with the following null hypothesis: there is no significant difference on the administrative functions of school heads when school head-respondents are grouped according to their profile and there is no significant difference on the administrative functions of school heads when teacher-respondents are grouped according to their profile.

After administering the questionnaire, the researcher used percentage in getting the profile of both respondents which includes age, gender, civil status, highest educational attainment, rank/position, years in service, and trainings and seminars attended. Ranking is utilized to show the positional importance of an item to the others, especially the profile of both respondents. The weighted mean used to compute the extent of administrative functions of school heads as regards to student personnel administration/supervision of instruction, staff personnel administration, school-community relation, management of school finances/business administration, management of school physical facilities, and general tasks as assessed by both the school heads and teachers.

To test the significance of the variables, Analysis of Variance (ANOVA), used to identify the significant difference on the administrative function of school heads when both respondents are grouped according to their profile.

Conclusions

Based on the data gathered, the following conclusion had been drawn:

In terms of the profile of the school head as respondents, the biggest proportion aged 46-50 years old, female, and married. More so, majority are Master's degree holder, 11-15 years in service, Principal I, and had attended Leadership Training.

In terms of the profile of the teachers as respondents, majority aged 26-30 years old, female, and married. Most of them had earned units in MA/MS, had 11-15 years in service, Teacher I, and attended INSET Training.

As regards to the extent of administrative functions as assessed by the school heads as to student personnel administration/supervision of instruction, the item "gathers necessary data pertaining to students' performance (test, achievement test, reading ability, level in Math, etc.)" ranked first with a mean of 4.17 and verbal interpretation of "High Extent." As to staff personnel administration, the item "maintains high regard to everyone in the workplace" ranked first with a mean of 4.05 and verbal interpretation of "High Extent." As to school-community relation, the item "involves the community with the school's project" ranked first with a mean of 3.96 and verbal interpretation of "High Extent." As to management of school finances/business administration, the item "allocate its budget in a way that makes it clear how resources will be used to achieve increased student

success" ranked first with a mean of 4.11 and verbal interpretation of "High Extent." As to management of school physical facilities, the item "regularly checks classrooms, building and other physical facilities of the school" ranked first with a mean of 4.07 and verbal interpretation of "High Extent." And lastly, as to general tasks, the item "ensures that the school runs smoothly and safely" ranked first with a mean of 4.45 and verbal interpretation of "High Extent." Based on the result, the general tasks got the highest means on the extent of administrative functions as assessed by the school heads.

On the other hand, as regards to the extent of administrative functions of school heads as assessed by the teacher-respondents as to student personnel administration/supervision of instruction, the item "supervises teachers' performance in class" ranked first with a mean of 3.34 and verbal interpretation of "Moderate Extent." As to staff personnel administration, the item "courteously remind staff of their responsibilities and obligations in school" ranked first with a mean of 3.31 and verbal interpretation of "Moderate Extent." As to school-community relation, the item "participates in school-community activities" ranked first with a mean of 3.36 and verbal interpretation of "Moderate Extent." As to management of school finances/business administration, the item "carefully allots budget with the needs of the school" ranked first with a mean of 3.27 and verbal interpretation of "Moderate Extent." As to management of school physical facilities, the item "regularly checks classrooms, building and other physical facilities of the school" ranked first with a mean of 3.32 and verbal interpretation of "Moderate Extent." And lastly, as to general tasks, the item "ensures that the school runs

smoothly and safely" ranked first with a mean of 3.36 and verbal interpretation of "Moderate Extent." Based on the result, school-community relation and general tasks ranked first among the administrative functions of the school heads.

In testing the significance of the variable, gender and highest educational attainment affect the extent of the administrative functions of the school heads as perceived by themselves when they are grouped according to their profile while there is no significant difference on the extent of the administrative functions of the school heads when they are assessed by teachers when the respondents are grouped according to their profile.

Therefore, the researcher concluded that the general tasks got the highest means on the extent of administrative functions as assessed by the school heads while both school-community relation and general tasks ranked first among the administrative functions of the school heads as assessed by teacher-respondents.

Recommendations

Based on the conclusions made, the recommendations are as follows:

1. School heads must enhance their abilities and skills on varied general tasks that assigned to them.

2. School heads should strengthen their policies and programs related with the school community relation.

3. School heads must know and understand the role of their teachers in participating in the development of school community relation.

4. School heads should develop their administrative functions in enhancing the skills in staff personnel administration.

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Administrative Functions of Public School Heads of Elementary Schools in Rosario District, Division of Batangas: A Basis for Enhanced Training Program
Survey Questionnaire

Name: (optional) _____

PART I
School Head's Profile

Directions: Kindly check (✓) or fill out the box with the needed information.

1. Age : _____ 25 y/o & below   36 – 40 y/o   51 – 55 y/o
                 26 – 30 y/o   41 – 45 y/o   56 – 60 y/o
                 31 – 35 y/o   46 – 50 y/o

2. Gender: Male   Female
3. Civil Status:

      Single   Married   Separated   Widow/Widower

4. Highest Educational Attainment:

      Bachelor's Degree, please specify _____
      With MA/MS units
      Master's Degree holder, please specify _____
      With Doctoral units
      PhD/Ed D/ degree, please specify _____

5. Number of years as School Head:
      less than 5 years   11 – 15 years   21 – 25 years
      6 – 10 years   16 – 20 years   26 years above

6. Position:
      Principal I   Principal III   Officer in Charge (OIC)
      Principal II   Principal IV

7. Seminars and Trainings Attended:
      Leadership Training   School-based Management

      Management Training   Managing School Resources

Others, please write:

_____
_____
_____

Teacher's Profile

Directions: Kindly check (✓) or fill out the box with the needed information.

1. Age : _____ 25 y/o & below   36 – 40 y/o   51 – 55 y/o
                 26 – 30 y/o   41 – 45 y/o   56 – 60 y/o
                 31 – 35 y/o   46 – 50 y/o

2. Gender: Male   Female
3. Civil Status:

      Single Married Separated   Widow/Widower

4. Highest Educational Attainment:

        Bachelor's Degree, please specify _____
        With MA/MS units
        Master's Degree holder, please specify _____
        With Doctoral units
        PhD/Ed D/ degree, please specify _____

5. Number of years teaching:

less than 5 years	11 – 15 years	21 – 25 years
6 – 10 years	16 – 20 years	26 years above

6. Position:

Teacher I	Teacher III	Master Teacher II
Teacher II	Master Teacher I	

7. Seminars and Trainings Attended:

Leadership Training	School-based Management
Management Training	Managing School Resources

Others, please write:

_____
_____
_____
_____

PART II
Administrative Functions of School Heads

Directions: Kindly rate your agreement in each of the following statement which best describes your school head's leadership skill by using the given scale:

Scale	Response
5	Very High Extent
4	High Extent
3	Moderate Extent
2	Low Extent
1	Very Low Extent

A. Student Personnel Administration/Supervision of Instruction

1. gathers necessary data pertaining to students'

   performance (test, achievement test, reading ability,

   level in Math, etc.)   5   4   3   2   1

2. provides programs/interventions for students who are

   at risk of failing/dropping   5   4   3   2   1

3. reminds teachers of the importance of utilizing varied

    strategies in teaching.   5   4   3   2   1

4. sets goals and objectives for an increase in students'

    performance.   5   4   3   2   1

5. supervises teachers' performance in class.   5   4   3   2   1

B. Staff Personnel Administration

1. courteously remind staff of their responsibilities and

    obligations in school.   5   4   3   2   1

2. reprimands staff who are not able to accomplish their

    task on time.   5   4   3   2   1

3. coordinate all information needed to the staff.   5   4   3   2   1

4. collaborate with everyone in the school.   5   4   3   2   1

5. maintains high regard to everyone in the workplace.5   4   3   2   1

C. School-community Relation

1. involves the community with the school's project. 5   4   3   2   1

2. participates in school-community activities.   5   4   3   2   1

3. maintains a professional yet friendly manner in dealing

    with the community leaders.   5   4   3   2   1

4. initiates projects that would involve the community.5   4   3   2   1

5. helps in the community through gift-giving, helping

    victims of natural disasters, feeding programs, etc.5   4   3   2   1

D. Management of School Finances/Business Administration

1. carefully allots budget with the needs of the school.5   4   3   2   1

2. provides a clear and transparent use of the school's

    fund.   5   4   3   2   1

3. gives substantial projects that would benefit the

    students and the teachers.   5   4   3   2   1

4. allocate its budget in a way that makes it clear

    how resources will be used to achieve increased

    student success.   5   4   3   2   1

5. consider actual versus average compensation

costs in the budget.	5	4	3	2	1

E. Management of school Physical Facilities

1. regularly checks classrooms, building and other					
physical facilities of the school.	5	4	3	2	1
2. continuously plan and identify areas of improvement.	5	4	3	2	1
3. creates preventive maintenance to avoid breakdown					
of facility.	5	4	3	2	1
4. carries out routine maintenance periodically.	5	4	3	2	1
5. provisions for facility guidelines for infrastructural					
development is carried out.	5	4	3	2	1

F. General Tasks

1. efficiently and effectively manages the operations of the					
school.	5	4	3	2	1
2. ensures that the school runs smoothly and safely.	5	4	3	2	1
3. provides an excellent learning environment for its					
students.	5	4	3	2	1
4. meets and reports with the teacher, and vice					
versa.	5	4	3	2	1
5. provides leadership and administration in the whole					
school.	5	4	3	2	1