Instructional Leadership Skills Of The School Administrators

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ABSTRACT

This research determined the instructional leadership skills of the 18 school administrators of the 18 elementary schools of Barili 2 District, Barili, Cebu, DepEd Cebu Province Division, during the school year 2020-2021. The study utilized the descriptive method and the standardized assessment tool. Findings revealed that there was no significant relationship between the identified profiles and the instructional leadership skills of the school administrators. Generally, the instructional leadership skills in terms of competencies enumerated in the NCBSSH is interpreted as an expert (doing it well and can lead others to do the same) except for the level of leadership skills of the school heads in the assessment of learning interpreted as experienced (doing it but need to improve). Based on the findings it is concluded that the school leadership skills of the school heads are not influenced by the identified profiles. It is recommended that the proposed Supervision Plan be adapted and implemented.

Keywords: Educational Outcomes Supervision Plan Instructional Leadership Competencies NCBSSH

1. INTRODUCTION

For the past 20 years, the importance of school leadership and education theories grew. The development of school leadership has been accompanied by theory development. New models developing established methods are being developed and redefined (Bush, T. et. al., 2013).

According to Gunter (2016) as cited by Callao, M. (2021), the definition of school leadership is as old as the numerous positions that have been developed, discussed, and written about within formal educational organizations. Moreover, Dinham (2005), as cited by Callao, M. (2021) said that leadership was discovered to be an essential element in achieving excellent academic results. Often, the Principal exercised this leadership, but additional key personnel included Head Teachers, Deputy Principals, and teachers playing leading roles in faculties and programs.

This study is anchored on Organization Theory in Education of Max Weber, cited by (Bush, 2015). Organization theorists are advocating how organizations should be led and managed. Analysts seeking to explore the theory have drawn on four aspects of organizations:

Goals – At the heart of theory are the purposes of the organization and the practice in education and beyond. Oftentimes, theorists focus on two key scopes of aims and purpose. First, who determines the organizational goals? Second, relates to the level of agreement on the goals created.

Structure – Structure delineates the individuals in the organization. It could be vertical or horizontal. Structures could be fixed or flexible. Sometimes, problems are experienced in fixed structures, individual talents and experiences are not considered, while inflexible structures adapt to the capabilities of staff.

Culture – Organizational culture tends to be invisible and hard to develop. The organizational theory differs in the treatment of culture, how it is developed, continued, and improved. Because of its intangibility, leaders contend that culture is hard to change because of its resilience to innovation than structure.

Context – Schools are everywhere; it is a manifestation of every community throughout the world. However, a large school in a highly urbanized country is very much different from a small school in an underdeveloped country. The influence of context is characterized by the relationship between the organization and its external environment. The environment represents the stakeholders for public sector bodies and the customers of the school.

Anchored on the Instructional leadership model of Leithwood (Rudhumbu, 2015), this model of instructional leadership focuses on the direction rather than the source and nature of the influence of the school heads. It emphasizes the core activities of the school heads that are managing the teaching and learning process.

Instructional leadership is defined as the management of curriculum and instruction by a school principal. According to Nengasca (2015), Fred M. Hechinger said that the rise and fall of the quality of schools could be traced to the quality of instructional leaders. There are no good schools with poor instructional leaders. Unsuccessful schools turned around into successful ones by a performing

instructional leader, and regrettably outstanding schools slide rapidly into decline because of poor instructional leadership.

The focus of school heads in instructional leadership is the behavior of teachers as they perform activities directly affecting the growth of learners. Instructional leaders were considered builders of culture (Bush, 2013).

Education leaders create an "academic press" that cultivated high expectations and standards for learners, as well as for teachers. In instructional effective schools, its direction is focused primarily on the improvement of learner performance. Words like; vision, mission, and goals became centrally positioned in the vocabulary of school leaders who wish to succeed in the evolving environment of educational reform.

Instructional leaders need a combination of expertise and personality to attain the goals and objectives of the school.

Effective leadership is the nucleus of every successful school. This provides the vision and the climate for the teachers and learners to reach the highest level of achievement. Leadership in schools includes communicating the vision, mission, goals, and objectives of the department towards the internal and external stakeholders, creating a high-performance team, strategic planning, problem-solving, coordinating with others, and managing culture change. According to Fertig et.al. (2017) as cited by Callao, M. (2021), educational leadership is influencing others in educational settings to achieve goals through performing different activities. When subordinates perform intelligently delegated functions, the influence of leaders is evident, therefore, leading.

This study is also anchored on section 7 of Republic Act 9155, Governance of Basic Education Act of 2001, and the National Adoption and Implementation of the National Competency-Based Standards for School Heads (NCBSSH) Framework (DepEd Order No. 32 s. 2010).

Republic Act 9155 says that; "There shall be a school head for all public elementary schools and public high schools or cluster thereof. The establishment of integrated schools from existing public elementary and public high schools shall be encouraged.

The school head, who may be assisted by an assistant school head, shall be both an instructional leader and administrative manager. The school head shall form among them with the school teachers/learning facilitators for the delivery of quality educational programs, projects, and services. A core of nonteaching staff shall handle the school's administrative, fiscal and auxiliary services.

According to Maxwell (2015) as cited by Callao, M. (2021), influence is the only source of authentic leadership. It cannot be assigned, awarded, or appointed. Leadership is a difficult task. Leadership performance is the application of learned skills, almost all of which can be learned and enhanced. Aspects of good leadership include respect, experience, emotional strength, people skills, discipline, vision, momentum, and timing.

According to Friesen et al. (2015), as cited by Callao, M. (2021), the school principal's role has evolved. Transforming a school from employment to a place of learning requires overturning the top-down authority tasked with assisting underperforming schools in becoming influential school leaders. A leader encourages learners and teachers to go beyond the four walls of the classroom by instilling these qualities in them.

In leadership, intentionality leads to actions that impact the group or organization's direction, mission, culture, and practice (Woods et al., 2018). To accomplish a specific purpose, leadership entails an obligation that uses available resources such as human and material resources while still maintaining a cohesive and coherent organization (Ololube, 2013). Recognizing employee perception, which frequently plays a significant role in decision implementation and outcome, is a vital addition to leadership ability (Weddle, 2013). Good leadership is founded on the leader's strong character and selfless devotion to an organization (Jenkins, 2013).

The principal serves as a leader. He has an impact on others. The act of shaping others to accomplish one's objectives is known as leadership. School leaders create a vision for their schools based on their personal and professional values (Murphy, 2018).

The Chair of the NPBEA Board and Executive Director of National Association of Secondary School Principals, Jo-Ann Bartoletti, said' "More than ever, schools need successful leaders to meet the demands of preparing educators in the 21st century".

There are five fundamental concepts in educational leadership. First, school leadership must be accepted by a team of leaders, with the principal serving as the "leader of leaders." Second, school leadership focuses on practical financial and human resource management — recruiting, hiring, developing, and evaluating — especially in changing environments. Third, for effective instructional leadership and the improvement of instructional practice, a culture of public and reflective practice is required. Fourth, instructional leadership addresses the school community's economic, political, cultural, social, and learning diversity. Finally, instructional leadership focuses on learning for both learners and teachers, and learning is measured by improvements in the teaching and learning process.

According to Murphy (2018), as cited by Callao M. (2021), school leaders should be more informed about the central business of teaching and learning to make a difference for students. This means that instructional leadership's results are much superior to those of other leadership styles.

The Professional Standards for Educational Leaders (NPBEA, 2015) stated that instructional leaders develop effective teaching and learning processes by modeling instructional strategies, developing opportunities to learn for teachers to learn efficient learning routines, assisting teachers in creating active learning environments, serving as a tool for effective instructional strategies, monitoring and evaluating instruction, and empowering teachers.

Bolliman et al. (2019) as cited by Callao, M. (2021), pointed out that school leaders, on average, were better at defending their stance than supporting and

soliciting the views of parents and teachers. School leaders gain trust and certainty in their decisions and behavior when they can imagine school circumstances. They are not stressed, so they're calmer, and they're more effective at getting the job done.

2. METHODS

Research Design
This study utilized the descriptive method which involved recording, describing, analyzing, and interpreting the data. This was used to determine the instructional leadership skills of the elementary school administrators of Barili 2 district, DepEd Cebu Province division in the school year 2020-2021.

Research Respondents
The respondents of the research were the 18 school administrators and 238 Elementary School teachers of Barili 2 District in the school year 2020-2021. The data was collected from the school administrators and teachers of the 18 Elementary Schools of Barili 2 District, Dep Ed Cebu Province Division.

Data Collection Tools
This research used the adopted questionnaire for the profile of the respondents and the NCBSSH-TDNA, based on Dep Ed Order No. 32, Series 2010, "The National Adoption and Implementation of the National Competency-Based Standards for School Heads", with some modifications, to gather the needed data and information.

3. RESULTS

Table 1 Demographic Profiles of the School Heads

Profiles	Frequency Percentage
Age	
55 years old and above	5 27.78
50 – 54 years old	2 11.11
45 – 49 years old	10 55.56
35 – 39 years old	1 05.56
Total	**18 100.00**

Gender

Male	4
22.22	
Female	14
77.78	
Total	**18**
100.00	

Civil Status

Single	1
05.56	
Married	17
94.44	
Total	**18**
100.00	

Educational Attainment

Doctor's Degree Holder	**1**
05.56	
Masters Degree with CAR for Doctorate	1
05.56	
Masters Degree with Doctorate Units	6
33.33	
Master Degree Holder	6
33.33	
BS with CAR for Masters	1
05.56	
BS with Masters Units	3
16.67	
Total	**18**
100.00	

Position Title/Designation

P III	1
05.56	
P II	6
33.33	
P I	3
16.67	
HT III	1
05.56	
HT I	2

11.11
Teacher-In-Charge   5
27.78
Total   **18**
100.00

Years Of Experience as School Head
21 years above   2
11.11
16 – 20 years   3
16.67
11 – 15 years   4
22.22
6 – 10 years   4
22.22
5 years and below   5
27.78
Total   **18**
100.00
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_____

Table 2 Level of Instructional Leadership Skills of the School Heads in Assessment for Learning as Perceived by School Heads and Teachers

Assessment for Learning			School Heads
Teachers	**Weighted**	**Verbal**	**Weighted**
Verbal	**Mean**		**Interpretation**
Mean	**Interpretation**		

	Weighted Mean	Verbal	Weighted Mean
1. Manage the processes and procedures in monitoring student achievement Experienced	3.00	Experienced	3.00
2. Ensure utilization of a range of assessment processes to assess student performance Experienced	3.13	Experienced	3.00
3. Assess the effectiveness of curricular/co-curricular programs and/or instructional strategies Experienced	2.93	Experienced	2.93
4. Utilize assessment results to improve learning Experienced	3.20	Experienced	3.07
5. Create & manage a school the process to ensure student progress is conveyed to students and parents/guardians regularly Experienced	3.00	Experienced	2.93
Over All Weighted Mean Experienced	3.05	**Experienced**	**2.99**

Legend:
1.00-1.75 - Novice
1.76-2.50 - Emerging
2.51-3.25 - Experienced
3.26-4.00 - Expert

Table 3 Level of Instructional Leadership Skills of the School Heads in Developing Programs and Adapting Existing Programs as Perceived by School Heads and Teachers

Developing Programs and Teachers Adapting Existing Programs			School Heads
	Weighted	Verbal	Weighted

Verbal Interpretation	Mean	Interpretation	Mean
1. Develop/adopt a research-based school program Expert	3.33	Expert	3.50
2. Assist in implementing an existing, coherent, and responsive school-wide curriculum Expert	3.87	Expert	3.87
3. Address deficiencies and sustain successes of current programs in collaboration with teachers and learners Expert	3.67	Expert	3.67
4. 2Develop a culture of functional literacy Expert	3.50	Expert	3.93
Over All Weighted Mean Expert	**3.59**	**Expert**	**3.74**

Legend:
1.00-1.75 - Novice
1.76-2.50 - Emerging
2.51-3.25 – Experienced
3.26-4.00 - Expert

Table 4 Level of Instructional Leadership Skills of the School Heads in Implementing Programs for Instructional Improvement as Perceived by School Heads and Teachers

Implementing Programs for Teachers Instructional Improvement Weighted Verbal Interpretation			School Heads Weighted Verbal
	Mean	Interpretation	Mean

1. Manage the introduction of curriculum initiatives in line with Dep Ed policies (e.g. BEC, Madrasah) Expert	3.60	Expert	3.53
2. Work with teachers in curriculum review Expert	3.69	Expert	3.97
3. Enrich curricular offerings based on local needs Expert	3.93	Expert	3.63
4. Manage curriculum innovation and enrichment with the use of technology Expert	3.85	Expert	3.83
5. Organize teams to champion instructional innovation programs toward curricular responsiveness Expert	3.83	Expert	3.59
Over All Weighted Mean Expert	**3.78**	**Expert**	**3.71**

Legend:
1.00-1.75 - Novice
1.76-2.50 - Emerging
2.51-3.25 - Experienced
3.26-4.00 – Expert

Table 5 Level of Instructional Leadership Skills of the School Heads in Instructional Supervision as Perceived by School Heads and Teachers

Instructional Supervision Teachers			School Heads
	Weighted	Verbal	Weighted
Verbal			
	Mean	Interpretation	Mean
Interpretation			

1. Prepare and implement an instructional supervisory plan Expert	3.90	Expert	3.44
2. Conduct Instructional Supervision using appropriate strategy Expert	3.50	Expert	3.65
3. Evaluate lesson plans as well as classroom and learning Expert	3.63	Expert	3.57
4. Provide in a collegial manner timely, accurate, and specific feedback to teachers regarding their performance Expert	3.97	Expert	3.89
5. Provide expert technical assistance and instructional support to teachers Expert	3.85	Expert	3.75
Over All Weighted Mean Expert	**3.77**	**Expert**	**3.66**

Legend:
1.00-1.75 - Novice
1.76-2.50 - Emerging
2.51-3.25 - Experienced
3.26-4.00 - Expert

Table 6 Level of Instructional Leadership Skills of the School Heads in Setting High Social and Academic Expectations as Perceived by School Heads and Teachers

Setting High Social and Teachers		School Heads	
Academic Expectations Weighted Verbal		Weighted	Verbal
	Mean		Interpretation
Mean Interpretation			

1. Benchmark school performance Expert	3.73	Expert	3.87
2. Establish and model high social and academic expectations for all Expert	3.60	Expert	3.60
3. Create an engaging learning environment Expert	3.53	Expert	3.60
4. Participate in the management of learner behavior within the school and other school-related activities done outside the school Expert	3.80	Expert	3.73
5. Support learners' desire to pursue further learning Expert	3.97	Expert	3.80
6. Recognize high performing learners and teachers and supportive parents and other stakeholders Expert	3.80	Expert	3.87
Over All Weighted Mean Expert	**3.74**	**Expert**	**3.75**

Legend:
1.00-1.75 - Novice
1.76-2.50 - Emerging
2.51-3.25 - Experienced
3.26-4.00 – Expert

Table 7 Level of Instructional Leadership Skills of the School Heads in Setting High Social and Academic Expectations as Perceived by School Heads and Teachers

Setting High Social and Teachers Academic Expectations Weighted Verbal Interpretation		School Heads	
		Weighted	Verbal
	Mean	Interpretation	Mean

1. Benchmark school performance Expert	3.73	Expert	3.87
2. Establish and model high social and academic expectations for all Expert	3.60	Expert	3.60
3. Create an engaging learning environment Expert	3.53	Expert	3.60
4. Participate in the management of learner behavior within the school and other school-related activities are done outside the school Expert	3.80	Expert	3.73
5. Support learners' desire to pursue further learning Expert	3.97	Expert	3.80
6. Recognize high performing learners and teachers and supportive parents and other stakeholders Expert	3.80	Expert	3.87
Over All Weighted Mean Expert	**3.74**	**Expert**	**3.75**

Legend:
1.00-1.75 - Novice
1.76-2.50 - Emerging
2.51-3.25 - Experienced
3.26-4.00 - Expert

Table 8 Performance Ratings of School Heads and Teachers

Numerical Description Teachers			School Heads	
		Verbal Verbal		
Interpretation	Frequency Percentage	Interpretation	Percentage	Frequency
3.500 – 4.499 100.00	18	**Very**	100.00	238 **Very**
Total 100.00	**18**	**Satisfactory**	**100.00**	**238** **Satisfactory**

Legend:

    4.500 – 5.000 – Outstanding
    3.500 – 4.499 – Very Satisfactory
    2.500 – 3.499 – Satisfactory
    1.500 – 2.499 – Unsatisfactory
    0.000 – 1.499 - Poor

Table 9 Relationship between the Identified Profiles and Leadership Skills of the School Heads

Profiles Interpretation	Computed Chi-Square Value	P-value	Decision
Age No Significance	38.00	0.128	Accept Ho
Gender No Significance	22.00	0.112	Accept Ho
Civil Status No Significance	45.00	0.154	Accept Ho
Position No Significance	50.00	0.177	Accept Ho
Highest Educational Attainment No Significance	85.00	0.126	Accept Ho
Years of Service No Significance	57.00	0.098	Accept Ho
Relevant Trainings and Seminars Attended No Significance	30.00	0.153	Accept Ho

4. DISCUSSION AND CONCLUSION

4.1 DISCUSSION

The assessment of learning as perceived by the school heads and the teachers were both interpreted as experienced (doing it but need to improve).

    In Developing Programs and Adapting Existing Programs as perceived by the school heads and the teachers indicated that the skills of the school heads in Developing Programs and Adapting Existing Programs were rated as an expert

(doing it well and can lead others to do the same) which means that the school heads were excellent in developing programs and adapting existing programs in their respective schools

In implementing programs for instructional improvement as perceived by the school heads and the teachers indicated that the skills of the school heads implementing programs for instructional improvement were rated as an expert (doing it well and can lead others to do the same) which means that the school heads were excellent in implementing programs for instructional improvement in their respective schools

In instructional supervision as perceived by the school heads and the teachers, the school heads were rated as experts (doing it well and can lead others to do the same)
which means that the school heads were excellent in their leadership skills in terms of instructional supervision in their respective schools.

Finally, in setting high social and academic expectations as perceived by the school heads, the school heads were rated as an expert (doing it well and can lead others to do the same). This means that the school heads were excellent in their leadership skills in terms of setting high social and academic expectations in their respective schools.

On the other hand, the school heads and teachers of the Barili 2 district got a very satisfactory performance rating. It means that all the school heads and teachers are performing very well in their school leadership and teaching tasks respectively.

Finally, all of the identified profiles were not significantly correlated to the instructional leadership skills of the school administrators.

4.2 CONCLUSION
Based on the findings it is concluded that the instructional leadership skills of the school administrators of Barili District 2, Cebu Province Division were not influenced by their identified profiles.

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