

Evaluation of the Instructional Leadership of Secondary School Administrators

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Abstract

The study is conducted to evaluate the instructional leadership of the school administrators based on the four guidelines in the DepEd Order No. 32, s. 2010 in Secondary schools in Capas, Tarlac.

The study utilized the descriptive design in the collection, interpretation and analysis of data gathered. The respondents of the study were the secondary school administrators and teachers of Capas, Tarlac. A questionnaire was the main tool administered to the respondents validated by experts in the field of educational management. The weighted mean was used to present the assessment of instructional leadership of the school administrators and the problems of the teachers and principals/school administrators. The T-test was used to determine the significant difference between the evaluation of the school administrators and the teachers on the instructional leadership of the school administrators.

Findings of the study revealed four indicators that were unveiled on the assessment of instructional leadership of the secondary school administrators, which were as follows :(1) assessment of learning;(2) developing programs and improving existing program;(3) implementing the program for instructional improvement; and (4) instructional supervision.

Comparing the evaluation of the two groups, only one performance indicator showed a significant difference. Teachers' evaluation was lower than the school administrators' appraisals of their performance.

Finally, the problems of the teachers and principals on instructional leadership were identified in this study.

Keywords: instructional leadership; school administrators; teachers; intervention program

1. Introduction

Globally, principals hold a very vital position in an educational institution. In developing schools for the future programs, the key principle is to empower the school administrator as an instructional leader so that together with a team of competent, committed and conscientious teachers, the potentials for student achievement can be brought to a higher level.

In the new millennium, it is significant to recognize the pivotal role of the school principals as instructional leaders in creating effective teaching-learning environment. They manage school resources, encourage and help teachers to be positive role models and facilitators of knowledge and create a school climate that would help pupils to be the best they can be. But too many administrators are overwhelmed by the tremendous tasks and lost the ability to lead with vision and pro-active decisions. The very stressful position of learning the job and trying to adapt to these changes in technology destroy their ability to be visionary leaders for the school (Diaz, 2014).

In order to meet the challenges associated with national and state expectations, the school administrator must focus on teaching and learning, especially in terms of measurable student progress, to a greater degree than heretofore. Consequently, today's principals concentrate on building a vision for their schools, sharing leadership with teachers, and influencing schools to operate as learning communities. Accomplishing these essential school improvement efforts requires gathering and assessing data to determine need and monitoring instruction and curriculum to determine if the identified needs are addressed.

Principals are expected to have more skills and knowledge than anyone in the school and guide others on teach. Principals need to be educational visionary, offering direction and expertise to ensure that students learn. Worldwide school leaders, administrators or principals have crucial responsibilities to be able to spell success. Principal's five responsibilities as leaders-shaping a vision for academic success for all students: creating a climate hospitable to education; cultivating leadership in others; improving instruction; and managing people, data and processes (Mendels, 2012).

Effective school administrators work relentlessly to improve achievement by focusing on the quality of instruction. They help define and promote high expectations; they attack teacher isolation and fragmented effort; and connect directly with teachers and the classroom. Effective principals also encourage continual professional learning. They emphasize research-based strategies to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers. They pursue these strategies despite the preference of many teachers to be left alone.

In the Philippines, the Department of Education Memorandum No. 42, series of 2007 provided the guidelines on the selection of the school heads and their functions. In the memorandum, the school heads are expected to possess the three leadership dimensions: educational, people and strategic leadership (DepED, 2007).

Moreover, school heads undergo national competency standards as stated in DepEd Order No. 32, s. 2010. In this memorandum, principals are to base their standards on seven domains: (1) school leadership, (2) instructional leadership; (3) creating a Student-Centered Learning Climate; (4) HR management and professional development; (5) parents' involvement and community partnership; (6) school management and operations; and (7) use of technology in the management of operations.

The challenge of 21st Century education is to empower learners with 21st Century skills which teachers must develop competently among them. The school administrators must be effective in ensuring that teachers are able to fulfill their responsibilities. Thus, this study evaluates the instructional leadership of the school administrators in public secondary schools in Capas, Tarlac.

1.1 Conceptual Framework

Instructional leadership is crucial role of school administrators all over the globe. Through effective leadership in instruction, high quality of teaching and learning would only be a hand's reach. However, if the instruction is poor, learning acquisition was negatively affected.

Figure 1 reflects the paradigm of the study. As shown, the instructional leadership of school administrators was evaluated by both the teachers and the principals themselves, based on DepEd Order No. 32, s. of 2010.

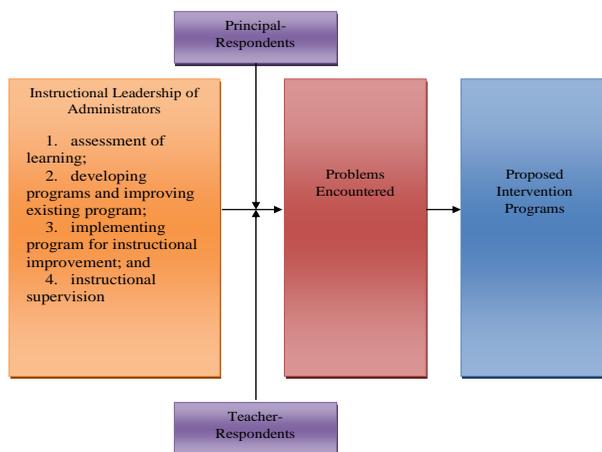


Figure 1. Paradigm of the Study

The role of the principals in instructional leadership includes the following: (1) assessment of learning; (2) developing programs and improving existing programs; (3) implementing the program for instructional improvement; and (4) instructional supervision. The assessment of the instructional leadership was correlated with the teaching performance of the teachers.

Moreover, the problems of the teachers and principals on instructional leadership were identified in this study. Lastly, the output of this study was the basis of intervention programs to strengthen the instructional leadership of the school administrators towards a more competent teaching force and high-quality students from Secondary Schools in Capas, Tarlac.

1.2 Statement of the Problem

This study assessed the instructional leadership of school administrators in Secondary Schools in Capas, Tarlac.

Most specifically, this study sought answers to the following:

1. How may the school principal be described as regards the responsibilities in instructional leadership in terms of:
 - 1.1. assessment of learning;
 - 1.2. developing programs and improving existing programs;
 - 1.3. implementing the program for instructional improvement; and
 - 1.4. instructional supervision?
2. What are the problems encountered as perceived by the principal and teacher regarding the responsibilities of instructional leadership?
3. What intervention programs could be developed to improve the instructional leadership of the principals?

1.3 Hypothesis

- a. Is there a significant difference between administrators' responsibilities in instructional leadership as perceived by the principal?
- b. Is there a significant difference between administrators' responsibilities in instructional leadership as perceived by the teacher?

2. Review of Related Literature

Principals, as instructional leaders, have to remember that good schools do not simply happen. What transpires in good school, functions in a way that which foster the achievement of the school goals. In good schools, people, process and technology-the individual parts integrate in such a way that the synergy engendered by the integration of the parts create more energy than the sum of the individual parts does. Therefore, school principals must act as catalyst to stimulate people to work together, to question,

to strive for learning experiences which work for students. It is because they set the tone for the whole school. Principals must have personal visions of where the school is going and an image of the school as it should be. They should be critical in considering all elements that affect the efficiency and effectiveness of the school (Diaz, 2014).

The Department of Education issued a handbook that specified ten standards of instructional leadership to guide the principal. These are Democratic Supervision, Collegiality and Supervision, Professional Development and Teacher Support, Ethical Teaching, Inquiry and Reflective Teaching, Diversity of Teachers and Learners, Clinical Supervision, Formative Teacher Evaluation, Curriculum Supervision, and Action Research for the Teachers (DepED, 2010).

In addition, school heads undergo national competency standards as stated in DepEd Order No. 32, s. 2010. There are seven domains included and one is instructional leadership, which is the heart of this proposed study. Under instructional leadership, there are four areas which the school principals must ensure which are: (1) assessment of learning; (2) developing programs and improving existing program; (3) implementing program for instructional improvement; and (4) instructional supervision.

2.1 Assessment of Learning

The processes and procedures in monitoring student achievement; ensures utilization of a range of assessment processes to assess student performance; assess the effectiveness of curricular/co-curricular programs and / or instructional strategies; utilizes assessment results to improve learning; create & manage school process to ensure student progress is conveyed to students and parents/guardians, regularly others (DepEd, 2010).

Principals also need to ensure that ethical teaching must be observed at all times. Teachers are duly licensed professionals who possess dignity and reputation with high moral values as well as technical and professional competence in the practice of their noble profession, they strictly adhere to observe and practice this set of ethical and moral principles, standards, and values (Code of Ethics for Professional Teachers, 2010).

Among school-related factors, school leadership is second only to teaching in its potential influence on student learning. Instructional leadership is a critical aspect of school leadership. The work of instructional leaders is to ensure that every student receives the highest quality instruction each day. Doing so requires that instructional leaders lead for the improvement of the quality of teaching and for the improvement of student learning (Rimmer, 2013).

2.2 Developing Programs and Improving Existing Program

The principals' ability to develop/adapt a research-based school program; assist in implementing an existing, coherent and responsive school-wide curriculum;

address deficiencies and sustain successes of current programs in collaboration with teachers, and learners; and develop a culture of functional literacy (DepEd, 2010).

As to the need for professional development, Department Order 32, series of 2011 issued policies and guidelines for training and development of the teaching and non-teaching staff. The Department of Education (DepEd) has reviewed and reformulated policy guidelines on designing training and development (T&D) programs and in conducting activities for the capacity and capability building of the DepEd personnel and staff. These policies are implemented in consonance with the existing policies and guidelines prepared by the Civil Service Commission (CSC), National Economic Development Authority (NEDA), Department of Budget and Management (DBM), Commission on Audit (COA), and this Department, among others (DepEd, 2011).

2.3 Implementing the Program for Instructional Improvement

Principals must ensure that programs for instructional improvement are well implemented; manage the introduction of curriculum initiatives in line with DepEd policies (e.g. BEC, Madrasah); work with teachers in curriculum review; enriches curricular offerings based on local needs; manage curriculum innovation and enrichment with the use of technology; and organize teams to champion instructional innovation programs toward curricular responsiveness.

Educators are gradually redefining the role of the principal from instructional leader with a focus on teaching to leader of a professional community with a focus on learning. One of the National Association of Elementary School Principals' six standards for what principals should know and be able to do calls on principals to put student and adult learning at the center of their leadership and to serve as the lead learner. The Interstate School Leaders Licensure Consortium, a program of the Council of Chief State School Officers, has also identified six professional standards for principals, one of which calls for the principal to be an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (Council of Chief State School Officers, 2006).

2.4 Instructional Supervision

The educational supervision for teachers on their specific teaching skills and competencies and principals. In this study, the school administrators' ability to lead the teachers in achieving competence in classroom teaching was determined.

According to Chand (2010), democratic supervision is when supervisor acts according to mutual consent and discussion or in other words he/she consults subordinates in the process of decision making. This is also known as participative or consultative supervision. Subordinates are encouraged to give suggestions, take

initiative and exercise free judgment. This results in job satisfaction and improved morale of employees. For collegial supervision, principals assume that the teachers enjoy working together, that they are professionals operating in a professional environment, and that they desire to develop and mutually respect and grow together.

In addition, principals must guide teachers towards reflective teaching. This teaching as an inquiry-oriented approach to teacher education signifies a wide variety of meanings. This could be attributed mainly to three reasons: first is the varying perspective authors assume in examining reflection; second are the teachers' education rationales designed to develop habits of inquiry are grounded in diverse images of the teacher, with little consensus on the meaning of particular images, e.g., teacher innovators, teachers as participants observers, teachers as continuous experimenters, adaptive teachers, teachers as action researchers, teachers as problem solvers, teachers as clinical inquirers, self-analytical teachers, teachers as political craftsmen; and third, that comparing inquiry-oriented approach to teacher education to alternative views in order to generate a definition of the paradigm limits inquiry as a function of other perspectives which in themselves are not fully developed frameworks (Poblete Sr., 2007).

In study of Gümüş, Hallinger, Cansoy, and Bellibaş, (2021), employed qualitative meta-synthesis to systematically review the full set of 22 qualitative studies of instructional leadership, the instructional leadership of school principals is composed of four main dimensions and ten subdimensions. The main dimensions include: (1) emphasis on national goals and competition, (2) maintaining the learning environment, (3) motivating and enabling teachers, and (4) monitoring program alignment and test results.

Juma, Ndwiga, and Nyaga (2021), conducted on instructional leadership as a controlling function in secondary schools found out that school principals engaged their deputies, heads of department, and directors of studies to conduct their day-to-day instructions in their schools. It was also revealed that classroom visits and observation of teaching and learning significantly influence student learning outcomes in secondary schools. The study advocates for the school principal becoming the overall instructional supervisor and instructional improvement catalyst.

In the study of Bumatay (2004), he determined the leadership skills of 8 presidents, 107 deans in 29 Higher Educational Institutions in the National Capital Region. Majority were appointed to the leadership position. They prepared for leadership through education and related experiences. Majority pursued higher studies.

In addition, Sharma and Kannan (2012) explored the nature of instructional supervision carried out in schools in Malaysia. This study followed the qualitative method involving questionnaire and interview. One hundred teachers and twenty-five principals and other heads participated in this study. The discussion was focused on five themes that were related to the research questions, namely: supervision as a corporate

process involving teachers; supervision by specialists' supervisors, the role of principals and teachers in instructional supervision, benefits to teachers and ways to improve the process. The findings of the study reflected that supervision serves as a weapon for punishment rather than a tool for improvement. It also advocated for need of instructional supervision to be conducted in more systematic manner by involving teachers, principals, subject teachers and subject specialists. To make practices more meaningful, the supervision processes need to be mundane, and the principals need to upgrade themselves with skills of supervision.

Heck and Larsen (2014) conducted a study to test a theoretical causal model concerning how elementary and secondary school principals can influence school student achievement through the frequency of implementation of certain instructional leadership behaviors. After controlling for contextual variables, the researchers hypothesized that three latent variables related to principal instructional leadership (school governance, instructional organization, school climate) affected student achievement. A total of 332 teachers and 56 school principals participated in the study. They conducted separate analyses of the proposed model at the individual and school level. The results

In the same vein, Robinson, Lloyd and Rowe (2008) examined the relative impact of different types of leadership on students' academic and nonacademic outcomes. The methodology involved an analysis of findings from 27 published studies of the relationship between leadership and student outcomes. Moreover, the study of Blasé and Blasé (2009) analyzed the strategies of effective instructional leadership. This present study also looked into the strategies of instructional leadership of secondary school administrators in Capas.

On the other hand, the study by Timperley (2006) focused on the challenges of instructional leadership which was also be one of the objectives of this present study.

3. Methodology

3.1 Research Method

This study utilized the descriptive design in the collection, interpretation and analysis of data gathered. According to Vizcarra (2008), this design involves observing and describing the current behavior of respondents without influencing it in any way. The main goal of this type of research is to describe the data and characteristics about what is being studied.

3.2 Respondents of the Study

The respondents of the study were the secondary school administrators and teachers of Capas, Tarlac S.Y. 2014-2015. A total of 197 out of 392 teachers were the teacher respondents who were selected randomly through stratified random sampling.

This study also comprises all eight (8) school heads; hence, the complete enumeration technique was used in selection of school administrator respondents.

3.3 Research Instruments

A questionnaire was the main tool administered to the respondents based from Deped Order No. 32 s. 2010. First part consists of gathering of information on the self-evaluation of the instructional leadership of the school administrators on four areas to include assessment of learning, developing programs and improving existing program, implementing program for instructional improvement, and instructional supervision. The school administrators did a self-evaluation using four levels of interpretation: very satisfactory (4), satisfactory (3), fair (2) and poor (1).

Second part, on the other hand, elicited data on how teachers rated the instructional leadership of their school administrators. Likewise, the teachers rated the principals in using four levels: very satisfactory (4), satisfactory (3), fair (2) and poor (1). Last part elicited data on the problems in the implementation of the instructional leadership program encountered by the principals and teachers.

To ensure the validity and reliability of the instrument used to determining the problems encountered, it was validated by three experts (a principal, a head teacher and a master teacher) in the field of instructional leadership.

3.4 Statistical Treatment of Data

The weighted mean was used to present the assessment of instructional leadership of the school administrators and the problems of the teachers and principals/school administrators.

In this study, a four-point scale (Likert's scale) was used by the researcher in the assessment of performance and problems of the teachers with the following ranges for each point.

Level of Performance	Verbal Interpretation	Range of Values
4	Very satisfactory/ always	3.50 - 4.00
3	Satisfactory/often	2.50 – 3.49
2	Fair/Seldom	1.50 – 2.49
1	Poor/Never	1.00 – 1.49

The t-test was used to determine the significant difference between the evaluation of the school administrators and the teachers on the instructional leadership of the school administrators.

4. Analysis and Results

4.1. Assessment of Instructional Leadership

Table 1. Assessment of Learning

Indicators	Teache rs	Princip als	Mea n	Verbal Description
1. Assists teachers in strengths and growth areas through monitoring and observation.	3.65	3.78	3.72	VS
2. Develops, promotes innovative and effective assessment approaches, strategies and techniques.	3.53	3.89	3.71	VS
3. Leads in the evaluation of learners' achievement and utilizes results to improve learning.	3.58	3.67	3.63	VS
4. Evaluates learners' outcomes vis-à-vis the curriculum.	3.54	3.67	3.61	VS
5. Undertakes periodic evaluation of learners' achievement as basis for INSET and curriculum adaptation.	3.60	3.33	3.47	S
6. Assists/ensures utilization of a range of assessment processes for learners' performance.	3.49	3.33	3.41	S
Overall Mean	3.67	3.51	3.67	VS

Legend:

- 3.50-4.00 – Very Satisfactory (VS)*
- 2.50-3.49 – Satisfactory (S)*
- 1.50-2.49 – Fair (F)*
- 1.00-1.49 – Poor (P)*

Assessment for learning is best described as a process by which assessment information is used by teachers to adjust their teaching strategies, and by students to adjust their learning strategies. School administrators are tasked with ensuring that learning acquisition of students is assessed periodically.

Data reflected in Table 1 show that school administrators were very satisfactory in assisting teachers in strength and growth areas through monitoring and observation since the mean of the evaluation of the teachers and principals was 3.72. According to the teachers, their respective principals are very supportive of their classroom teaching. Woessmann et al. (2007) using econometric analysis of PISA data showed that student achievement seems to be higher when teachers are held accountable through the involvement of principals and external inspectors in monitoring lessons.

School administrators were also satisfactory in assisting/ensuring the utilization of a range of assessment processes for learners' performance (3.41). This means that school administrators helped the teachers develop assessment tools satisfactorily. These include written assessments, classroom participation, interest or motivation to excel and others.

The Overall mean generated was 3.67 which means that generally, school administrators were very satisfactory in leading the school in the development of assessment tools and using the results of assessment to improve learning and teaching.

Table 2. Developing Programs and Improving Existing Programs

Indicators	Teache rs	Principa ls	Mean	Verbal Descriptio n
1. Develops a culture of functional literacy.	3.52	3.67	3.60	VS
2. Addresses deficiencies and sustains successes of current programs in collaboration with teachers, and learners.	3.49	3.56	3.53	VS
3. Assists in implementing an existing, coherent and responsive school-wide curriculum.	3.49	3.22	3.36	S
4. Develops/adapts a research-based school program.	3.28	2.56	2.92	S
Overall Mean	3.45	3.25	3.35	S

It is also equally important for principals as instructional leaders to recognize that it is necessary to establish and maintain the conditions for excellence and to enable others to collaborate to achieve excellence. Their role is to develop programs that will enhance quality teaching and implement programs to realize school goals.

Table 2 shows that school administrators were very satisfactory in developing a culture of functional literacy (3.60). School administrators instructed teachers to make sure that the students read and write to keep up with the combined efforts of DSWD and DepEd in hoping to reach and educate every child in the country through traditional and alternative learning systems so that “no child will be left behind” (DepED,2013).

However, teachers had difficulty attending to their classroom teaching and other functions justified the reason as to why only few finished their research papers. They also claimed to have limited technical skills in doing researches.

The Overall mean generated was 3.35 which indicates that school administrators were generally satisfactory in developing programs and improving existing programs.

Table 3. Implementing Programs for Teacher Improvement

Indicators	Teachers	Principals	Mean	Verbal Description
1. Manages curriculum innovation and enrichment with the use of technology.	3.56	3.44	3.50	VS
2. Organizes teams to champion instructional innovation programs toward curricular responsiveness.	3.56	3.44	3.50	VS
3. Enriches curricular offerings based on local needs.	3.44	3.47	3.46	S
4. Works with teachers in curriculum review.	3.33	3.50	3.42	S
5. Manages the introduction of curriculum initiatives in line with DepEd policies (e.g. BEC, Madrasah)	3.11	3.57	3.34	S
Overall Mean	3.40	3.48	3.44	S

One of the important goals of the school administrators is to develop programs for faculty growth in order to improve their teaching competencies. Through the faculty development programs, teachers will update their teaching skills and thus will have better chance of giving quality education to the students.

Table 3 shows the performance of the school administrators in implementing programs for teacher improvement. As seen, the school administrators were very satisfactory in managing curriculum innovation and enrichment with the use of technology (3.50). Education Curriculum innovation included deliberate actions to improve a learning environment by adapting a method of presenting material to students

that involves human interaction, hands-on activities and student feedback. Teachers tried varying innovative teaching approaches to improve student learning.

The school administrators were satisfactory in managing the introduction of curriculum initiatives in line with DepEd policies (3.34). School administrators ensured that K to 12 curriculum implementation is a part of their SLAC sessions or teachers were sent in trainings and seminars called for by the DepED.

The Overall mean generated was 3.44 which indicates that generally, the school administrators in Capas were satisfactory in implementing programs for teacher improvement.

Table 4. Instructional Supervision

Indicators	Teachers	Principals	Mean	Verbal Description
1. Provides in a collegial manner timely, accurate and specific feedback to teachers' regarding their performance.	3.50	3.78	3.64	VS
2. Evaluates lesson plans as well as classroom and learning management	3.52	3.67	3.60	VS
3. Conducts Instructional Supervision using appropriate strategy	3.43	3.56	3.50	VS
4. Provides expert technical assistance and instructional support to teachers.	3.47	3.67	3.47	S
5. Prepares and implements an instructional supervisory plan	3.48	3.44	3.46	S
Overall Mean	3.48	3.62	3.55	VS

Instructional leadership is generally defined as the management of curriculum and instruction by a school principal.

Data in Table 4 show that school administrators were very satisfactory in providing a collegial manner timely, accurate and specific feedback to teachers regarding their performance. One of the mandates of school heads or principals is to conduct classroom observation whose purpose is to determine the strengths and weaknesses of teachers. By doing this, they are able to know what help is needed by the teachers to achieve competence in teaching. The school administrators had gained high evaluation in conducting instructional leadership.

School administrators were satisfactory in preparing and implementing instructional supervisory plan (3.46). Principals or school heads prepared schedules for classroom observation and they informed the teachers about their schedule.

The Overall mean generated for instructional supervision performance was 3.55 which means that school administrators were generally very satisfactory in instructional supervision.

4.2. Comparison of the Assessment of the School Administrators and Teachers

The responses of the school administrators and the teachers on the performance of the school administrators in assessment of learning was determined.

Table 5. Assessment of Learning

Indicators	T-test Value	P-value	Interpretation
1. Assists teachers in strengths and growth areas through monitoring and observation.	0.079	0.468	Not significant
2. Develops, promotes innovative and effective assessment approaches, strategies and techniques.	0.012	0.495	Not significant
3. Leads in the evaluation of learners' achievement and utilizes results to improve learning.	0.836	0.202	Not significant
4. Evaluates learners' outcomes vis-à-vis the curriculum.	0.438	0.331	Not significant
5. Undertakes periodic evaluation of learners' achievement as basis for INSET and curriculum adaptation.	1.11	0.135	Not Significant
6. Assists/ensures utilization of a range of assessment processes for learners' performance.	-0.665	0.253	Not significant

Findings in Table 5 show that the statistical values to test whether the evaluation of the teachers and school administrators differed significantly had generated p-values above 0.05. This indicates that all indicators for assessment of learning were not significantly different with respect to the two group respondents. This shows that the evaluation of the school administrators and the teachers did not differ.

The evaluation of the school administrators and the teachers on the performance of the school administrators in developing programs and improving existing programs were likewise compared.

Table 6. Developing Programs and Improving Existing Programs

Indicators	T-test Value	P-value	Interpretation
1. Develops a culture of functional literacy.	*-0.231	0.011	Significant
2. Addresses deficiencies and sustains successes of current programs in collaboration with teachers, and learners	-0.634	0.263	Not significant
3. Assists in implementing an existing, coherent and responsive school-wide curriculum	0.644	0.260	Not significant
4. Develops/adapts a research-based school program.	0.534	0.297	Not significant

Findings in Table 6 show that the evaluation of the teachers and school administrators differed significantly on developing a culture of functional literacy since the t value generated was -0.231 and the p value was 0.011 which is lower than 0.05. The evaluation of the teachers was lower than the school administrators.

The performance of the school administrators in implementing programs for teacher improvement was earlier presented and discussed. In this section, the evaluation of the two groups of respondents was compared. Findings are shown in Table 7.

Table 7. Implementing Programs for Teacher Improvement

Indicators	T-test Value	P-value	Interpretation
1. Manages curriculum innovation and enrichment with the use of technology.	-0.976	0.165	Not Significant
2. Organizes teams to champion instructional innovation programs toward curricular responsiveness	-0.033	0.487	Not significant
3. Enriches curricular offerings based on local needs.	0.133	0.447	Not significant
4. Works with teachers in curriculum review.	0.317	0.376	Not significant
Manages the introduction of curriculum initiatives in line with DepEd policies (e.g. BEC, Madrasah)	-0.216	0.415	Not significant

All p-values generated to compare the evaluation of teachers and school administrators on the performance in implementing programs for teacher improvement

were more than 0.05 significant level. The evaluation of the two groups of respondents did not differ significantly.

Both the teacher respondents and the school administrators evaluated the performance in instructional supervision.

Table 8. Instructional Supervision

Indicators	T-test Value	P-value	Interpretation
1. Provides in a collegial manner timely, accurate and specific feedback to teachers' regarding their performance.	1.26	0.103	Not Significant
2. Evaluates lesson plans as well as classroom and learning management	1.55	0.062	Not significant
3. Conducts Instructional Supervision using appropriate strategy	1.22	0.112	Not significant
4. Provides expert technical assistance and instructional support to teachers.	1.36	0.087	Not significant
5. Prepares and implements an instructional supervisory plan	0.202	0.411	Not significant

Table 8 shows the findings on the comparison of the evaluation of the teachers and school administrators on the instructional leadership. The p values obtained for all indicators were more than 0.05 significant. There is no significant difference between the responses of the two groups of respondents.

4.3. Problems Encountered in the Implementation of Instructional Leadership

Implementation of programs in any group or organization is not devoid of problems. Along the process of implementation, difficulties or hindrances may be encountered which program implementers must cope with or else, there will be no achievement of targets.

Findings revealed in Table 9 show that school administrators and teachers often had difficulty in encouraging parents to regularly monitor the study time of their children at home (3.44). Teachers observed that parents did not ensure that their children spend time at home to review their lessons or complete their assignments. In fact, findings also showed that school administrators and teachers often found some parents who did not attend meetings in school regularly (3.43). Some parents reasoned having no time because of their work. Others claimed they had no one to oversee home while they were away to school.

Parents who were not cooperative and supportive in school programs were often felt as difficulty by the school administrators and teachers (3.29). Usually, not all

parents were present during school programs. Other problems encountered were seldom. These included lack of training on the teaching strategies needed in 21st Century (1.69); teachers having so much work load which interferes with quality of teaching (1.68); school administrators do not provide faculty development program to help me improve teaching (1.66); school administrators do not consider their feelings and personal problems(1.95); classroom facilities were not well provided (1.68); school administrators do not provide mentoring or coaching on areas they still need to improve (1.66);and school administrators do not provide teaching materials or technology they need in school(1.63).

Teaching manuals or kits were also provided to the teachers. Although there are still inadequacies, continuous beefing up is being done by the DepED. Mentoring of teachers was also practiced especially those who were not sent to trainings. The school leaders per area were responsible for the re-echo of competencies that the other teachers had to learn and implement as well.

Table 9. Problems Encountered in the implementation of Instructional Leadership

Indicators	Teachers	Principals	Mean	Verbal Description
1. Difficulty in encouraging parents to monitor the study time of their children at home.	3.49	3.38	3.44	O
2. Parents do not attend meetings regularly.	3.48	3.32	3.40	O
3. Parents are not cooperative and supportive in school programs.	3.36	3.22	3.29	O
4. Students' behavior these days are getting worst.	3.21	3.20	3.21	O
5. Students lacked interest in listening to classroom discussions or lectures.	3.20	3.18	3.19	O
6. School administrators do not discuss results of classroom observation thoroughly and does not show teachers where they need to improve clearly.	2.46	2.49	2.48	S
7. Students cut class, get tardy or get absent.	2.07	2.22	2.15	S

8. School administrators do not provide faculty development program to help me improve teaching.	1.42	2.78	2.10	S
9. Teachers lack knowledge of the k to 12 curriculum	1.79	2.22	2.01	S
10. Lack of training on the teaching strategies needed in 21 st Century.	1.41	2.11	1.76	S
11. School administrators do not consider their feelings and personal problems.	1.52	1.86	1.69	S
12. Classroom facilities are not well provided.	1.55	1.80	1.68	S
13. School administrators do not provide mentoring or coaching on areas they still need to improve.	1.41	1.90	1.66	S
14. School administrators do not provide teaching materials or technology they need in school.	1.54	1.79	1.66	S
15. Teachers have so much work load which interferes with quality of teaching.	1.70	1.56	1.63	S
Overall Mean	2.24	2.47	2.36	S

Legend: 3.50-4.00 – Always (A)

2.50-3.49 – Often (O)

1.50-2.49 – Seldom (S)

1.00-1.49 – Never (N)

4.4 Intervention Programs

Based on the findings of the study, the intervention programs are proposed to improve instructional leadership capabilities in schools as shown on Table 10.

Table 10. Intervention Programs to Improve the Instructional Leadership of Secondary School Administrators

Weakness/ Problem	Objectives	Strategies	Persons Involved and Resources	Time Frame	Expected Output
Assessment of Learning					
Undertaking periodic evaluation of learners' achievement as basis for INSET and curriculum adaptation.	To use periodic evaluation of learners' achievement as basis for INSET and curriculum adaptation.	<p>Early submission of evaluation reports to the school administrators for inclusion in the INSET</p> <p>School administrators shall require all teachers to submit periodic evaluation reports to allow time to analyze results and include plans for improvement in the INSET and curriculum development</p>	<p>School administrators</p> <p>Teachers</p> <p>Students</p>	One week after each quarterly examination.	INSET and curriculum enhancements include efforts to improve learners' achievement.
Assisting/ Ensuring utilization of a range of assessment processes for learners' performance.	To assist school administrators in ensuring utilization of a range of assessment processes for learners' performance.	<p>School administrators must arrange a seminar on constructing Table of Specifications and Item Analysis to come up with reliable and valid assessment tools.</p> <p>Topics in the seminar shall also include developing other assessment tools aside from tests.</p>	<p>School administrators</p> <p>Teachers</p> <p>Resources speakers</p>	Before the opening of classes	Teachers implement varied assessment tools to determine learning acquisition.
Developing Programs and Improving Existing Programs					
Assisting in implementing an existing, coherent and responsive school-wide curriculum	To implement an existing, coherent and responsive school-wide curriculum	<p>School administrators must orient all stakeholders on the curriculum in order to gain wider support.</p> <p>School administrators must involve all stakeholders in decision-making with regards to curriculum localization and contextualization</p>	<p>School administrators</p> <p>Teachers</p> <p>Parents</p> <p>Community</p> <p>Students</p>	All year-round	Stakeholders support each other in the implementation of school-wide curriculum

Developing or adapting a research-based school program.	To develop or adapt a research-based school program.	School administrators shall develop a research culture in the schools by enhancing the research skills of the teachers and students. Experts on research skills shall be invited to help teachers in conducting research. -Invite resource speakers in one of the SLAC sessions. SUCs and HEIs have outreach programs to basic education teachers and they could engage their expertise	School administrators Teachers Resource speakers	Before the opening of classes	There is research culture in the schools.
Developing a culture of functional literacy	To assist the school administrators in developing a culture of functional literacy.	School administrators must develop programs which will enhance and ensure that students acquire functional literacy. Programs such as trainings and seminars for student development. School activities must also include parents and community	School administrators Teachers Students Other stakeholders	All throughout the school year	Schools had developed a culture of functional literacy
Implementing Program for Teaching Improvement					
Enriching curricular offerings based on local needs.	To enrich curricular offerings based on local needs.	School administrators must meet with teachers and other stakeholders to review curriculum and discuss resource needs in light of available local resources.	School administrators Teachers Students	Before the opening of classes	Curricula offerings are based on local needs.
Working with teachers in curriculum review.	To work with teachers in curriculum review.	School administrators must meet with teachers to review curriculum and discuss progress in its implementation. Together, they shall analyze the strengths and weaknesses for improvement.	School administrator and teachers	Before the opening of classes and regular revisiting of curriculum	Teachers have equal decision-making with the school administrator in curriculum development

				throughout the school year	
Managing the introduction of curriculum initiatives in line with DepEd policies (e.g. BEC, Madrasah)	To manage the introduction of curriculum initiatives in line with DepEd policies (e.g. BEC, Madrasah)	School administrators must meet with teachers and stakeholders to discuss the K to 12 curriculum against standards and policies.	School administrator and teachers	Before the opening of classes and regular revisiting of curriculum throughout the school year	All stakeholders are oriented with the K to 12 curriculum
Instructional Supervision					
Providing expert technical assistance and instructional support to teachers.	To assist school administrators in providing expert technical assistance and instructional support to teachers.	School administrators must apply time management in order to have ample time in assisting teachers with technical difficulties in teaching.	School administrators and teachers	Throughout the school year	Providing expert technical assistance and instructional support to teachers.
Preparing and implementing an instructional supervisory plan	To prepare Assist school heads in developing instructional supervisory plan	School administrators must take time to carefully plan schedules for instructional supervision. They could discuss the plan together with the teachers so that teachers themselves could suggest best time for them to be observed. By doing so, teachers will cooperate willfully.	School administrators	Throughout the school year	Preparing and implementing an instructional supervisory plan
Problems in the Implementation of Instructional Leadership					
Difficulty in encouraging parents to monitor the study time of their children at home.	To improve parental involvement in their children's study time.	A seminar on parenting must be conducted to orient parents on their role in supporting the education of their children not only materially and physically but also in their study time.	Principals Teachers Students	Anytime of the school year	Parents have time to help their children study at home.

Parents do not attend meetings regularly.	To increase parents' attendance during meetings.	School administrators must establish open relationship of school and parents. They need to be constantly reminded of meetings though text messages and formal letters.	Principals Teachers Parents	Throughout the school year	Increases parental attendance during meetings.
Parents are not cooperative and supportive in school programs.	To motivate parents to cooperate and support school programs.	Principals must be charismatic to the parents in order to gain their cooperation and participation.	Principals Teachers Parents	Throughout the school year	Increased cooperation in schools.
Students' behavior getting worst.	To develop good behavior among pupils	School administrators and teachers must be firm and consistent in implementing rules of discipline.	Principals Teachers Students	Every time the need arises	Students' behavior is desirable
Students lacked interest in listening to classroom discussions or lectures.	To arouse interest among the learners.	Teachers must provide classroom routine Rules of discipline must be well discussed in class Teachers provide variety of learning activities	Teachers Students	Every class time	Students become interested with their lessons.

5. Findings

5. 1. Assessment of Instructional Leadership

a. In the assessment of learning, for teacher as respondents, result showed that the statement Assists teachers in strengths and growth areas through monitoring and observation was the highest mean (3.65), with the description of very satisfactory. As regards to the principal-respondents the highest mean (3.89) was the statement Develops, promotes innovative and effective assessment approaches, strategies and techniques, with the description of very satisfactory.

The overall mean generated was 3.67 which means that generally, school administrators were very satisfactory in leading the school in developing assessment tools and using the results of assessment to improve learning and teaching.

b. In developing programs and improving existing programs, for teacher as respondents, result showed that the statement Develops a culture of functional literacy was the highest mean (3.52), with the description of very satisfactory. As regards to the principal respondents, the highest mean (3.67) was also the statement Develops a culture of functional literacy, with the description of very satisfactory.

The overall mean generated was 3.35 which indicates that school administrators were generally satisfactory in developing programs and improving existing programs.

c. In developing programs and improving existing programs, for teacher as respondents, result showed that the statements Manages curriculum innovation and enrichment with the use of technology and Organizes teams to champion instructional innovation programs toward curricular responsiveness were the highest mean (3.56), with the description of very satisfactory. As regards to the principal respondents the highest mean (3.57) was the statement Manages the introduction of curriculum initiatives in line with DepEd policies (e.g. BEC, Madrasah), with the description of very satisfactory.

The overall mean generated was 3.44 which indicates that generally, the school administrators in Capas were satisfactory in implementing programs for teacher improvement.

d. In the instructional supervision, for teacher as respondents, result showed that the statement Evaluates lesson plans as well as classroom and learning management was the highest mean (3.52), with the description of very satisfactory. As regards to the principal respondents the highest mean (3.78) was the statement Provides in a collegial manner timely, accurate and specific feedback to teachers' regarding their performance, with the description of very satisfactory.

The overall mean generated for instructional leadership performance was 3.55 which means that school administrators were generally very satisfactory in instructional leadership.

5. 2. Comparison of the Assessment of the School Administrators and Teachers

Based from the findings of comparing the evaluation of the two groups, only one performance indicator showed significant difference which is developing a culture of functional literacy. Teachers' evaluation was lower than what the school administrators' appraisals of their performance.

5. 3. Problems Encountered in the Implementation of Instructional Leadership

Findings revealed that school administrators and teachers often had difficulty in encouraging parents to regularly monitor the study time of their children at home (3.44); it also showed that school administrators and teachers often found some parents who did not attend meetings in school regularly (3.40). Parents who were not cooperative and supportive in school programs were often felt as difficulty by the school administrators and teachers (3.29). Another problem often encountered was the worsening of students' behavior (3.21). They were more attentive only during games or when viewing animated lessons compared to lecture-discussions (3.19).

In addition, school administrators did not thoroughly discuss results of classroom observation and did not clearly show teachers where they need to improve (2.48); teachers find students cutting class, get tardy or get absent to be a problem (2.15) since there was no continuity of learning their lessons and sometimes they also missed quizzes; school administrators do not provide faculty development program to help me improve teaching (2.10); teachers also lacked knowledge of the k to 12 curriculum (2.01); lack of training on the teaching strategies needed in 21st Century (1.76); school administrators do not consider their feelings and personal problems(1.69); classroom facilities were not well provided (1.68); school administrators do not provide faculty development program to help me improve teaching (1.66); school administrators do not provide mentoring or coaching on areas they still need to improve (1.66); and teachers having so much work load which interferes with quality of teaching (1.63) were seldom.

Based on the results, the researcher came up with the development of intervention program for the improvement of instructional leadership of secondary school administrators.

6. Conclusions

School administrators were very satisfactory in leading the school in developing assessment tools and using the results of assessment to improve learning and teaching; were generally satisfactory in developing programs and improving existing programs; were satisfactory in implementing programs for teacher improvement; and very satisfactory in instructional supervision.

Evaluation of the school administrators and the teachers did not differ significantly on their capabilities in assessment of learning. The same conclusion was drawn on the evaluation of the school administrators' ability to develop new programs

and adapting existing programs, except for developing a culture of functional literacy since the null hypothesis was rejected.

Evaluation of teachers and school administrators on the performance of implementing the programs for teacher improvement did not vary significantly, including their evaluation on instructional leadership.

School administrators and teachers often had difficulty in encouraging parents to regularly monitor the study time of their children at home and not attending school meetings regularly. Parents were not also cooperative and supportive in school programs were often felt as difficulty by the school administrators and teachers.

Another problem often encountered was the worsening of students' behavior. They were more attentive only during games or when viewing animated lessons compared to lecture-discussions.

A proposed intervention program was developed based on the evaluated needs of the respondents.

7. Recommendations

1. School administrators must involve the other stakeholders in conceptualizing programs for school development. They have to get the inputs of other stakeholders as they may have bright ideas on how to improve school programs and activities.

Programs to develop must be based on the school needs as a result of evaluation of the outcomes of implemented programs. By doing so, developed programs become effective in improving the identified weaknesses.

2. School administrators must conduct professional/technical needs assessment of the teachers and the findings shall be addressed in faculty development programs.

3. On the study of variance of evaluation between the school administrators and teachers, developing culture of functional literacy varied significantly. Teachers felt that programs are still needed to inculcate the importance of literacy in coping with society. School administrators must convene a meeting with the teachers to elicit more ideas on the programs or activities that needed to be developed which will eventually improve the literacy of the students.

4. On the problems encountered, parents' less involvement in school activities and lack of support to the study of their children at home were revealed. School administrators must establish an open and warm relationship with the parents. They could also provide for seminars on parenting teen-age children in order to reiterate their important role in the academic life of their children.

5. The intervention program developed in this study can be utilized by school administrators to improve their instructional leadership skills.

6. It is recommended that similar study shall be conducted in other places.

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