

The Instructional Leadership And Administrative Management Among Principals In National High Schools

Dr. Donna Grace I. Cotejo

Faculty, Cebu Normal University, Cebu City, Philippines
Email: cotejod@cnu.edu.ph

Abstract

The school head's leadership is a major contributing factor to the success of the operation of the school. This study assessed the instructional leadership and administrative management among principals in nine selected national high schools in the rural and urban areas of Cebu City. It is a descriptive evaluative research using quantitative-qualitative method. The results of showed that the nine schools implemented instructional leadership to a Great Extent, the nine schools operated satisfactorily in their administrative management, the computed Pearson r proved that instructional leadership was significantly related to administrative management, the problems of the principals in terms of instructional leadership involved poor assessment procedures and teaching strategies, insufficient instructional materials, and inadequate in-service trainings of teachers while the problems of principals in terms of administrative management involved inadequate development of SIP/AIP, unavailability of disbursing officer, lack of physical resources, and lack of monitoring and evaluation among the principals.

A Training Program for Principals with Six Phases was designed based on the findings. The potential principals or head teachers, officers in-charge and high profile principals needed to further their administrative and instructional trainings, and negotiating strategies to take National Qualifying Examination for School Heads (NQESH) to be more qualified and equipped in their positions.

Keywords: *school operations, instructional leadership, administrative management, assessment, principals, quantitative-qualitative method, training program*

Introduction

Pursuant to the adoption and implementation of the new curriculum by virtue of R.A. 9155, paradigm shifts are ongoing in terms of shared governance of schools and basic concepts, roles and responsibilities. The Act provides that

“The principal needs the support of his assistant principal, master teachers, head teachers or officer in charge who will create a professional learning team whose jobs are to ensure the quality of the instruction provided by the teachers and ensure the smooth operations of school operations.”

This clarifies the authority and accountability vested in principals in the governance of basic education which depicts the exercise of authority and control. Authority is bureaucratic in terms of hierarchy, rules, regulations, and department orders.(Sergiovanni & Starratt, 1998). It carries the concept of accountability. Like responsibility and authority, it implies a relationship between the one who accepts the tasks to be done and another who gives the right or power to do the tasks. The school principal is accountable to higher authority or higher level administrators, the learners, the parents and other public, and his or her colleagues and teachers. This is brought out in the administrators’ training focused on Leadership in the Effective Administration of Schools (LEADS) in Quezon City, Philippines, in 2003.

Principals perform executive functions who supervise instruction focused on what and how teachers teach and the extent on student learning; and management tasks that capacitate teachers to do the job well and students to grasp new things. The goal of school empowerment seemingly belongs to administrative management. R.A. 9155 highlights the two major responsibilities of instructional leadership and administrative management to the principal from the superintendent and to the assistant principal or key teacher from the principal. If a principal practices instructional leadership well, it follows that he is a good administrative manager as well.

School heads have challenging roles to take charge of the two-fold functions in order to become effective as a principal. This involves his ability to manage a school successfully and his ability to lead his teachers in the delivery of instruction. (Southworth,2002). It is hard to maintain equilibrium to these two heavy tasks as they both need close supervision to be an effective and efficient transformational leader as this conflict is also visible in the researches of (Coulson, 1986; Hughes, 1975; Bolam, 1997; Day et al., 2000, Southworth, 2002).

The DepEd Memorandum No.83,s. 2007 highlights the two major functions of the principal as supported by the BESRA Program Implementation Plan which vest authority, accountability, and responsibility of the 21st century leader. It is the objective of the research to determine how principals practice instructional leadership and administrative management in their areas of responsibilities so that it will help them engage in more productive leadership implementation and more empowered leadership behavior that will create a culture of collaboration among the 21st century employees. Furthermore, it can determine how important and related the principals’ two-fold functions are in the success of the school’s operations. It is an awakening call to all the school leaders to improve quality education by means of upgrading themselves, upgrading their working conditions, and helping the

teachers' performance so that if the stakeholders in his ground perform well, it will also produce more globally competent products- the students.

Theoretical/Conceptual Framework

Republic Act 9155 known as a framework of Governance for Basic Education strongly supports the study as this empowered the school head, teachers, non-teaching personnel, and students to work together with community leaders, local government officials, and other stakeholders in accomplishing things necessary for school improvement.

Figure 1 reinforced Wohlstetter and her co-authors' (1997) implementation of school leadership as conceptualized by R.A. 9155 with the idea of transformation leadership vesting the school head with the authority to make autonomous decisions on matters crucial for school

improvement in terms of administrative management and instructional leadership. Instructional leadership referred to resilient leadership concentrated on curriculum and principal instruction. It refers to principals' supervision to teacher's instruction, learning situation, and progressive professional growth to ensure quality of education. The principals were also called learning leaders (Hallinger, 2010). As the chief executive officer running the operations of the school, the principal considers quality service and good school reputation. What made his role important was instructional leadership since he was expected to actualize. The principal and teachers used student assessment, in-service training, curriculum, instructional materials and textbooks, school innovation and improvement project, and formative and summative student assessment as resources to ensure an effective instructional system.

Administrative management focused on the principal as school manager and his basic managerial functions. "R.A. 9155 defined the principal's responsibility on administration as determining the vision, mission, goals, and objectives (VMGO), establishing and concretizing the SIP and AIP (school improvement plan/annual improvement plan), strengthening community linkages, and search for other financial resources necessary for the school's progress." The principal was primarily responsible to effectively manage the school to achieve its mission and attain higher learning outcomes. Administrative management followed the basic administrative management cycle processes such as disposing/setting targets, teaching, assessing (formative), modifying/improving instruction, assessing summatively, and reporting to stakeholders. A good administrative management was the one which was supported by a strong leader who had good strategic skills that built a climate of unity and culture of learning which helped upgrade the level of school's excellence (Sidin, 2011).

From Wohlstetter's theory, it was clear that the principal should be a visionary, a motivator, a curriculum developer, and an instructional leader.

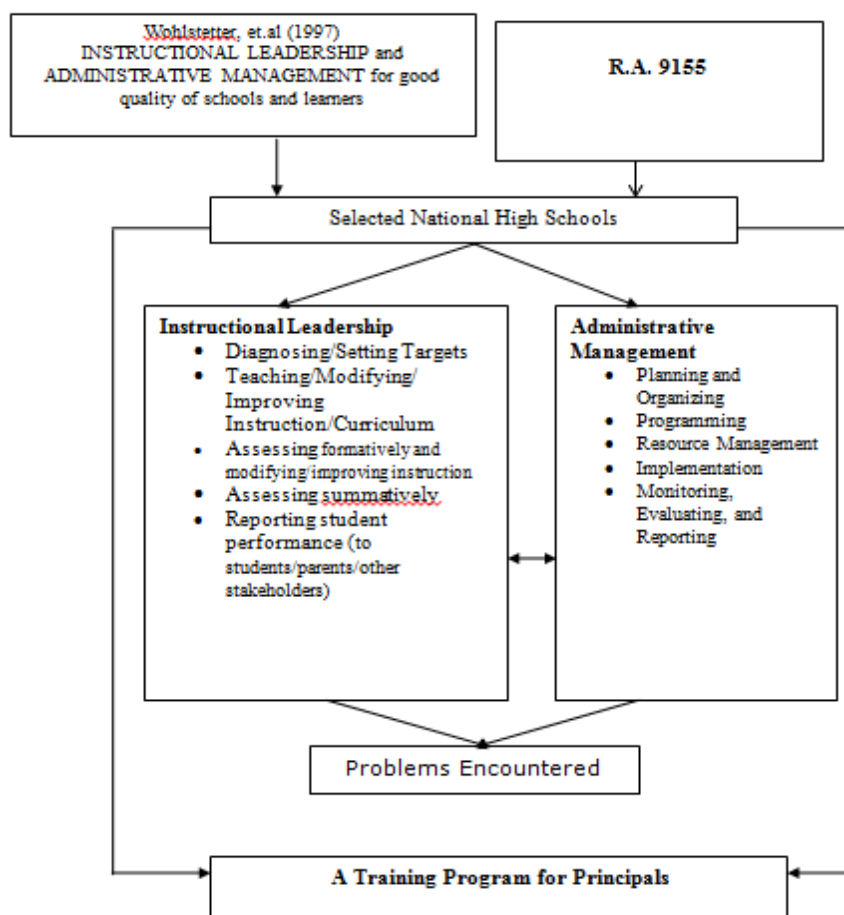


Figure 1. *Theoretical-Conceptual Framework*

A regional report from Texas recognized the great influence of the principal to his constituents. As a leader, he looked beyond what he saw in the surface of leadership. To evaluate a principal’s performance was not to find his faults intentionally but give more rooms for improvement as he is the father of his school. Indeed, the success of the school lied in the hands of a competent leader (Schmidt-Davis & Bottoms, 2011). (Wallace Foundation, 2011) observed a strong relationship between leadership of a principal and a good academic performance of the students. If principal promotes a child-friendly environment, a child was eager and motivated to learn every day.

Louis et al. (2010) ascertained that a guided direction from the consensus of every person in the school community was a sign of a united and progressive administration of the school head. Moreover, Horng & Loeb (2010) emphasized that a principal must conduct a varied type of instructional supervision to the teachers to address their teaching diversity and needs and to make sure that the teachers effectively deliver the mission and vision of the school.

The study of Hattie (2015) backed up the study of Horng & Loeb (2010) which said that the constant classroom observations improved the pedagogy of the teachers, maintained a good physical learning environment conducive to learning, boosted both student and teacher’s performance in the classroom, and helped enhance the content of the curriculum. The mentors, empowered by the school heads, were also in-charge of the teacher’s instructional support, and continued professional growth.

Blase, Blase, and Phillips (2010), in their interview with the principals, pinpointed the mutual connection of two fold functions of the school head as an instructional and administrative manager. His competence of both tenacious jobs was feasible in the achievement rate of the students, the production of educationally qualified teaching personnel, and the efficient rate of his non-teaching staffs. Wallace Foundation (2011) described the tasks of the school head namely framing of a high standard vision, creating a safe educational environment, a building a cooperative community, training potential leaders as they are part in accomplishing the school's vision, and enhancing curriculum to push teachers to be competent in everything that they do that would boost the capacity of the school's performance.

With instructional leadership and administrative management, principals carrying out school-based decisions should manifest positivity in outlook, focus on strengths, and plan activities. The flow of administrative management through decision-making procedures, industrial leadership, and curriculum implementation empowerment stressed out shared responsibility, inculcate trust, accountability, and responsibility as they assumed their roles in duties attached to their positions (Murrell & Meredith, 2000).

Research Design and Method

It was a descriptive research using quantitative-qualitative methods. The nine schools were randomized using purposive sampling. Its criteria involved demographic profile referring to its rurality and urbanity, its type of school that equally represented the Cebu City schools, its proximity, its principal item plantilla availability, and its practical convenience to the conduct of the research in case of data gathering, interviews, and data verification. Each school had 12 respondents making a total of 108 respondents for the nine high schools.

Three sets of research instruments were prepared. Each set was composed of thirty items on instructional leadership, administrative management, and interview guide in which content validity was ensured through panel of experts. Pilot study was conducted on 10 teachers and 5 teachers with head teacher items from rural, night, and urban high schools. The alpha level of 0.75 based on pilot testing data provided validity. The questionnaires were distributed during the first two weeks and the interviews were conducted on its third week. For problems 1 and 2, the implementation profile of schools implementing school leadership and administrative management weighted means from 1.00-5.00 range were used. For problem 3, the significant relationship of instructional leadership and administrative management is determined through the use of Pearson Product Moment Coefficient of Correlation. The *p* values determined the significance of the correlation coefficients at the .05 level of significance.

Discussion and Results

Instructional Leadership revolved on target setting, curriculum implementation, formative and summative assessment and student performance.

Table 1 presented the extent of implementation of the Nine selected high schools in Cebu City insofar as principals' implementation of instructional leaderships is manifested based on the four criteria on diagnosing and setting targets which are the use of assessment

information, collaborative teacher analysis of student data, the expected levels of performance, and the periodic assessment of student progress.

Table 1. Extent of the high school principal's implementation of Instructional Leadership (n=108)

Indicators	Weighted Mean	Standard Deviation	Description	Rank
<i>Assessing Summatively</i>	3.883	0.488	<i>Implemented to a Great Extent</i>	First
<i>Diagnosing and Setting Targets</i>	3.866	0.523	<i>Implemented to a Great Extent</i>	Second
<i>Reporting Student Performance to Students, Parents, and other Stakeholders</i>	3.806	0.519	<i>Implemented to a Great Extent</i>	Third
<i>Assessing Formatively, and Modifying, and Improving Instruction and the Curriculum</i>	3.769	0.426	<i>Implemented to a Great Extent</i>	Fourth
<i>Teaching, Modifying, and Improving Instruction, and the Curriculum</i>	3.759	0.504	<i>Implemented to a Great Extent</i>	Fifth
Grand Mean and Overall SD	3.817	0.492	<i>Implemented to a Great Extent</i>	

1.00-1.80 *Not Implemented*

1.81-2.60 *Seldom Implemented*

2.61-3.40 *Implemented to Some Extent*

3.41-4.20 *Implemented to a Great Extent*

4.21-5.00 *Implemented to a Very Great Extent*

The nine schools got a total mean of 3.817 to all of the indicators with an overall SD of 0.492 which were described as ***Implemented to a Great Extent***. The ***summative assessment*** ranked **first** as it got 3.883 with an SD of 0.488 which implied that the principals' instructional leadership had prepared the teachers for summative evaluation. The ***diagnosing and setting of targets*** ranked **second** as it got 3.866 with an SD of 0.523. It was interpreted that this competency helped teachers set target goals to prioritize areas in need of improvement. It could be deduced that the glue that held together the myriad actions and decisions of effective principals are the targets they have defined and established (Leithwood, 2011). ***Reporting Student Performance to Students, Parents, and other Stakeholders*** ranked **third** as it got 3.806 with an SD of 0.519 which implied that there was a quarterly reporting of student's progress to the parents and other community in terms of their behaviors and academic achievement. Mead (2011) supported that the principal should have the ability to track the students' progress through monitoring results and the students' performance to discuss them with teachers and improve instructional approaches. ***Assessing Formatively, and Modifying, and Improving Instruction and the Curriculum*** was ranked **fourth** as it got 3.769 with an SD of 0.426 which was significantly featured that the learners could make learning decisions

for their own improvement. *Teaching, Modifying, and Improving Instruction, and the Curriculum* was ranked *fifth* as it got 3.759 with an SD of indicating that all the school heads were keenly aware of improving instruction but need to mentor teachers on differentiated instruction. Therefore, Instructional leadership is an important principle for broader school leadership which gives importance on increasing student's academic performance (Sofa, et al., 2012).

Administrative Management was demonstrated by the principals in terms of planning and organizing, programming, resource management, implementation, and monitoring, evaluating, and reporting.

Table 2 presented the extent of implementation of the nine selected high schools in Cebu City insofar as principals' implementation of administrative management based monitoring and evaluation, programming, implementation, resource management, and planning and organizing.

Table 2. Extent of the high school principal's implementation of Administrative Management (n=108)

Indicators	Weighted Mean	SD	Description	Rank
<i>Monitoring, Evaluating, and Reporting</i>	3.861	0.570	<i>Operating Satisfactorily</i>	First
<i>Planning and Organizing</i>	3.836	0.516	<i>Operating Satisfactorily</i>	Second
<i>Implementation</i>	3.736	0.539	<i>Operating Satisfactorily</i>	Third
<i>Programming</i>	3.690	0.586	<i>Operating Satisfactorily</i>	Fourth
<i>Resource Management</i>	3.670	0.577	<i>Operating Satisfactorily</i>	Fifth
Grand Mean and Overall SD	3.759	0.557	<i>Operating Satisfactorily</i>	

1.00-1.80 *Not Existing*

1.81-2.60 *Just Beginning*

2.61-3.40 *Operating with Some Difficulty*

3.41-4.20 *Operating Satisfactorily*

4.21-5.00 *Operating Very Well*

The nine schools got a total mean of 3.759 which had an SD of 0.557 which meant that the principals **Operated Satisfactorily** for the administrative management in general. *The Monitoring, Evaluating, and Reporting* was ranked *first* as it got 3.861 with an SD of 0.570. The Department of Education's M&E System Handbook supported the study as it reinforced and accelerated the institutionalization of Quality Assurance and Accountability (QAA) for its growth as a learning organization. *Planning and Organizing* was ranked *second* as it got 3.836 with an SD of 0.516. It was implied that the principals had completed the school improvement plan and annual implementation plan of their schools as Cook and Humsaker (2010) pointed out that the principals must be involved in planning the school. *The Implementation* got 3.736 with an SD of 0.539 as it ranked *third*. It was implied that the principals mobilized the teachers in the implementation of the SIP and AIP. *Programming* was ranked *fourth* as it got 3.690 with an SD of 0.586 which implied that many programs were carried out but there were some projects and activities and some staffs were untrained in

this area. **Resource Management** was ranked **fifth** as it got 3.670 with an SD of 0.577 which showed in some of the interviews that the liquidation reports were submitted late and so Miscellaneous and other Expenses (MOOE) were not downloaded on time for the next month. Some of The resources of the schools were exhausted to their maximum level but there were many stakeholders who backed the schools up during the *Brigada Skuwela* week for the repairs of the schools. Therefore, Administrative Management is an equally important task of the school head to manage the physical resources, to lead educational activities important for the school, and to monitor and evaluate every school operations necessary for its success (Sofo, et al., 2012).

A close scrutiny of Table 3 showed the relationship of instructional leadership and administrative management manifested by the principals and school heads of nine selected national high schools in Cebu City.

Table 3. Relationship between Instructional Leadership and Administrative Management Manifested by Principals of Nine Selected National High Schools

School	Correlation Coefficient	P-value	Description
H	0.621 [*]	0.031	<i>Significantly Related</i>
C	0.430 ^{ns}	0.163	<i>Not Significantly Related</i>
F	0.622 [*]	0.031	<i>Significantly Related</i>
A	0.569 ^{ns}	0.053	<i>Not Significantly Related</i>
E	0.654 [*]	0.021	<i>Significantly Related</i>
I	0.932 [*]	0.0001	<i>Significantly Related</i>
B	0.664 [*]	0.019	<i>Significantly Related</i>
D	0.845 [*]	0.001	<i>Significantly Related</i>
G	0.860 [*]	0.001	<i>Significantly Related</i>
Grand Total Mean of Coefficient Correlation and P-value	0.675 [*]	0.001	<i>Significantly Related</i>

* - Significant at 0.05 level

ns - Not Significant > at 0.05 level

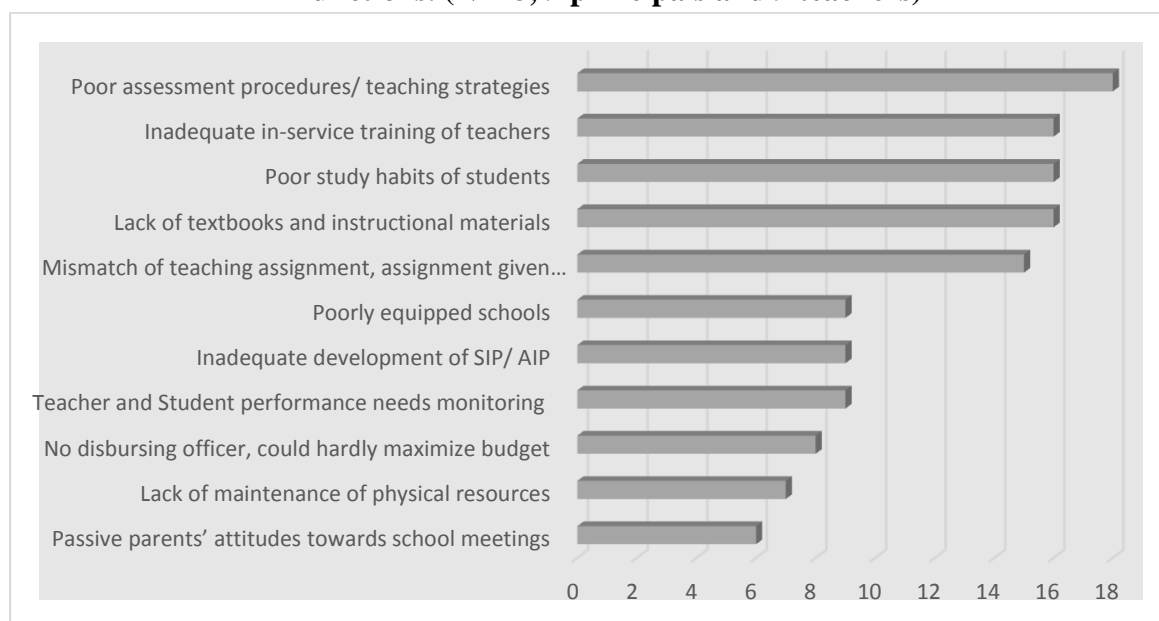
The leadership and management variables of Schools A and C were Not Significantly related. Moderate correlations were respectively .430 and .569. The p values at 1.63 and .053 were greater than the significance level of .05 established for the study. The null hypothesis of no significant relationship is **not to be rejected**. At this instance, A principal may be effective with administrative management but not with instructional leadership or the other way around. A principal may have given more priority to his/her administrative management than instructional leadership.

The Grand Total Mean of 0.657 with a value of 0.001 indicated that the over-all relationship emphasized **significant relationship** of the two fold functions. The seven schools have p-values less than .05 which indicated that instructional leadership and administrative management **were significantly related**. The null hypothesis governing these seven schools was rejected. The results affirmed that principals need to balance his two-fold functions to

make a difference in managing school operations. Instructional leadership depended on administrative management and vice-versa. Hariri,et.al. (2012) supported that school leadership should not be separated from the principal's administrative decision-making styles and teachers' job achievement.

Table 4 revealed the principal- teacher interview information on problems concerning the implementation of the principals' functions.

Table 4. Problems encountered in the implementation of the principal's two-fold functions. (N=18; 9 principals and 9 teachers)



The *first* problems in implementing the instructional leadership are the *poor assessment procedures* and *teaching strategies*. All of the respondents answered that the paper-pencil periodic assessments were not departmentalized and were not prepared days before the schedule. The teaching strategies of the teachers did not match to the learners of the students. It was implied that the principals, according to the interviews, lacked observation of classes because they entrusted the job to the master teachers. The *inadequate in-service trainings of the teachers* which were placed *second* did not match the Teacher Needs Analysis (TNA). They needed more mentoring, coaching, and in-depth trainings on the content subjects such that of Science, English, and Mathematics. The teacher respondents answered that the principals needed to work on the initiatives to send and distribute seminar-workshops to maximum participation of the teachers. The *third* problem was attributed to *poor study habits of students*. This was attributed to the difficulty of the curriculum according to the teacher-respondents. The *fourth* problem was the *lack of instructional materials* which also a contributing factor the poor study habits. The *fifth* top problem lied in the *mismatch of teacher assignments* teaching not their field of specialization to avoid teaching under loads. The *sixth* problem on administrative management was *lack of physical facilities*. The LCD projectors were not covered in the Miscellaneous and Other Expenses (MOOE). The *inadequate development of SIP* and *AIP* was placed *seventh*. They were only few stakeholders who helped crafted the plan; thus it lacked listings of priority needs and work. Due to the inadequate AIP and SIP, the *eighth* problem was the *difficulty to maximize the financial resources* of the school. There were *no disbursing officers* in small schools and

there was a difficulty in prioritizing the immediate needs for budget release. The *ninth* problem was that the teacher and students lacked evaluation and monitoring. There were some teachers who fail to submit reports on time and were tardy in attending classes. The *tenth* problem was the *lack of maintenance of the available physical resources*. Miscellaneous and other expenses (MOOE) of each school should be spent and liquidated before they could receive another budget for following month. The passive attitude of parents to attend school meetings did not help the administrative management arrive at important decisions and this ranked sixth. Sofo et al.,(2012) proved in his study that that a principal often failed in finding appropriate time to regularly manage the school's finances. Based on the findings of the problems 1-4, a Training Program was designed for the potential principals and school heads to improve their instructional leadership and administrative management.

Conclusion and Recommendations

The nine schools implemented instructional leadership to a *Great Extent* and their administrative management were *Operating Satisfactorily*. The findings revealed a *significant relationship* in the level of performance between instructional leadership and administrative management. Top problems in implementing instructional leadership included *poor assessment procedures* and *inappropriate teaching strategies*. On administrative management, *poorly equipped schools, inadequate development of SIP/AIP*, and the need to *monitor student and teacher performance* topped on the list. The findings validated the theory of Wohlstetter, et al (1997) on the concept of instructional leadership and administrative management vesting the school head with authority and autonomy. A Training Program for Principals with Six Phases was designed in order that the potential principals, head teachers, and other school leaders would be helped in further their trainings before they would take National Qualifying Examination for School Heads (NQESH).

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