



INSTRUCTIONAL LEADERSHIP COMPETENCE OF THE PUBLIC ELEMENTARY SCHOOL ADMINISTRATION

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CHAPTER 1

THE PROBLEM

Rationale

Today's global situation is characterized as an area of breathtaking change, which puts enormous competitive pressure in a global market and in the economic institutions. In this information society which dominated by technology, people have all the access to search for information in any field at any given time and place.

In the Philippines, administrative and supervisory leadership follow a vertical pattern with that of Education department where general authority, flows down to every level of administrative and supervisory position.

School principals are considered the frontliners in educational leadership being in direct contact with the teachers, the pupils and the communities in their service area. Their influence is directly felt by those they work with. Hence, the importance of their role in the delivery of educational service cannot be overemphasized.

The DepEd Manual of 2000 defines the main duties of principals or head teachers to be those of administration and supervision. As administrator he has to prepare and submit reports, prepare correspondence, keep file of records, improve school plant and facilities, take care of school properties including the distribution of textbooks and other equipment and instructional materials, conduct meetings, attend to callers, and community activities representing the school and many other related tasks. As supervisor, he had to manage instruction to measure that effective methods and strategies are used, adequate and appropriate instructional materials are utilized, lessons are planned properly and evaluation of instruction carried out as part of the teaching-learning process.

With the numerous administrative functions of the school principal, very little is usually left for supervision. Yet recent educational thrusts require the shifting of emphasis from the administrative to the supervisory functions of the principal. This is because many of his administrative duties can be delegated while supervision has to be carried out by the principal himself. Therefore, unless the principal has his work well organized, most of his supervisory duties will be neglected and yet his main function is the improvement of the teaching-learning process in his school.

One may therefore ask, "How competent is the school principal to effect the desired improvement in the teaching-learning process?" It cannot be denied that schools' progress is chartered through pupils' progress. Nowadays, parents and taxpayers would like to know how their children are doing in school. The school principal set the pace towards improvements by taking the lead in guiding the teachers and assisting them in providing reinforcements, evaluation, and instructional materials preparation as well as planning lessons.

Mc Halley (1988) sees the school principal in his role as supervisor of instruction when he motivates the teachers by providing opportunities for responsibilities, achievement and recognition; when he encourages teachers to set target goals focusing on competencies in all areas of professional growth; when he supports new teachers through close supervision especially during the first several weeks and months by assigning them to teach upper level classes while still treating the difficulty in adjustments from veteran teachers; when the he initiates changes by focusing on a few goals rather than dealing with more superficialities; when he provides direction for program improvement by integrating the higher level of cognitive objectives with effective and expressive outcomes in the curriculum; and when he considers pupil input on what it is to be learned, and from time to time looks back to evaluate these changes which have occurred.

To carry out his instructional role, school principals should possess certain qualities and competencies that would enable them to work with people above them and below them. Competence areas identified as Skill Mix (Mann, 1965:p.120) are categorized as human, managerial and technical skills.

Schools are uniquely human organizations whose quality of work and effectiveness depends not merely on processes, facilities and resources, but also upon the nature and extent of human interaction and understanding. The principal as head of the school organization, has the very sensitive job of assisting his teacher in aspects related to both professional and personal dimensions in his effort to lead his teachers to greater efficiency and proficiency in the delivery of instruction. Reber and Teary, 1975:p. 165). The principal should therefore be responsible for his own competence and continued learning. Competence implies growth, continued learning, and professional self-renewal. In the eyes of his teachers, the school principal should maintain a high degree of professionalism, human relations skills such as empathy, awareness, and orientation to colleagues and a sense of accountability or responsibility for the achievement of those tasks and behavioral changes that will contribute to the larger, all-embracing goals of an educational program.

Because of the uniquely close professional as well as personal relationship between the principals and the teachers, each group is in a qualified position to provide feedback on each others' performance based on competence, achievement, potentials and leadership qualities. The Performance Appraisal System for Teachers (PAST) which is accomplished jointly by the principal and the teachers at the end of the school term, evaluates the teachers' performance on the basis of certain criteria. The principal, on the other hand, is rated by his district supervisor and a Division Evaluation Team, through the PASKO (Performance Appraisal System for Key Officials) based on certain criteria reflecting the principal's main functions. A few teachers selected at random two aspects, namely, public relations and personality and character. These two aspects are rather subjective despite the equivalent points assigned each criterion.

It is felt that the performance of principals can be further improved and his leadership style and instructional competence further enhanced if they could see themselves through the eyes of those with whom they are directly working. In other words, the teachers' perception of their own principals' supervisory competencies can provide insights into areas needing improvement or causing gaps or dissatisfaction among the teachers as well as areas which can be sources of satisfaction for the teachers. A professional look at this feedback may contribute to the enhancement of the working relationship between the principal and his teachers as well as to the principal's desire to improve him professionally.

With the above-cited thoughts the researcher he as an administrator has motivated to conduct this study, in line with the level of instructional competence of school administrators in Schools Division Office I Pangasinan.

Theoretical Framework

This study is based on the "Theory of Effectiveness and Efficiency" by Peter Ducker (1999) where he pointed out that management is actually made up of two important dimensions management process? 'This explains management as flow process for the setting up and achieving of predetermined set of objectives in a given environment through the use of human effort and non-human resources. The fourth stage is characterized by the development of a conceptual framework of a management philosophy which seeks to integrate the problems of the modern world and particular societies. This stage is evolving a synthesis of the different though streamed from related disciplines with the established concepts of the management process.

Human skills include translating or interpreting organization goals to generate teachers' commitment; responding to individual differences; diagnosing of individual strengths and to individual differences; diagnosing of individual differences; diagnosing of individual strengths and potentials; clarifying values, conducting group discussion; revolving conflicts, maintaining sound public relations and stimulating cooperation among staff members.

Managerial skills include stressing teacher needs; establishing instructional priorities for the introduction of change; advocacy for new curricula, innovate methods, new technologies, analyzing educational environment; delegating responsibilities; managing time; monitoring and controlling activities and documenting organization and instructional activities.

Conceptual Framework

One of the major goals of the DepEd is to achieve effective and efficient administration and supervision of education in the schools in order to raise the quality of outputs. This is premised on the vision of making every school an operating unit of excellence in the bureaucracy. This can only be achieved if proper attention is given to the people who man the different schools in the country. The education leader alluded to in the school is the administrator.

The ideal principal has the confidence to delegate substantial amount of power to teachers and to demand accountability from them. He or she is likely to be good at selling ideas, and to be willing work, tireless to accomplish major goals. Good principals are likely to be able to devise a strategy for making with around or through any individual or group.

This study was conceptualized based on legal bases; the 1987 Philippine Constitution; Governance of Basic Education Act of 2001; Education Act of 1982 and DECS Order No. 91, s. 1999.

The 1987 Philippine Constitution states that: the state protect the school and promote the rights of all citizens to greatly education at all levels and shall take appropriate steps to make such education accessible to all; while Article XIV, Section 2, states that the state shall establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and society.

This was supported by the Governance of Basic Education Act of 2001 which provides the general rule of basic education; to develop the Filipino learners by providing them basic competences in literacy and numeracy, critical thinking skills and patriotic and responsible citizens.

On the other hand Education Act of 1989 which provides among other thing, that every school administrators shall be accountable for the efficient and effective administration and management of school.

It is very clear that, on the basis of this particular provision, the school administrator has to perform both administrative and instructional functions in his school and that he must perform both categories of functions in his school and that he must perform both categories of functions efficiently and effectively.

Figure 1 in the next page is the schematic diagram, on the conceptual framework of the study using the Input-Process-Output model. The input included the profile of the school administrators in Schools Division Office I Pangasinan in terms of highest educational qualification, length of service as school administrator and relevant in-service trainings attended as school administration and the present position. Likewise included in the study is the extent of the school administration properties in this leadership skills in terms of this strategies, instruction, cultural, human resources and managerial leadership; the problems being

met by the school administration in the manifestation of this leadership skills and the degree of seriousness. The output of this study was a proposed in intervention measures to address the problems met of the school administration in the manifestation of this leadership skills.

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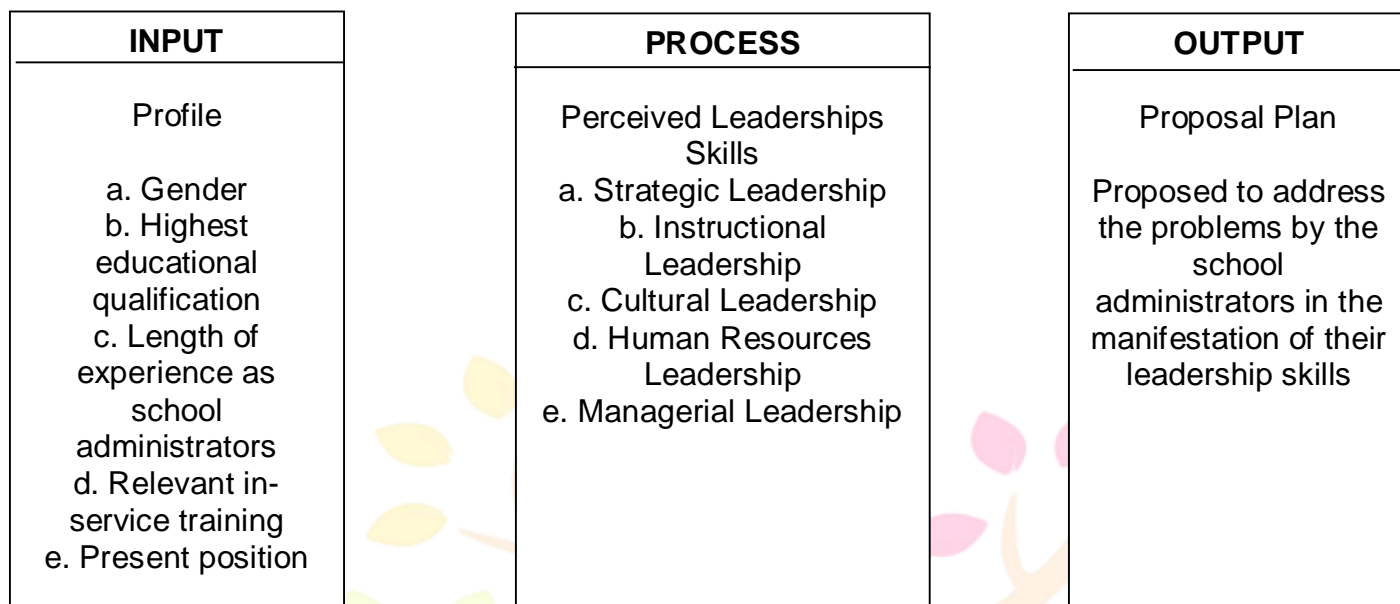


Figure 1
Conceptual Paradigm

Statement of the Problem

This study will answer the leadership skills of 21st century school administrator the public elementary school in 3rd Congressional, Schools Division Office I Pangasinan, during school year 2023-2024.

Specifically, it will such to answer the following sub-problems:

1. What is the profile of the public elementary school administrators in terms of the following:
 - a) Sex
 - b) Highest educational qualification
 - c) Length of experience as school administrators
 - d) Relevant in-service trainings
 - e) Present position?
2. How do the school administrators perceive their leadership skills along the following:
 - a) Strategic leadership
 - b) Instructional leadership
 - c) Cultural leadership
 - d) Human resources leadership
 - e) Managerial leadership
3. Is there a significant relationship between the profile variables and extent of manifestation of the different leadership skills as perceive by the administrators?
4. Is there a significant difference between the perceptions of the school administrators with that of the teachers in their perceived leadership skills?
5. What are the problems net by the administrators in the manifestation of their leadership skills?
6. What intervention measure can be proposed to address the problems identified by the school administrators in the manifestation of their leadership skills?
7. What is the acceptability of the proposed intervention measure to address the problems identified by the school administrators in the manifestation of their leadership skills?

Basic Assumption

This study is anchored on the following basic assumption.

1. The school administrators of Schools Division Office I Pangasinan exercise their duties and function as school administrators along their leadership skills which will improve quality supervision.

Scope and Delimitation

This study will be limited on the assessment of Instructional Training Development Program during the school year 2023-2024. Included in the stage one for profile of the public school administrators of Schools Division Office I Pangasinan in terms of variables along their highest educational qualification; length of experience as school administrator and relevant in-service trainings attended as administrator and present position. The extent perception in their leadership skills in terms of the strategies, instruction, cultural, human resources and managerial leadership and the problems met by the school administrators in the manifestation of this leadership skill, the output of this study was a proposed intervention measures to address the identified problem of the school

administration in the manifestation of their leadership skills. However, the manifestation of the output is beyond the limit of this study due to the constraint.

The respondents of this study composed of fourteen elementary public school administrators who provided the data in the different sub problems raised in the study.

Importance of the Study

School administrators are the cornerstone of good teachers (Gwyn, 1974). They provide the atmosphere in which their teachers can continually grow and develop professionally. They also provide opportunities for the teachers' advancement. They create an environment conducive to the satisfactory performance of both teachers and pupils.

On the other hand, there are administrators who create an atmosphere of fear, dissatisfaction, ill-will or lack of confidence and trust among their teachers because of their pressing attitudes and leadership styles.

Department of Education (DepEd). The findings of this study will provide the DepEd officials feedback in the implementation of the school-based management program which may serve as their frame of reference for planning and redirection of policies and strategies.

School Administrators. The findings of this study will make the school heads aware of the pressing problems that need to be addressed immediately.

Teachers. The insights that will be derived from this study will make the teachers fully aware about the crucial role they play in the effective implementation of the school-based management program.

Pupils. The findings and output of this study will improve the delivery of the educational services in all public elementary schools thereby improving the academic achievement of all pupils.

Parents. This study will make parents more aware of the significant role they perform in the continuous school improvement process. Aware of this crucial role, they will expect better academic achievement of their children.

Other Researchers. The findings of this study will provide the other researchers a benchmark data to validate the findings of this study.

Definition of Terms

Some terms are defined operationally in order to provide a clean understanding of the concept, background, and context of the study. The meanings of some technical terms used in this study were taken from the dictionary in the context specific to the scope and application of this report.

In-Service Trainings. These are the trainings designed for teachers' improvement along teaching methodologies and competencies. In this study, it refers to the activities, workshops, conferences funded or not by sponsored by the Department of Education to improve teachers' competencies (Regana, 1985).

Leadership Skills. It refers to all looks at the nature of leadership in the 21st century as well as offering practical guidance on improving your leadership skills by looking at both. This is not to say that there is one ideal model of leadership but rather to improve the approach in your job (Cima, 2001).

School Heads. It refers to all efforts of designated school officials directed toward providing leadership to teachers in improvement of teaching (Banney, 2009). In this study, it refers to the prime roles of a head are to provide academic and administrative leadership to the school or centre, and to engage with external organizations on half of the school.

Strategic Leaderships. It refers to a manager potential to express a strategic vision for the organization, or a part of the organization, and to motivate and persuade others to acquire that vision (Management study Guide, 2008).

International Leadership. This study, it refers to a considered powerful actor who tries to control and guide another who requires power and willingness to utilize the power. This presumption, is vague and not quite appropriate to apply to analyze the research focus, which is the transformation from power resources to international leadership.

Culture. In this study, it refers to characteristics and knowledge of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts (De Rossi, 2009).

Human Resources. It refers to all techniques and procedures employed in operating an educational organization in accordance with the established policies.

LITERATURE

Concepts of Administrative Supervision

Supervision as defined by Hepner (1984) is the art of getting things done through people. Anyone who manages an organization surely adopts a certain style of leadership as he cannot do away with it. It is an essential function in all organized endeavors. Thus, leadership style cannot simply be ignored, and that it is a constituting factor to job satisfaction and job performance.

In school setting, the way the supervisor drives his principals to move and go to work in order for them to attain the institution's goals and objectives carries some effects on the latter's job performance, effectiveness and job satisfaction. While it is true that a lot of factors like organizational climate, salaries and other fringe benefits, working condition and the like are to some degree determinants of teacher's job satisfaction and job performance, the researcher is convinced that another factor, i.e., leadership style exerts some significant influence on whether the leader views his works with satisfaction or with dissatisfaction, and whether such would bring about effective and efficient performance.

Koonts (1982) viewed supervision and administration more broadly as the direction and coordination of the human and the non-human resources of an organization to achieve output which meets the needs of external users. Therefore, the task of a manager is to design and maintain an internal environment in which people working together in groups can perform effectively and efficiently towards the attainment of group goals. When analyzing the leadership style of managers, one must first define a manager. Stoner (1980) defines a manager as a person occupying a position in a formal organization who is responsible for the work of at least one person and who has a formal authority over that person. He is an organizational planner, an organizer, a leader and a controller. A manager is one who determines what is to be done. He uses leadership style to influence others under his care to do

the work; he exerts influence over others and interacts with his superiors and subordinates. Managers are vested with authority. The manager is the leader of his people so these people allow their leader to influence their thinking, their attitudes and their behavior.

A manager stimulates people to work and to strive willingly to attain organizational objectives. But this is not all. The manager is interested not only in making people perform but also in helping them achieve and have satisfaction in their personal aspiration, and in their work-related needs, and at the same time achieve the requirements of the organization.

The successful organization has one major attribute that sets it apart from unsuccessful organizations. Koonts state that leadership is influencing people to follow in the achievement of common goals. This means that the leadership process is a function of the leader, the followers, and other situational variables. In its essence, it involves accomplishing goals with and through people; therefore, a leader must be concerned about tasks and human relationship.

The New Work of the Principal

In his concept of the school as a learning organization, Fullan (1993) views the new work of the principal as a designer, steward and teacher. In this new view of leadership in learning organization centers, principals are responsible for building organizations where people continually expand their capabilities to understand complexity, clarify vision and improve shared mental models – that is, they are responsible for learning.

In dealing with the complexities of the educational change process, the leaders who fare best are those who continually see themselves as designers not crusaders. Many of the best intentioned efforts to foster new learning disciplines founder because those leading the change forget the first rule of learning: people learn what they need to learn, not what someone else thinks they need to learn. In essence, the leader's task is designing the learning processes whereby people throughout the organization can deal productively with the critical issues they face, and develop their mastery in the learning disciplines. This is new work for most experienced managers, many of whom rose to the top because of their decision-making and problem-solving skills, not their skills in mentoring, coaching, and helping others learn. As stewards, leaders continually seek and oversee the broader purpose of the organization, but, in a learning organization, leaders may start by pursuing their own vision, but as they learn to listen carefully to others' vision, they begin to see that their own personal vision is part of something larger. This does not diminish any leader's sense of responsibility for the vision – if anything it deepens it.

Leader as teacher is not about teaching other people one's own vision. Leaders in learning organizations have the ability to conceptualize their strategic insights so that they become public knowledge, open to challenge and further improvement. Leader as teacher is about fostering learning for everyone. Such leaders help people throughout the organization develop systematic understandings. Accepting this responsibility is the antidote to one of the most common downfalls of otherwise gifted learners – losing their commitment to the truth. Fullan further said that visions can blind as well as enlighten. Thus, he gives the following action guidelines for "What's Worth Fighting For in Your School" which contain practical advices for the principal committed to building learning schools. These are: (1) understand the culture of the school, (2) value your teachers" promote their professional growth, (3) extend what you value, (4) express what you value, (5) promote collaboration; not cooptation (6) make menus, not mandates, (7) use bureaucratic means to facilitate, not so constrain, and (8) connect with the wider environment.

In connecting with the wider environment, Fullan gives the following suggestions for extending the circle of ideas and contacts:

1. First, he or she needs to be involved outside the school, especially in learning activities. Some examples include: participating in peer coaching projects among principals; working with other principals and administrators in the board to improve professional development for principals; visiting other schools outside as well as inside one's board; spending time in the community; finding out about the latest practices as reported in the professional literature and disseminating ideas about one's own school practices through speeches, workshops and/or writing. It will be necessary to be selective, but going on involvement outside the school, in some form, is essential for perpetual learning and effectiveness.

2. Second, principals should help the school deal with the wider environment. Sometimes, this will involve contending with the overload of unwanted or unreasonable change. It might involve urging and facilitating a move toward school-based decision-making within the board. Mostly, however, we suggest the highest priority be placed by the principal in helping teachers widen the contacts with the professional world outside school. Contacts should be made not just with schools doing similar things, but also with schools involved in different activities, even opposites. Contrast is an important prompt for critical self-reflection. Going outside the frame beyond one's normal traditions, is a great source of learning and improvement. (87-88)

Functions and Responsibilities of Principals

Every school administrator is expected to perform several functions and responsibilities which are as follows (DECS Leaflets, 1989):

1. Under general supervision, the principal must provide leadership in the formulation and implementation of policies, plans, programs and projects to carry out the objectives of education adapted to the needs of the community;
2. He prepares the school programs and the program of testing;
3. He plans and organizes the co-curricular activities of teachers and students and the guidance program appropriate for the school;
4. He supervises the maintenance and upkeep of school plants and facilities;
5. He makes available to students, teachers and other school employees the needed instructional materials;
6. He evaluates the rate performance and recommends promotion of teachers and employees;
7. He recommends schedule of miscellaneous fees of students and sees to it that the school is provided with proper health and medical facilities;
8. He maintains good public relations program and conducts in-service education program among the teachers and employees; and
9. He does other tasks relevant to the basic function of the school.

In its pursuit of quality education, the DECS' major concern is the effective and efficient delivery of educational service to the learners. This can be achieved largely by giving proper attention to the people who man the different schools. The educational leader alluded to here is the principal. With educational preparation primarily directed to classroom teaching, he needs all the assistance he can get to acquire some management skills and hone whatever he already has. The performance of the institution he heads depends on his capabilities as a leader particularly in the efficiency and effectiveness of his actions in carrying out his function under the decentralization/reconcentration program of the DECS (Mendoza, 1993).

Characteristics and Behavior of An Instructional Leader

The National Educators Academy of the Philippines (NEAP) and DECS (1983) analyzed that schools operated by principals who were perceived by their teachers to be strong instructional leaders exhibit significantly greater gain scores in achievement than did schools operated by average and weak instructional leaders. These general descriptors can be organized into four broad areas of strategic interaction between the school principals and teachers:

1. The principal as resource provider
2. The principal as instructional resource
3. The principal as communicator
4. The principal as visible presence

The Principal as Resource Provider. The principal is said to be a resource provider if he:

1. Demonstrates effective use of time and resource by planning, organizing, scheduling, and prioritizing work to be done; delegating work as appropriate; and assigning staff members according to their strengths.
2. Demonstrate skill as a change master by establishing an ongoing process of planning and making necessary changes within the school while developing a feeling of individual/group ownership. Some examples of skills are:
 - a. Creating a positive climate for change and nurturing creative approaches to change;
 - b. Using skills needed to manage change; and
 - c. Evaluating the effectiveness of change
3. Demonstrates the ability to motivate staff members by stating clear expectations to the staff; providing clear feedback; and encouraging the staff to take risk and to innovate.
4. Knows the staff members' strengths and weaknesses and knows about the instructional resources that may be helpful to them. Among these are:
 - a. Matching staff members' needs to staff development opportunities;
 - b. Knowing about resources that enhance instruction
 - c. Mobilizing resources and district support to help achieve academic goals; and
 - d. Convincing staff members that they are important instructional resource people in the school.

The Principal as Instructional resource. The principal is said to be an instructional resource if he:

1. Demonstrates the ability to evaluate and reinforce appropriate and effective instructional strategies by:
 - a. Knowing the latest research findings on teaching and learning and sharing them with the staff so new ideas are tried;
 - b. Expressing knowledge of effective strategies for students indifferent age groups; and
 - c. Using knowledge and skills on effective instructional strategies.
2. Supervises the staff, using strategies that focus on the improvement of instruction by:
 - a. Documenting instructional performance of teachers;
 - b. Conducting post-conferences that include developmental objectives suggested by the staff members or administrator;
 - c. Providing staff members with evidence of continuity between clinical supervision and observations.
3. In the process of assessing the education program, the instructional leaders use student outcome information that is directly related to instructional issues by:
 - a. Reading and interpreting district standardized and criterion-referenced test information;
 - b. Developing intervention procedures designed to identify strengths and remediate weaknesses; and
 - c. Identifying uses of external consultant evaluation assistance needed.
4. Demonstrate successful application of the district's evaluation policies by:
 - a. Designing appropriate annual evaluation cycles to include effective goal setting with the employees and appropriate measurement of these goals; and
 - b. Assisting teachers in the mastery of student learning objectives.

The Principal as Communicator. The principal is considered to be a communicator if he:

1. Demonstrates the ability to evaluate and deal effectively with others by:
 - a. Engaging in two-way communication accurately, sensitively and reliably;
 - b. Promoting mutual conflicts resolution, problem-solving, cooperation and sharing; and
 - c. Recognizing needs and interacts appropriately with specific audiences in the educational community.
2. Speaks and write clearly and concisely by:
 - a. Displaying good organization skills in oral and written communications;
 - b. Demonstrating coherence in oral and written communications; and
 - c. Recognizes needs and interacts appropriately with specific audiences in the educational community.
3. Applies skills and strategies of conflict management that satisfy the interest of both parties in a practical and acceptable manner by:
 - a. Seeing others points of view and clearly articulates them in conflict situation;
 - b. Displaying the ability to help others arrive at mutual acceptable solution; and
 - c. Managing conflict effectively.
4. Facilitates groups in selecting courses of action through problem-solving techniques by:
 - a. Identifying and collecting valid, relevant and reliable information to accurately assess the current situation;
 - b. Developing and analyzing solutions to complex problems; and
5. Demonstrates the ability to use a variety of group process skills in interaction with the staff parents, and students by:

- a. Helping others to develop a commitment to a process of goal achievement;
 - b. Assisting in formulating the final outcome in a way that can be clearly understood and applied and
 - c. Developing and implementing procedures for evaluating both process and outcome.
6. Demonstrates skill in working as a team member by:
- a. Assessing strengths and weaknesses of team members;
 - b. Demonstrating strong group process skills; and
 - c. Demonstrating the ability to integrate group and personal goals.

The Principal as a Visible Presence. The Principal is said to be visible if he:

1. Works cooperatively with the staff and the community develop clear goals that relate to the district's mission by:
 - a. Expressing a clear vision for the school;
 - b. Organizing people and resources to accomplish building and district goals.
2. Is visible to the staff, students, and parents at the school by:
 - a. Dropping into classroom informally without disrupting the instruction process;
 - b. Displaying behavior consistent with the articulated vision for the school;
 - c. Deferring other matters and actively participating in staff development activities;
 - d. Buffering the school from the external environment;
 - e. Managing time to be "out and around" during school hours;
 - f. Making it possible for others to express understanding of the principal's commitments to the priority goals of the school; and
 - g. Communicating clearly the obligations of educators for student learning.

The School Principal: Challenges of the Next Millennium

In his keynote speech during the Asia Principals' Forum held at the Philippine International Convention Center on February 18-21, 1997, DECS Secretary Ricardo T. Gloria said that the school principal today is faced with many challenges of providing a "more holistic, innovative and development-oriented approaches to the management and administration of schools, in order to make them more responsive to the leadership formation requirement of the coming millennium".

The challenges according to Gloria are twofold. On one hand, the school principal must know what competencies in terms of skills acquired and knowledge learned are needed to prepare our school children to become the men and women of the 21st century. On the other hand, one must begin to take stock of today's style and strategy of managing schools for the purpose of evaluating how quickly and effectively changes, modifications and innovations can be made, if required, to achieve desired results. Finally, a more central issue is defined what then is desired as outcomes of the teaching learning process in the education of a young boy or girl as he/she becomes the responsible citizen and enlightened leader of his/her country in the 21st century.

Basically, literacy, numeracy and character formation are the soul and substance of primary and secondary education. The advent of new and modern technology has elevated the teaching-learning process to a higher place. Teaching used to be a "chalk and talk" proposition. Today, teaching has become an exciting affair but only for schools who have reshaped the process into a more dynamic and interactive exercise. In a community of learners such as what our schools now ought to be, the teacher also learns and the pupil also teaches.

And so Gloria mentions of "schools for the future" where opportunities are provided for both the teacher and his/her pupils to acquire more skills, access to more knowledge and in the end make decisions that will improve the quality of their lives. While he pointed out that technology and the information superhighways can bring almost all the learnings of the world into the classrooms, he stressed that the formidable task of the teachers is not one of ensuring that the young boy or girl learns all skills and knowledge. This will be almost an impossible job given that very fast pace of knowledge discovery and technology development. So he says that the real task at hand is to ensure that the young boy or girl learns how to live well.

Gloria further stressed that what is more crucial is developing a "new culture" in the school whereby both the principal and the teachers, believing in the good news of technology, endeavor to integrate into the mainstream of the teaching-learning process the modern styles, strategies and techniques.

And so he said that school principals as school leaders can inspire and create the environment that will make new and exciting things happen. They should rise equally to the task and sustain the gains of a "new school with a new culture" from where a new breed of men and women will come, the ones who will man the wheels of commerce and industry, spur more economic growth and development and inspire, lead and govern nations in the 21st century.

Gail Connelly, Executive Director, NAESP "The 21st Century Principal: Leading, Learning Building" she stated that the nation has focused on increasing its investing in our public school in the belief that additional resources can have a long-term impact on school improvements efforts. At the center of this principal, a catalyst for both school reform and child empowerment.

She also conclude in her article that It is the school head, who brings it all together providing the management and instructional leadership needed to trigger the improvements we all seek. It is the principal who empowers the teacher, encourages the student, and involves the community in ways that have lasting impact. She collaborated the results and roles of the elementary and middle school principal. First those elementary and middle schools are the initial learning portals for 21st century opportunity. Second, principals are the key instructional leadership in the learning process and fulfill a vitally important role in achieving student success. Finally, elementary and middle school principal on the front lines, implementing the improvements classroom desperately seek. The school heads should work and ensure themselves to be a high quality, effective leaders and educator. In her final statement, she stated that, "The True School Success begins with the principal". As conveyors of best practice, catalyst of learning, and protectors of the whole child, nation's principals drive schools to lead, learn, and build. As redefine what a successful school really is, will find a quality principal there, orchestrating a complex and dynamic learning community, driving for desired results, and putting children at the center of it all.

Kruuisimagi, (2014) he stated that the "School Leadership and 21st Century Skills-Two Sides of the same coin?" The 21st Century Leader must have these qualities: Adaptability, Self-awareness, People Skills, Purposefulness, decisiveness, collaborative skills, contribute uniqueness, act effectively, be resilient, embrace change, stay grounded, perseverance, passion, curiosity, empathy,

resilience, compassion, grace, discipline, he also elaborated why do 21st leaders fail, there are two factors: Lack of leadership skills, Lack of interpersonal skills.

STUDIES

In the study conducted teachers teach and work in schools that are usually administrated by managers, often known as principals or headmaster. School administration itself often part of larger administration units. The conditions of teachers' working life are influenced by the administration and leadership provide by principal, and it is widely assumed that school leadership directly influences the effectiveness of teachers and achievement outcomes of student (e.g. Hallinger and Murphy, 1986; OECD, 2001; Pont, Nusche and Moorman, 2008).

This study evaluated the question of whether the inability for elementary and secondary education to establish classrooms structures and instructional strategies embedded in 21st century practices identified as effective for 21st learners is truly a knowing-doing gap. Educational leaders above the school level are critical for change and sustainability regarding access to knowledge and training, and setting the expectations and maintaining accountability for effective instructional practices (Marzano & Waters, 2009).

The study during the 1980s, the educational research and policy communities specifically encouraged principal to emphasize activities that would enhance or benefit classroom instruction and learning (e.g. National Commission on Excellence in Education, 1983). Increasingly, this mean those as managers of organizations whose formal official functions are instruction and learning, principals are responsible and accountable for school outputs such as student achievement. In particular, proponents of instructional leadership suggest that principal, are the most effective all potential instructional leaders because they are situated within the school context, unlike upper-level administrators in ministries.

Evangeline P. Anolin (2005) studied the school administrators as perceived by the Elementary Grade Teachers of Paoay and Currimao District, Division of Ilocos Norte. The descriptive method of research was used with the questionnaire as the main tool in gathering the data needed. She used 156 elementary grades teachers of Paoay and Currimao Districts as her respondents. Among the findings of Anolin were the following:

1. The school administrators are democratic as perceived by the majority of the Elementary grades teachers both Paoay and Currimao Districts.
2. The number of autocratic-oriented school administrators is very minimal.
3. The number of laissez-faire-oriented school administrators is also very minimal.
4. The most dominant of the teacher's perception is that their school administrators are democratic and the least dominant is that they have very few laissez-faire oriented administrators.
5. Majority of the teacher-respondents have a positive response to a democratic school administrator.
6. Majority of the respondents have participated in activities related to community work and improvement of the school plant facilities while very few have participated in policy-making and determining the values.
7. Teacher respondents have often participated as leaders in varied activities of the community.

Milagros M. Aquino (2002) studied the supervisory practices of school administrators as perceived by the public secondary school teachers of La Union. The normative survey a method of research with the use of a questionnaire was used as the main tool in gathering the data needed. Interviews were conducted to supplement the data needed. The findings of Aquino were as follows:

1. The minimum educational qualification of the teachers is a baccalaureate degree. However, 57.32 percent of the 157 respondents have earned units leading to Master of Arts.
2. That the supervisory practices of their principals as perceived by the teachers were as follows:
 - a. Teaching method and Techniques
 - b. Instructional Aids/Materials
 - c. Improvement of Teachers' Morale
 - d. Curriculum Improvement
 - e. Classroom Visitation

Classroom visitations, according to Aquino, help the school administrators maximize their mission of relevantizing human development. However, these are practices which require more careful analysis for the improvement of their competencies.

6. The supervisory practices identified are very useful to the teachers but they are not being practiced by their principals and department heads. There are inconsistencies on the perceived usefulness of the practices and how they should be practiced by the supervisors.

7. The supervisory practices have helped the teachers very much in building up their confidence and in growing professionally. As a result, they have optimized the sharing of their expertise to the learners.

Maxima K. Donio (2003) studied the administrative practices of principals towards classroom management as they affect pupils' behavior as perceived by the teachers themselves. The questionnaire was used as the main tool in gathering the data needed. Interviews were also conducted to supplement the data gathered. The descriptive survey method was used in determining how competent the administrators are, the following aspects were considered:

- a. bullet/memoranda
- b. faculty meetings/individual preferences

The findings of Donio were as follows:

1. **On bulletin and memorandum** – Thirty-five percent of the teachers perceived that memoranda are often used by the principals to give brief instructions about specific matters that teachers should comply with. The memoranda were very handy and time-saving.

2. **On faculty meetings** - Principals often communicate with their staff and there were exchanges of ideas and opinions. Doubts were clarified and threshed out cooperatively.

3. **On individual conferences** – Teachers perceived that principals used this to discuss matters related to particular teachers without the need of involving other teachers. It gave teachers confidence and security because confidential matters were kept.

4. Teachers perceived that principals gave importance to the different aspect of classroom management such as: orderliness and discipline, teachers' attitude on pupils' behavior, attitudes, and individual cases or discipline.

CHAPTER 2 METHODOLOGY

This chapter presents the discussions on the different aspects of the research methodology. This includes the research design, sources of data, instrumentation and data collection and tools for data analysis.

Research Design

This study will utilize the descriptive-method of research with the questionnaire as the data-gathering instrument in the assessment of the leadership skills of the 21st century school administrators in 3rd Congressional, Schools Division Office I Pangasinan, during the school year 2023-2024. It assessed the profile of the public school administrators in 3rd Congressional in terms of highest educational qualification, length of experience as school administrators and relevant in-service trainings as administrators and present position. Likewise, included in this study are the problems being met by the public school administrators and the perception of the school administrators on their leadership skills in term of the aforecited variables. The output of this study was a proposed intervention measures to address problems identified by administrators in the manifestation of this leadership skills.

The respondents of this study the fifty-four (54) public school administrators in the of 3rd Congressional, Schools Division Office I Pangasinan.

Sources of Data

For the purpose of this study, the main sources of the data will be the public school administrators in 3rd Congressional Schools Division Office I Pangasinan. Table, present the doubts of respondents.

Table 1
Distribution of Respondents
N=54

Schools	Number of School Heads
A. Bayambang District	
1. Alinggan-Banaban School	1
2. Amanperez Elementary School	1
3. Ataynan Elementary School	1
4. Bacnono Elementary school	1
5. Balaybuaya School	1
6. Bani Elementary School	1
7. Bayambang Central School	1
8. Beleng Elementary School	1
9. Bical Elementary School	1
10. Bongato East Elementary School	1
11. Bongato West Elementary School	1
12. Buenlag Elementary School	1
13. Idong Inang Lorenza Elementary School	1
14. Lagiran Elementary School	1
15. Macayocayo Elementary School	1
16. Maigpa Elementary School	1
17. Malimpec Elementary School	1
B. Calasiao District	
1. Ambonao Elementary School	1
2. Balani-Parongking Elementary School	1
3. Balingit-Constantino Lasip E/S	1
4. BanaoangElementary School	1
5. Bued East Elementary School	1
6. Bued Elementary School	1
7. Cabilocaan Elementary School	1
8. Calasiao Central School	1
9. Elpidio P. Roy-Gabon Elementary School	1
10. Nalsian Elementary School	1
11. Quesban Elementary School	1
12. San Miguel Elementary School	1
13. San Vicente Elementary School	1
C. Sta. Barbara District	
1. Alibago Elementary School	1
2. Balingueo Elementary School	1
3. Dalongue Elementary School	1
4. East Central Elementary School	1
5. Gueguesangen Elementary School	1
6. Malanay Elementary School	1
7. Maronong Elementary School	1
8. PatayakElementary School	1

9.	Sonquil Elementary School	1
10.	Sta. Barbara Central School	1
11.	Tuliao Elementary School	1
D. Mapandan District		
1.	Amanoaoc Elementary School	1
2.	Baloling Elementary School	1
3.	Golden Elementay School	1
4.	Jimenez Elementary School	1
5.	Lambayan Elementary School	1
6.	Luyan Elementary School	1
7.	Mapandan Central School	1
8.	Nilombot Elementary School	1
9.	Pias Elementary School	1
10.	Primicias Elementary School	1
11.	Sta. Maria Elementary School	1
TOTAL		54

Instrumentation and Data Collection

The research instrument will be 2 sets of questionnaire to gather the data consisting of these (3) parts. Part I in terms of the profile of the school administrators in along their highest educational qualification, length of experience as school administrators, length of adpevice, relevant, Part II dealt on the perceptions of the school administrators in terms of their leadership skills along the problem; and part in-focused in the problems met by the school administration in the manifestation of their leadership skills. The output was a proposed intervention measures to address the identified problems relative to the school administrators’ manifestation of this leadership skills.

In the development of the questionnaire, the researcher dry run to another district to ensure the validity of the questionnaire and was reviewed by her adviser prior to the incorporation of the suggestions made to improve the questionnaire. Their suggestions served as basis for the improvement of the items in the questionnaire.

After printing the questionnaire in the final form, the researcher asked permission from the Schools Division Superintendent of Pangasinan I Division to float the questionnaire to the identified respondents in their respective schools in order to ensure accuracy of answers as well as 100 percent retrieval.

Tools for Data Analysis

To answer sub-problem 1 on the proposed of the school administrators in Zone III in terms of variables, the research will use frequency count and percentage. The formula is:

$$P = \frac{f}{N} \times 100$$

N

Where:

P = percentage

f = frequency

N = number of respondents

For sub-problem as 3 on extent of perception of school administrators along the leadership skills and the problems being met by the school administrators, the statistical treatment was the weighted mean. The formula is:

$$AWM = \frac{\sum fx}{F}$$

Where:

AWM = average weighted mean

$\sum f$ = Distributed frequency

N = Total number of respondents

To interpret sub-problems 2 and 3 the scale below was used

Scale	Statistical Limits	Descriptive	Equivalent
		Sub-Problem 2	Sub-Problem 3
5	4.50 – 5.00	Fall Extent (FE)	Very Serious (VS)
4	3.50 – 4.49	Great Extent (GE)	Serious (S)
3	2.50 – 3.49	Moderate Extent (ME)	Moderately Serious (MS)
2	1.50 – 2.49	Slight Extent (SE)	Slight Serious (SS)
1	1.00 – 1.49	Not at all (NA)	Not Serious (NS)

CHAPTER 3

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter presents the analysis and interpretation of the data relative to the different sub-problems raised in the study.

Profile of the Public Elementary School Administrators in Zone III, Schools Division Office I Pangasinan

This section presents the profile of the public elementary school heads in terms of their highest educational qualification, length of experience as school administrator and position head. The data was presented in Table 2 in answer to sub-problem 1.

Table 1-a
**Profile of the Public Elementary
School Administrators in
Zone III**
N=54

A.	Gender	F	Percent
1.	Male	20	33.33%
2.	Female	34	66.66%
Total		54	100%

Table 1-b
**Profile of the Public Elementary
School Administrators in
Zone III**
N=54

A.	Highest Educational Qualification	F	Percent
1.	Doctor of Education	4	7.14%
2.	Academic Requirements in Ed.D	12	22.22%
3.	MA in Education	22	40.74%
4.	Academic Requirements in MHED	16	29.63%
Total		54	100%

Table 1-c
Profile of the Public Elementary
School Administrators in
Zone III
N=54

B. Length of Experience as school Administrator		F	Percent
1.	0-5 years of experience	12	22.22%
2.	6-10 years of experience	12	22.22%
3.	11 and above years of experience	30	55.56%
Total		54	100%

Table 1-d
Profile of the Public Elementary
School Administrators in
Zone III
N=54

C. Relevant in service training attend as School Administration		F	Percent
1.	National Level	16	29.63%
2.	Regional Level	54	100%
3.	Division Level	54	100%
4.	District Level	54	100%
Note: Multiple Response			

Table 1-e

D. Present Position		F	Percent
1.	Principal I	16	29.63%
2.	Principal II	10	18.52%
3.	Principal III	9	16.67%
4.	Principal IV	5	9.26%
5.	Head Teacher	14	25.93%
Total		54	99.99%

Table 1-a, to table 1-e presents the people of the public elementary school administrator in Schools Division Office I Pangasinan in terms of highest educational qualification, length of experience as school administration and present position need during the conduct of this study. Scrutinizing the table, majority of the school administrators are holders of Master of Arts in education 22 or 40.74% percent. Along their length of experience as school administrator they belonged to 11 and above years of experience 30 or 55.56 percent. On the other hand, it must be noted the school administrators attend various in-service training program called by Scented higher authorities however they four (4) out of fifty four (54) school administrators attended the national conference 16 or 29.63 percent. Majority of the public elementary school administrators are holding a position of principal I, 16 or 27.78 percent.

This implies that the public school administrators in Schools Division Office I Pangasinan need to update their profile in terms of educational qualifications to meet the required qualification standards for school administrators.

Extent of the school administrators Percentage
In their leadership skills in terms of variables

This section presents the extent of the school administrators' perception in their leadership skills in terms of different variables. This is in an answer to sub-problems 2 presented in table 2.

Table 2-a
Extent of the School Administrators
Perception in the leadership skills
In terms of Strategies leadership
N=54

A. Strategies leadership	VS (5)	S (4)	MS (3)	SS (2)	NS (1)	Mean	Descriptive Equivalent
1. Creates condition that result in re-imagining the schools vision, mission and goals.	9	10	20	10	5	3.15	Moderately Serious
2. Ensures that every learners graduates from elementary passion knowledge and skills ready for high school	30	5	5	10	4	3.87	Serious
3. Share the vision of changing world in the 21 st century to pupils and colleagues	20	10	15	4	5	3.58	Serious
4. Adapts to change and considers new ways to accomplish tasks and is comfortable with changing implementation process	10	14	10	10	10	3.07	Moderately Serious
5. Takes initiative to help learners acquire 21 st century skills and become the driving force behind these initiation	20	10	15	4	5	3.67	Serious
6. Helps teachers set high, concrete goals for learners to meet and experts all learners to meet them.	15	15	4	10	10	3.28	Moderately Serious
7. Organizing a team to create and execute a school empowerment plan	9	25	5	5	10	3.33	Moderately Serious
Average Weighted Mean	3.42			Moderately Serious			

Legend

Point Values	Point Ranges	Descriptive Equivalent
5	4.50 - 5.00	Very Serious (VS)
4	3.50 - 4.49	Serious (S)
3	2.50- 3.49	Moderately Serious (MS)
2	1.50 - 2.49	Slight Serious (SS)
1	1:00 - 1.49	Not Serious (NS)

Table 2-a present the result of the school administrator's perception in the leadership skills in term of strategies leadership. It must be noted from the table that there are seven (7) items **inderoled** which are found to be much serious and serious. However, an item 3, 4 and 5 along share the vision of changing world in the 21st century to pupils and colleagues; Adapts to change and considers new ways to accomplish tasks and is comfortable with changing implementation process and "Takes initiative to help learners acquire 21st century skills and become the driving force behind these initiation" was rated to "Serious" and "Moderately Serious" with an average weighted mean of 3.58 and 3.07 respectably. This implies the need for school administration of calories constraint 11 to exercise more the functions in line with strategies leadership, the overall coverage weighted new was 3.42 meaning "Moderately Serious".

Extent of the School Administration Perception
In this leadership skills in term
Of Instructional Leaderships

Table 2b
Extent of the School Administration Perception
In this leadership skills in there
Of Instructional Leaderships
N=54

B. Instructional Leadership	VS (5)	S (4)	MS (3)	SS (2)	NS (1)	Mean	Descriptive Equivalent
1. Sets high standard for the professional practice of 21 st century instruction and assessment	15	15	10	10	4	3.50	Serious
2. Creates professional learning communities resulting in highly engaging instruction and improved learners learning	10	10	15	4	15	2.93	Moderately Serious
3. Initiates and guides conversations about instructions and learners learning	20	10	10	9	5	3.57	Serious
4. Demonstrates knowledge of 21 st century curricula, instruction and assessment	15	20	5	5	9	3.50	Serious
5. Ensures that there is an appropriate and logical alignment between overall of the school and government programs.	20	15	4	5	10	3.56	Serious
6. Facilitates collaboration among staff and creates process for identifying benchmarking and providing learners access to a verify of instruction tasks.	20	10	7	7	10	3.43	Moderately Serious
7. Provides formal feedback to teachers and protect teachers from issues and influences that would distract from there instructional time.	15	20	5	5	9	3.50	Serious
Average Weighted Mean	3.43			Moderately Serious			

Legend

Point Values	Point Ranges	Descriptive Equivalent
5	4.50 - 5.00	Very Serious (VS)
4	3.50 - 4.49	Serious (S)
3	2.50- 3.49	Moderately Serious (MS)
2	1.50 - 2.49	Slight Serious (SS)
1	1:00 - 1.49	Not Serious (NS)

Table 2-b presents the extent of the school administration perception in the leadership skills along instruction leadership. The respondents believed that items 1, 4 and 5 along set high standards for the professional practice of the 21st century instruction and assessment; demonstrates knowledge of 21st century corrial, instruction and assist and ensures that there is an opposite and logical alignment between corrial of the school and government program was rated “Serious” and “Moderately Serious” with 3.50 and 2.93 respectively. The rest of the moderated in instructional knowledge or “Much Serious”, this means that the school administrators seldom practice their instructional leadership skills to ne more strong instructional leader. The measure average weighted number was 3.43 which mean “Moderately Serious”.

Extent of the School Administration Perception
In this leadership skills in term
Of Cultural Leaderships

Table 2c
Extent of the School Administration Perception
In this leadership skills in their
Of Cultural Leaderships
N=54

Legend

C. Cultural Leadership	VS (5)	S (4)	MS (3)	SS (2)	NS (1)	Mean	Descriptive Equivalent
1. Understand and acts on the importance of the role of a school culture in the performance of the school	7	7	15	15	10	4.19	Serious
2. Imports and sales history, tradition and norms of the school community	20	10	10	4	10	4.46	Serious
3. Enforces strictly roles and regulations among teachers and learners	4	30	10	5	5	4.19	Serious
4. Participates activity in the promotions, preservation and restoration of historical sites, traditional and customs of the community	20	10	10	10	4	4.46	Serious
5. Patronize loudly made product and senses as role model of cultural values	15	15	10	7	7	3.81	Serious
Average Weighted Mean	4.22				Serious		

Point Values	Point Ranges	Descriptive Equivalent
5	4.50 - 5.00	Very Serious (VS)
4	3.50 - 4.49	Serious (S)
3	2.50- 3.49	Moderately Serious (MS)
2	1.50 - 2.49	Slight Serious (SS)
1	1:00 - 1.49	Not Serious (NS)

Table 2-c presents the extent of the school administrators' perception in their leadership skills in terms of cultural leadership. Five (5), items were include which was carefully analyzed and interpreted, however the school administrators' rated the five (5) items to "Serious" look at the tables, the average weighted mean was 4.22 of all the five (5) items which mean "Serious". This implies for the school administration of Zone III to include to their teachers and learners the cultural values which must be manifest in the persist of quality education, the Deped major concern is the effective and efferent delivery of educational service to the learners.

Extent of the School Administration Perception
In this leadership skills in term
Of Human Resource Leaderships

Table 2d
Extent of the School Administration Perception
In this leadership skills in there
Of Human Resource Leaderships
N=54

D. Human Resource Leadership	VS (5)	S (4)	MS (3)	SS (2)	NS (1)	Mean	Descriptive Equivalent
1. Ensures that the school is a professional learning community process and systems in place that result in recruitment, induction, support, evaluation, development and retention of enough performing diverse staff	20	14	10	5	5	3.72	Serious
2. Provides for result-oriented professional development that is aligned with identified 21 st century curriculum	10	24	10	5	5	3.54	Serious
3. Ensures necessary resources are allocated to achieve the school goals for achievement and instruction.	5	5	10	20	14	2.39	Moderately Serious
4. Participants in consistent, sustained and open community about schools mission and vision	25	10	4	10	10	3.83	Serious
5. Model Importance of continuing professional development.	15	15	10	4	10	3.39	Moderately Serious
6. Communicates on the position attitudes about ability of personnel to accomplish substantial outcomes.	10	15	10	12	7	3.17	Moderately Serious
7. Uses data to create and maintain a position works environments	10	12	10	20	2	3.15	Moderately Serious
Average Weighted Mean		3.31			Moderately Serious		

Legend

Point Values	Point Ranges	Descriptive Equivalent
5	4.50 - 5.00	Very Serious (VS)
4	3.50 - 4.49	Serious (S)
3	2.50- 3.49	Moderately Serious (MS)
2	1.50 - 2.49	Slight Serious (SS)
1	1:00 - 1.49	Not Serious (NS)

Table 2d presents the extent of the school administration perception in their leadership skills in the human resource leadership, majority of the school administration believed that big really practice implement their human resource leadership for and among the members of the organization, the ability to motivate staff, providing clear feedback and encouraging the staff to take risk and to innovate. A clear manifestation of the overall all average weighted mean of 3.31 which mean “Moderately Serious”.

Extent of the School Administration Perception
In this leadership skills in term
Of Managerial Leaderships

Table 2e
Extent of the School Administration Perception
In this leadership skills in there
Of Managerial Leaderships
N=54

E. Managerial Leadership	VS (5)	S (4)	MS (3)	SS (2)	NS (1)	Mean	Descriptive Equivalent
1. Ensures that the school has process and systems in place for budgeting, staffing, problem-solving, communicating expectation and business procedures and schedule.	15	10	12	12	5	3.33	Moderately Serious
2. Give priority to student learning and safety	20	10	10	10	4	3.59	Serious
3. Applies and assess current technologies for management, business, and producer schedule.	10	30	5	5	4	3.69	Serious
4. Assess and Re-assess programs and resource allocation and use for relevancy and impact as the organization changes	12	12	10	10	10	3.11	Moderately Serious
5. Creates opportunities for the storages security, privacy, and integrity of data.	20	10	10	7	7	3.54	Serious
6. Identifies and plans for facility needs	15	15	10	10	4	3.50	Serious
Average Weighted Mean	3.46			Slight Serious			

Legend

Point Values	Point Ranges	Descriptive Equivalent
5	4.50 - 5.00	Very Serious (VS)
4	3.50 - 4.49	Serious (S)
3	2.50- 3.49	Moderately Serious (MS)
2	1.50 - 2.49	Slight Serious (SS)
1	1:00 - 1.49	Not Serious (NS)

Table 2-e presents the extent of the school administration perception in their leadership skills in the managerial leadership, the school administration rated six (6) items to a “Slight Serious” with 2.08 average weighted mean, that school administration is expected to perform serial function and must provide leadership in the formulate of policies, plans, proposed, and projects carry out the objectives of education adapted to the needs of the address and learner.

Summary Table on the
Extent of the School Administrators’
Perception in their leadership skills

This section presents the summary table on the extent of the school administrators' perception in their leadership skills. The data is presented in table 3.

Table 3
Summary Table on the
Extent of the School Administrators'
Perception in their leadership skills

A. Leadership skills	AWM	D.E
1. Strategic Leadership	3.42	MS
2. Instructional Leadership	3.43	MS
3. Cultural Leadership	4.22	S
4. Human Resources Leadership	3.31	MS
5. Managerial Leadership	3.46	MS
AWM	3.57	S

Table 3 present the summary on the extent of school administrators' perception in their leadership skills. Scrutinizing the table, majority of the school administrators' believed that they really practiced cultural leadership as indicated by the average weighted mean of 4.22 which means "Serious". However, summary up the five (5) leadership skills of the 21st century for school administrators in Zone III , they believed that they function to a "Serious" with an had a positive climate for change and nurturing culture approaches to change as they welcome the 21st century in time with the leadership skills and administrators and system.

Significant Relationship between the profile variables
And Extent of manifestation of the different
Leadership skills as Perceived by School Administrators

This section presents the significant relationship between the pupil variables and the extent of manifestation of the different leadership skills as perceived by administrators. The data is presented in table 5 in answer to sub-problem 3.

Table 4
Difference between the perceptions of school
Administrators' with that of the teachers

This section presents the difference between the perception of school administrators' with that of the Teachers and presented in table 4 in answer to sub-problem 3

A. Leadership skills	AWM	D.E
1. Strategic Leadership	3.42	MS
2. Instructional Leadership	3.43	MS
3. Cultural Leadership	4.22	S
4. Human Resources Leadership	3.31	MS
5. Managerial Leadership	3.46	MS
AWM	3.57	S

Table 4 present the summary on the extent of school administrators' perception in their leadership skills. Scrutinizing the table, majority of the school administrators' believed that they really practiced cultural leadership as indicated by the average weighted mean of 4.22 which means "Serious". However, summary up the five (5) leadership skills of the 21st century for school administrators in Zone III , they believed that they function to a "Serious" with an had a positive climate for change and nurturing culture approaches to change as they welcome the 21st century in time with the leadership skills and administrators and system.

Table 5
Problems met by the school administration in the
Manifestation of their leadership skills

This section presents the problem met by the school administrators' in the manifestation of their leadership skills.

A.	Along	AWM	Descriptive Equivalent (DE)
Curriculum Development			
1.	Assisting teachers in sequencing tasks/analyzing activities from simple to a more complex ones in order to provide firm foundation.	2.40	Slight Extent
2.	Guiding teachers in the provision of differentiated activities and assignments to meet the needs and abilities of the pupils.	2.56	Slight Extent
3.	Guiding teachers in choosing strategies/teaching devices that are not suited to the objectives and increased pupil participation.	2.30	Slight Extent

4.	Evaluating learning experiences activities that would carry out instructional objectives in the different learning areas in the PELC.	2.60	Slight Extent
5.	Conceptualizing experiences/ activities to carry out and integrate into the lesson desirable to Filipino values.	1.89	Slight Extent
B. Evaluating Teachers' Performance			
1.	Quick recognition of change of outlook of the teaching profession.	2.75	Moderate Extent
2.	Quick analysis of whether or not teachers live out the value that they are teaching to the pupils.	3.20	Moderate Extent

Continuation of Table 5

B. Along Evaluating Teachers' Performance		AWM	Descriptive Equivalent (DE)
3.	Competence in helping/aiding the teachers in evaluating their strategies and measures.	3.40	Moderate Extent
4.	Discriminating discrepancies between actual performance of teachers and set of standards.	2.65	Moderate Extent
5.	Using results of evaluating techniques to determine the goals as well as the bad points in teachers' performance.	3.40	Moderate Extent
C. Along Evaluating Classroom Instruction			
1.	Determining key behavior demonstrated by pupils after study of a particular event.	2.60	Slight Content
2.	Ability to timely spotting the learning difficulty.	3.40	Moderate Extent
3.	Constructing objectives based on criterion-referenced measures of evaluation.	2.50	Slight Extent
4.	Analyzing and interpreting test results.	2.50	Slight Extent
5.	Aiding teachers in conducting follow-up measures when test results show less than the required mastery level.	1.81	Slight Extent

Legend:

<u>Scale</u>	<u>Range</u>	<u>Descriptive Equivalent (DE)</u>
5	4.21-5.00	Full Extent (FE)
4	3.41-4.20	Extent (E)
3	4.61-3.40	Moderate Extent (ME)
2	1.81-2.60	Slight Extent (SE)
1	1.00-1.80	Not At All (NAA)

Table 5 presents the extent of perception of the school administrators in their supervisory competence as agreed by their teachers. Looking at the table there were five (5) items for each supervisory competence in curricular development, teachers' performance and evaluating classroom instruction. It was noted that the teachers agreed that their school administrators are still weak with "slight extent" in curriculum development. While in teachers' performance they perceived that their school administrator belonged to a "moderate extent" and along evaluating classroom instruction, the teachers rated them to a "slight extent" except for Item No. 1 – on determining key behavior demonstrated by pupils after study of a particular unit. This implies the need for school administrators to update the instructional competence by way of attending in-service trainings in line with supervision and administration.

**Problems Being Met by the Public
School Administrators in Terms
of Instructional Competence**

This section deals on the problems being met by the public school administrators in terms of instructional competence. Table 6 in the next page presents the data.

Table 6
Proposed to address the problems identified
By the School Public School
Administrators in Terms of
Manifestation of their Leadership Skills
N=54

Identified Problems	AWM	Descriptive Equivalent (DE)
1. Lack of time to supervise teachers due to overlapping activities.	3.50	SP
2. Lack of knowledge to implement supervisory activities.	3.50	SP
3. Lukewarm attitude of teachers in observing their class.	4.21	VSP
4. Negative perceptions of teachers toward supervision.	3.40	MSP
5. No time to observe due to administrative work.	2.60	LSP

From Table 6, indicated were the identified problems being met by the school administrators in terms of their supervisory competence. It was item 3 – lukewarm attitude of teachers in observing their class with an average weighted mean of 4.21 – “Very Serious Problem” as the descriptive equivalent. Item 1 – lack of time to supervise teachers due to overlapping (AWM=3.50) and item 2 – lack of knowledge to implement supervisory activities (AWM=3.50) respectively. This indicates that the school administrators have many problems being encountered due to analyzing of activities as empowered principals.

Proposed Intervention Measures to Address
The Identified Needs Relative to the
Instructional Competence of the
School Administrators

The proposed intervention measures to address the identified needs relative to the instructional competence of the school administrators. This enables them to be well-informed regarding their tasks as well as to identify their problems being met in terms of instructional competence.

It will also serve as a vehicle towards improving not only their instructional competence but also that of their teachers' preparedness and the pupils' achievement. This will lead to the attainment of quality supervision and hence, quality instruction.

Since age and length of service are not related to the competencies of the school administrators, the seniority rule is not a factor for promotion. Apparently, it could be said that better school administrators are more competent in the evaluation of teachers' performance.

Hopefully, that the proposed intervention measures will serve as frame of reference by the school administrators in Schools Division Office I Pangasinan in improving their supervisory competence as well as their administrative functions and communication skills. Likewise, it will help them identify their strengths and weaknesses and wherein weaknesses were noted possible solutions be addressed to higher authorities.

**Proposed Intervention Measures to Address
The Identified Needs Relative to the
Instructional Competence of the
School Administrators**

Areas of Concern	Proposed Intervention Measures
A. Along Curriculum Development	<ol style="list-style-type: none"> 1. Teachers under the leadership of the school administrator should engage in continuous systematic curricular development. 2. The supervisory program should treat curriculum instruction and learning as independent. 3. School administrators should motivate teachers to interpret relevant knowledge.
B. Along Evaluation of Teachers' Performance	<ol style="list-style-type: none"> 1. School administrators should religiously monitor classroom instruction, activities and strategies used by the teachers. 2. They should manage their teachers to accept constructive suggestions offered by their school administrators after class observation to improve their teaching skills.
C. Evaluating Classroom Instruction	<ol style="list-style-type: none"> 1. There should be periodic evaluation of classroom instruction to identify the pupils' learning difficulties. 2. Close supervision to the teacher should be extended to help improve her teaching competencies. 3. Guiding teachers in conducting follow-up measures when that results show less than the required mastery level.

Table 7



Acceptability of the Proposed Intervention measure to address the problems identified by the school administrators in the manifestation of their leadership skill

Legend:

Point Values	Point Ranges	Descriptive Equivalent
5	4.21 - 5.00	Very Much Acceptable
4	3.41 - 4.20	Much Acceptable
3	2.61- 3.40	Acceptable
2	1.81 - 2.60	Slightly Acceptable
1	1:00 - 1.80	Not Acceptable

Table 7 present the acceptability of the proposed Intervention measure to address the problems identified by the school administrators in the manifestation of their leadership skills as acceptable as indicated by the average weighted mean of 3.15. In particular on the table would reveal that “The objectives are precise and exact” (3.78) was interpreted as much acceptable with a mean of 4.11; while “The matrix layout is clear and spontaneous” got the lowest mean of 3.22 which is interpreted acceptable.

CHAPTER 4

Indicators	VMA	MA	A	SA	NA	Mean	Descriptive Equivalent
1. The intervention measure is specific	10	15	15	10	4	3.31	Acceptable
2. Each of the term is sufficiently comprehensive.	20	10	4	10	10	3.37	Acceptable
3. The matrix layout is clear and spontaneous.	10	15	10	15	4	3.22	Acceptable
4. The intervention measure is aligned with K to 12 standards	10	17	10	10	7	3.24	Acceptable
5. The objectives are precise and exact	30	5	5	5	9	3.78	Much Acceptable
6. The intervention measure is organized	20	10	10	7	7	3.54	Much Acceptable
7. The intervention measure is sensible.	10	17	10	10	7	3.24	Acceptable
8. The activities of program are motivating.	15	15	12	7	5	3.52	Much Acceptable
9. The intervention measure can be attained.	20	10	11	7	6	3.57	Much Acceptable
10. The intervention measure is relevant to the needs of the teachers.	24	10	5	10	5	3.70	Much Acceptable
Weighted Average Mean	3.15			Acceptable			

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, the conclusions and recommendations offered.

SUMMARY

This study used the discipline method of research using a questionnaire as the main data gathering in the assist of the leadership skills of the 21st century school administrators’ in Schools Division Office I Pangasinan, during the school year 2023-2024. The assent included the profile of the school administrators’ along highest educational qualification length of service, relevant in-service training attended as school administrators and present position; extent of the school administrators perception on their leadership skills, along the following strategies, instruction, cultural, human resource and managerial leadership; and the process met by the school administrators’ in the manifestation of their leadership skills, the output of this study was a proposed intervention measures to address the problem identified by the school administrators’ in the manifestation of their leadership skills, frequency percentage and average weighted mean was used to treat the data needed in this study the fifty four (54) school administrators served as respondents of this study.

Findings:

- 1.0. Profile of the Public Elementary School Administrators in Zone III, in term of variables
- 1.1. Majority of the school administrators Zone III are holds of Master of Arts in Education 6 or 42.86 percent in term of their highest educational qualification.
- 1.2. Along the length of experience as school administrators they belonged to 11 and above length and experience 8 or 57.14 percents.
- 1.3. The public elementary School Administrator of Zone III attends various in-service training; however on four attend a natural level conference 4 or 28.57 percents.
- 1.4. In terms of their present position as administrators, majority and principal 1, 15 or 35.71 percent.

Extent of Perception of the School Administrators in Their Instructional Competence

- 2.0. Extent of Perception of the School Administrators Perception in the leadership skills in term of variables.
- 2.1. Majority of the school administrators' perception their leadership skills in strategies leadership to "Moderately Serious" with 3.42 an average weighted mean.
- 2.2. In term of the instructional leadership skills, the school administrators' of Zone III belonged to a "Moderately Serious" with an average weighted mean of 3.43.
- 2.3. Along their cultural leadership to a "Serious" 4.22 as the average weighted mean.
- 2.4. The school Administrators Perception on human resource leadership was "Moderately Serious" with an average weighted mean of 3.31 percent.
- 2.5. On the extent of their managerial leadership they rated it to a "Moderate Serious" 3.46 as for average weighted mean.
- 2.6. The overall weighted mean of this leadership study was 3.57 average weighted mean, to a "Serious".

- a. Significant relationship between the profile variables and the extend of manifestation of the applet leadership skills as perceived by school administrators.

3.2 Difference between the perceptions of school administrators of the school administrators with that of the teachers

- 4.0 problems met by school administrators in the manifestation of their leadership skills
- 4.1 Majority of the school administrators met problem in the manifestation of their leadership skills with and average weighted mean of 3.35 which means "Moderate Extent" problem.
- 5.0 Proposed intervention measures to address these problems identified by the school administrators in the manifestation of their leadership skills
- 5.1 The progressed intervention measures can address this problem met by the school administrators in the manifestation of these leadership skills

CONCLUSIONS

Based on the findings study, the following conclusions were drawn.

1. There is a need to update the educational qualification of the school administrators.
2. The school administrators should be more aware in exercise of their duties and function in terms of their leadership skills.
3. This problems being met should be possible solution for more effective implantation of their leadership skills.

RECOMMENDATIONS

In this light of the findings made and the conclusion the fully recommendation are hereby offered.

1. The proposed intervention measures should be forwarded DepEd concerns authorities for implementation.
2. Conduct in service trainings programs along leadership skills for school administrators.
3. Stimulation study be conducted in wider scope to validity the of this study.

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APPENDIX A

LETTER OF REQUEST FOR PERMISSION TO CONDUCT THE STUDY

Republic of the Philippines
DEPARTMENT OF EDUCATION
REGION I
SCHOOLS DIVISION OFFICE I PANGASINAN
ZONE III

The Schools Division Superintendent
Schools Division Office I Pangasinan
Lingayen, Pangasinan

Madam:

Presently, I am conducting a reserved work entitled “**Instructional Leadership Competence of the Public Elementary School Administration**” in partial fulfillment for the degree Doctor of Education at the Colegio De Dagupan, and Pangasinan this academic 2023-2024.

In this connection, may I request permission from your good office to allow me administer my questionnaire to identified respondents in Schools Division Office I Pangasinan.

Thank you very much and for your favorable action.

Very truly yours,

JANICE R. CAYABYAB
Researcher

APPROVED:

FATIMA R. BOADO, Ed.D.
Schools Division Superintendent

APPENDIX B

**QUESTIONNAIRE FOR SCHOOL ADMINISTRATORS
In Zone III**

Dear Respondents,

Attend is my questionnaire to my data gathering instrument in the conduct of my research work entitled “Instructional Leadership Competence of the Public Elementary School Administration” Lyceum Northwestern University, Pangasinan this academic 2023-2024 in partial fulfillment for the degree Doctor of Education.

Kindly put a check mark (/) in the blank provided for. Rest assured that your responses will be kept with strict confidentiality.

Thank you very much and more power.

Very truly yours,

JANICE R. CAYABYAB
Researcher

Part I. Professional Profile of the Public Elementary School Administrator in Schools Division Office I Pangasinan in terms of variables

Direction: Kindly put a check (/) mark on the blank provided for each item.

- A. Sex
 Male
 Female

- B. Highest Educational Attainment
 Ed.D/Ph.D
 With units in Doctoral degree
 M.A/M.S
 Others (Pls. specify)

- C. Length of Experience as School Administrator
 0 to 5
 6 to 10
 11 and above

- D. Number of Relevant In-Service Trainings Attended for the past 5 years (2011-2016)
 National
 Regional
 Division
 District

E. Present Position

- Head Teacher
 Principal I
 Principal II
 Principal III
 Principal IV

Part II. Perception of the Instructional Training Development Program.

Directions: Kindly put a check mark (/) on the space provided for each column using the scale below.

Scale	Statistical Limit	Descriptive Equivalent (DE)
5	4.50-5.00	Very Serious (VS)
4	3.50-4.49	Serious (S)
3	2.50-3.49	Moderately Serious (MS)
2	1.50-2.49	Slight Serious (SS)
1	1.00-1.49	Not Serious (NS)

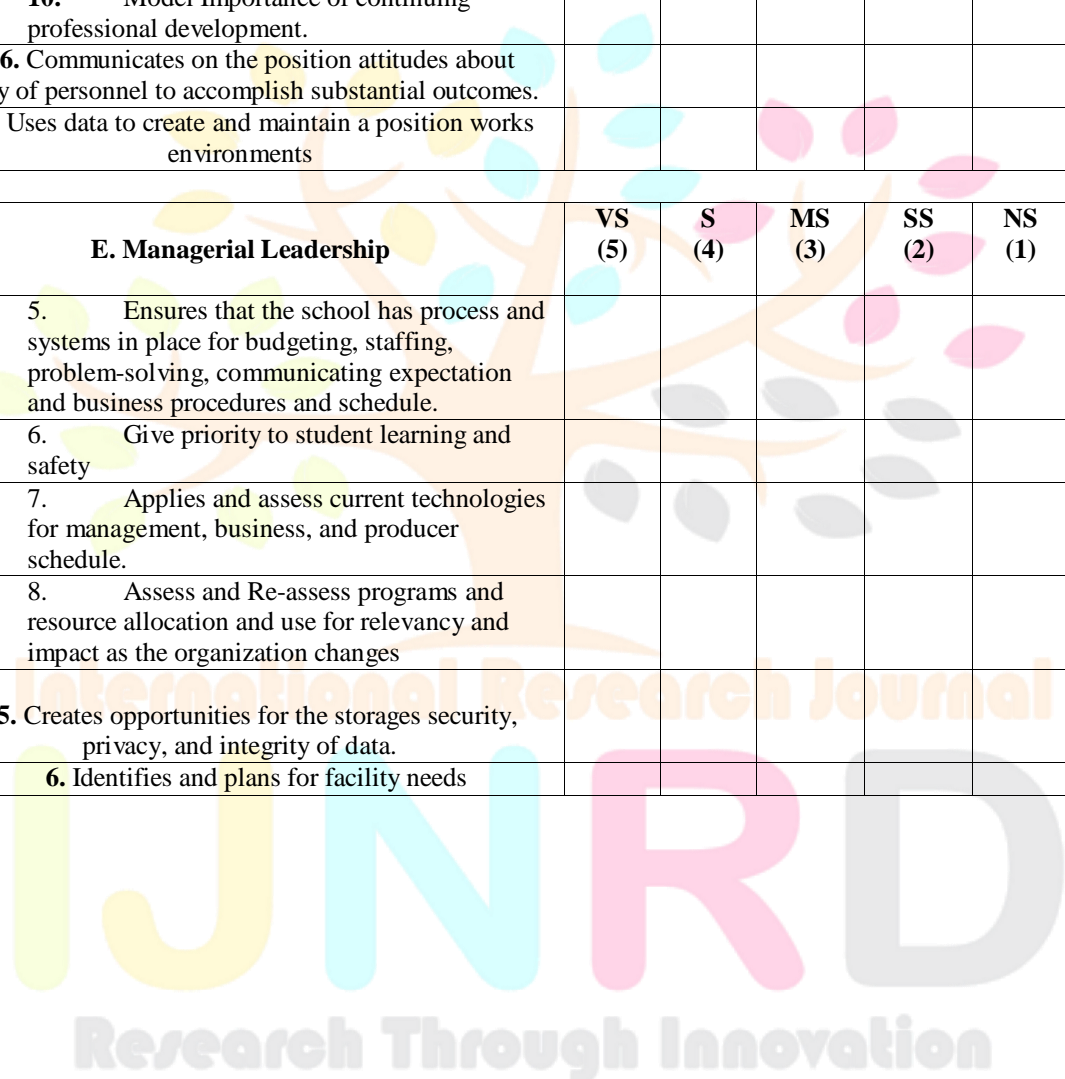
A. Strategies leadership	VS (5)	S (4)	MS (3)	SS (2)	NS (1)
1. Creates condition that result in re-imagining the schools vision, mission and goals.					
2. Ensures that every learners graduates from elementary passion knowledge and skills ready for high school					
3. Share the vision of changing world in the 21 st century to pupils and colleagues					
4. Adapts to change and considers new ways to accomplish tasks and is comfortable with changing implementation process					
5. Takes initiative to help learners acquire 21 st century skills and become the driving force behind these initiation					
6. Helps teachers set high, concrete goals for learners to meet and experts all learners to meet them.					
7. Organizing a team to create and execute a school empowerment plan					

B. Instructional Leadership	VS (5)	S (4)	MS (3)	SS (2)	NS (1)
6. Sets high standard for the professional practice of 21 st century instruction and assessment					
7. Creates professional learning communities resulting in highly engaging instruction and improved learners learning					
8. Initiates and guides conversations about instructions and learners learning					
9. Demonstrates knowledge of 21 st century curricula, instruction and assessment					
5. Ensures that there is an appropriate and logical alignment between overall of the school and government programs.					
6. Facilitates collaboration among staff and creates process for identifying benchmarking and providing learners access to a verify of instruction tasks.					
7. Provides formal feedback to teachers and protect teachers from issues and influences that would distract from there instructional time.					

C. Cultural Leadership	VS (5)	S (4)	MS (3)	SS (2)	NS (1)
6. Understand and acts on the importance of the role of a school culture in the performance of the school					
7. Imports and sales history, tradition and norms of the school community					
8. Enforces strictly roles and regulations among teachers and learners					
9. Participates activity in the promotions, preservation and restoration of historical sites, traditional and customs of the community					
10. Patronize loudly made product and senses as role model of cultural values					

D. Human Resource Leadership	VS (5)	S (4)	MS (3)	SS (2)	NS (1)
6. Ensures that the school is a professional learning community process and systems in place that result in recruitment, induction, support, evaluation, development and retention of enough performing diverse staff					
7. Provides for result-oriented professional development that is aligned with identified 21 st century curriculum					
8. Ensures necessary resources are allocated to achieve the school goals for achievement and instruction.					
9. Participants in consistent, sustained and open community about schools mission and vision					
10. Model Importance of continuing professional development.					
6. Communicates on the position attitudes about ability of personnel to accomplish substantial outcomes.					
7. Uses data to create and maintain a position works environments					

E. Managerial Leadership	VS (5)	S (4)	MS (3)	SS (2)	NS (1)
5. Ensures that the school has process and systems in place for budgeting, staffing, problem-solving, communicating expectation and business procedures and schedule.					
6. Give priority to student learning and safety					
7. Applies and assess current technologies for management, business, and producer schedule.					
8. Assess and Re-assess programs and resource allocation and use for relevancy and impact as the organization changes					
5. Creates opportunities for the storages security, privacy, and integrity of data.					
6. Identifies and plans for facility needs					



Part III. Problems met by the school heads in the manifestation of this leadership skills and the degree of serious.

Directions: Kindly put a check mark (/) on the space provided for each column using the scale below.

Scale	Statistical Limit	Descriptive Equivalent (DE)
5	4.50-5.00	Very Serious (VS)
4	3.50-4.49	Serious (S)
3	2.50-3.49	Moderately Serious (MS)
2	1.50-2.49	Slight Serious (SS)
1	1.00-1.49	Not Serious (NS)

Identified problems	VS (5)	S (4)	MS (3)	SS (2)	NS (1)
1. Lack of in-service training for a more effective implementation of leadership skills for school administrators'					
2. Too much paper works for school administrators'					
3. Lacks of time to perform the leadership skills					
4. Intact for some school administrators' to perform their taste in the development of leadership					
5. Conceptualizing experiences/ activities to carry out and integrate into the lesson desirable to Filipino values.					
6. Can't adapt leadership skills expected in different culture					
7. Too much competitors in running school organization					
8. Indirect communication between school administrators' and teaching					
9. Other (specify)					



QUESTIONNAIRE FOR ELEMENTARY SCHOOL TEACHERS

Part I*. Perception of the Teachers on the Level of Instructional Competence of Their School Administrators

Items	FE (5)	E (4)	ME (3)	SE (2)	NAA (1)
A. Along Curriculum Development					
Instructional Competence					
1. Assisting teachers in sequencing tasks/analyzing activities from simple to a more complex ones in order to provide firm foundation.					
2. Guiding teachers in the provision of differentiated activities and assignments to meet the needs and abilities of the pupils.					
3. Aiding teachers in choosing strategies/teaching devices that are not suited to the objectives and increased pupil participation.					
4. Evolving learning experiences activities to carry out instructional objectives in the different learning areas in the PELC.					
5. Conceptualizing experiences/activities that would carry and integrate into the lesson desirable to Filipino values.					

Items	FE (5)	E (4)	ME (3)	SE (2)	NAA (1)
B. Along Evaluating Teachers Performance					
1. Quick recognition of change of outlook of the teaching profession.					
1. Quick analysis of whether or not teachers live out the value that they are teaching to the pupils.					
2. Competence in helping/ aiding the teachers in evaluating their strategies and measures.					
3. Discriminating discrepancies between actual performance of teachers and set of standards.					
4. Using results of evaluating techniques to determine the good as well as the bad parts in teachers' performance.					
C. Along Competence Evaluating Classroom Instruction					
1. Determining key behavior demonstrated by pupils after study of a particular unit.					
2. Ability to timely spotting the learning difficulty.					
3. Constructing objectives based criterion referenced measures of evaluation.					
4. Analyzing and interpreting test results.					
5. Aiding teachers in conducting follow-up measures when test results show less than the required mastery level.					