



ASSESSMENT OF THE INSTRUCTIONAL LEADERSHIP BY THE PUBLIC ELEMENTARY SCHOOL ADMINISTRATORS IN SAN JOSE DEL MONTE

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This study aimed to determine the instructional leadership by the public elementary school administrators in District 10, San Jose Del Monte as basis for an action plan for the promotion of effective teaching-learning. Thus, the descriptive method of research is appropriate since the main purpose of this study is to describe with emphasis the instructional leadership by the public elementary school administrators. The gathered data were subjected to statistical treatment for accurate interpretation of the findings. This study was conducted in public elementary schools in District 10, San Jose Del Monte in order to determine instructional leadership of the school administrators as basis for an action plan for the promotion of effective teaching-learning. The vision of school leaders was found to inspire teachers to change their practice. In addition to a convincing vision, it is also necessary to be able to realize this change practically, by defining the activities that are required. Moreover, the researcher aims to determine the level of their competence in their exercise of instructional leadership.

The formulated conclusions in this study were based on the preceding findings. The researcher therefore concluded that Majority of the school administrators were old, female, with doctorate and masteral degree holder, with minimum experience as administrators, and very satisfactory in terms of their performance. The school administrators have great level of leadership. The level of public service delivery of the school administrators is much extent. Moreover, it is shown in the table the majority of the problems mentioned are serious as rated by the school administrators. The researcher having put energy and effort into this study and formulated conclusions it was hereby recommended that, the proposed action plan should be presented to the Schools Division Superintendent for implementation.

Considering the good leadership and public service delivery of the school administrators, they have to continuously strive to maintain the good leadership and public service delivery along the areas of concern. It is imperative to provide trainings to the school administrators in leadership and public service delivery. Similar study should be conducted in other divisions to determine the effectiveness of the present study.

INTRODUCTION

School leadership has become a priority in education policy agendas internationally. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling.

As countries are seeking to adapt their education systems to the needs of contemporary society, expectations for schools and school leaders are changing. Many countries have moved towards decentralization, making schools more autonomous in their decision making and holding them more accountable for results. At the same time, the requirement to improve overall student performance while serving more diverse student populations is putting schools under pressure to use more evidence-based teaching practices.

In the international world, school leadership is now an education policy priority around the world. It increased school autonomy and a greater focus on schooling and school results have made it essential to reconsider the role of school leaders. Notably, there is much room for improvement to professionalize school leadership, to support current school leaders and to make school leadership an attractive career for future candidates. The ageing of current principals and the widespread shortage of qualified candidates to replace them after retirement make it imperative to take action. These developments have made school leadership a priority in education systems across the world. Policy makers need to enhance the quality of school leadership and make it sustainable (Pont, 2016).

The education system in many states, has been performing instructional leadership as a major part of the effective school leaders' behavior. One of the goals of instructional leadership implementation is to increase the learning outcomes of students. However, many of international student assessments have shown the positive effect of instructional leadership in the education system (Yunita, 2015). The school's instructional leadership ran effectively, when, in practice, the leadership was followed and guided by a clear formulation instructional objective and good collaboration among principals, teachers, students and all stakeholders.

Country practices and evidence from different sources show that school leaders need specific training to respond to broadened roles and responsibilities. Strategies need to focus on developing and strengthening skills related to improving school outcomes and provide room for contextualization. Given the increased autonomy and accountability of schools, leadership at the school level is more important than ever.

Policy makers and practitioners need to ensure that the roles and responsibilities associated with improved learning outcomes are at the core of school leadership practice. Scholars have shown that school leaders can make a difference in school and student performance if they are granted autonomy to make important decisions. However autonomy alone does not automatically lead to improvements unless it is well supported. In addition, it is important that the core responsibilities of school leaders be clearly defined and delimited. School leadership responsibilities should be defined through an understanding of the practices most likely to improve teaching and learning.

The increased responsibilities and accountability of school leadership are creating the need for distribution of leadership, both within schools and across schools. School boards also face many new tasks. While practitioners consider middle-management responsibilities vital for effective school leadership, these practices remain rare and often unclear; and those involved are not always recognized for their tasks. Policy makers need to broaden the concept of school leadership and adjust policy and working conditions accordingly.

There is a need to reinforce the concept of leadership teams in national frameworks, to develop incentive mechanisms to reward participation and performance in these teams and to extend leadership training and development to middle-level management and potential future leaders in the school. Finally, policy makers need to reflect on modifying accountability mechanisms to match distributed leadership structures. Distribution of leadership can strengthen management and succession planning. Distributing leadership across different people and organizational structures can help to meet the challenges facing contemporary schools and improve school effectiveness.

As the key intermediary between the classrooms, the individual school and the education system as a whole, effective school leadership is essential to improve the efficiency and equity of schooling. Within each individual school, leadership can contribute to improve student learning by shaping the conditions and climate in which teaching and learning occur. Beyond the school borders, school leaders can connect and adapt schools to changing external environments. And at the school-systems interface, school leadership provides a bridge between internal school improvement processes and externally initiated reform.

According to Verbiest (2015), the growing interest in school leadership can be understood against the background of increasing expectations at the school in the context of a knowledge society, more autonomy for schools and school leaders but also greater accountability and the idea that school leaders can make a difference for students. But school leadership does not operate in static educational environments. As countries are seeking to adapt their education systems to the needs of contemporary society, the expectations for schools and school leaders have changed profoundly. Many countries have made schools more autonomous in their decision making while centralizing standards and accountability requirements and demanding that schools adopt new research-based approaches to teaching and learning. In line with these changes, the roles and responsibilities of school leaders have expanded and intensified. Given the increased autonomy and accountability of schools, leadership at the school level is more important than ever.

Policy makers need to adapt school leadership policy to new environments by addressing the major challenges which have arisen over the past decades. There is a growing concern that the role of school principal designed for the industrial age has not changed enough to deal with the complex challenges schools are facing in the 21st century. Countries are seeking to develop new conditions for school leadership better suited to respond to current and future educational environments. As expectations of what school leaders should achieve have changed, so must the definition and distribution of tasks, as well as the levels of training, support and incentives.

Ensuring future quality leadership is also vital for school improvement. In most countries, a time of high demographic turnover in school leaders, education systems need to focus on fostering future leaders and making leadership an attractive profession. The contemporary challenge of leadership, in systemic terms, is not only to improve the quality of current leaders but also to develop clear plans for future leadership and effective processes for leadership succession. The said developments and challenges have made school leadership a priority in education policy agendas and partner countries.

Education ministers emphasized the key role of school leadership in helping education systems respond to the needs of rapidly changing societies. In response, the government proposed to conduct an international activity to help policy makers compare their approaches to school leadership policy, identify innovative practices and provide policy options for action. The school leader stimulates the involvement and development of teachers and work together with them to improve the instructional process. The principal is not the sole instructional leader but the leader of instructional leaders. Instructional leadership in this respect means helping teachers to make explicit their theories of practice in ways that equip them to make comparisons between existing and new practice.

Moreover, school principals are expected to be prepared for this level of authority and increased responsibility in order to reach the goals of the school (Sofa et al., 2012). As a consequence, there is a greater need for the principals to expertise in teaching and learning process and to prepare actions to improve the quality of education. Therefore, the Ministry of National Education through their various principal trainings has been urging the principals to implement the instructional leadership as it has been stated to their major training module in order to improve the quality of the education. Instructional leadership is a major part of the effective school leaders' behaviors.

3.3 Theoretical framework

Instructional leaders are mandated to establish a standard of excellence in teaching, define benchmarks of instructional effectiveness and help teachers meet the required standards and attain the benchmarks. The expectations are not merely fluff that a leader uses to help followers to maintain a positive outlook on their work, but the expectations that the leader holds provide the framework into which followers fit their realities. The following theories support the current study:

The Theory of Action provides the ways that professional standards can guide educational leadership practice and promote its outcomes. This theory-of-action also indicates how these professional standards can be effectively used. Standards have direct influence on members of the profession by creating expectations and setting directions for the practice of educational leaders.

They have indirect influence on educational leadership by helping to shape the actions and support provided to members of the profession by professional associations and the system of supporting institutions involved in educational leader preparation and development. They also have indirect influence on educational leadership by serving as a foundation for policy and regulations regarding the profession and its practice, including those related to educational leader preparation, certification, professional development, and evaluation. Moreover, standards shape public expectations for the profession, for policy, and for supporting institutions which also affect practice.

RESEARCH METHODOLOGY

This study assessed the proficiency in the use of the Mother Tongue by the Grade 1 teachers and their learners in Labrador District, Schools Division Office I Pangasinan during the school year 2023-2024. The assessment focused on the level of proficiency in the Mother Tongue of the Grade 1 teachers and their learners in terms of the analysis of the tape recorder and the interaction of the Mother Tongue; the strengths and weaknesses of the kinder teachers and learners in the use of Mother Tongue as their instructional language. The output of this study is a proposed recommendation to address the weaknesses of Grade 1 teachers in Mother Tongue.

3.2 Data and Sources of Data

In this study, the study was conducted from the public elementary schools in San Jose Del Monte in order to determine the instructional leadership by the public elementary school administrators in San Jose Del Monte as basis for an action plan for the promotion of effective teaching-learning.

Table I
Distribution of Public Elementary Schools in San Jose Del Monte
N= 15

Public Elementary Schools	Number of School Heads
1. GUIJO ELEMENTARY SCHOOL	1
2. Bagong Buhay A ES	1
3. Bagong Buhay B ES	1
4. Bagong Buhay E ES	1
5. Bagong Buhay F ES	1
6. Bagong Buhay G ES	1
7. Bagong Buhay I ES (Lawang Pari)	1
8. Kakawate ES	1
9. Minuyan ES	1
10. Paradise Farms Comm. School	1
11. Sto. Cristo ES	1
12. Towerville ES	1
13. San Isidro ES	1
14. San Roque ES	1
15. Goldenville ES	1
Total	15

IV. RESULTS AND DISCUSSION

This chapter presents the summary of findings, the conclusions arrived at, and the recommendations made based on the conclusions.

Summary

This study aimed to determine the instructional leadership by the public elementary school administrators in San Jose Del Monte as basis for an action plan for the promotion of effective teaching-learning. Thus, the descriptive method of research is appropriate since the main purpose of this study is to describe with emphasis the instructional leadership by the public elementary school administrators. The gathered data were subjected to statistical treatment for accurate interpretation of the findings. This study was conducted in public elementary schools in San Jose Del Monte in order to determine instructional leadership of the school administrators as basis for an action plan for the promotion of effective teaching-learning. The vision of school leaders was found to inspire teachers to change their practice. In addition to a convincing vision, it is also necessary to be able to realize this change practically, by defining the activities that are required. Moreover, the researcher aims to determine the level of their competence in their exercise of instructional leadership.

Findings

Findings were derived from the responses to the sub-problems of this study.

1. As regards to their present position 15 of them were Head Teacher III representing 52 %, 8 of them were Principal II representing 28 %; 2 of them were Principal II and 2 of them as Head Teacher II; 1 of them as Principal III and 1 as Head Teacher I.

Relative to the length of their services, bracket 1-5 years had 3 school administrators representing 10%, bracket 6-10 years had 7 school administrators representing 25%, bracket 11-15 years had 9 school administrators representing 31%, bracket 16 years & above had 16 school administrators representing 34%.

Out of the 29 school administrators, there are 4 or 14 % had doctorate degree; 6 of them had PH. D./Ed. D. units; there were 14 who were Master of Arts in Education graduates (MAED) representing 48%; 5 of them had units in MAED representing 17%.

Relative to their performance rating, 6 school administrators were outstanding representing 21% and the rest school administrators were very satisfactory representing 79%.

2. On the exercise of Instructional Leadership to promote effective teaching-learning composed of 1. Setting goals which had verbal rating of Very Much Extent (VME), 2. allocating resources for instruction which received verbal rating of Much Extent (ME), 3. managing the curriculum which received verbal rating of Much Extent (ME), 4. evaluating teachers received verbal rating of Very Much Extent (VME) and 5. establishing healthy and viable home-school relations which received verbal rating of Much Extent (ME).

3. The problems being met by the school administrators are serious as reflected in the overall average weighted mean of 4.32. The number 1 problem of the school administrators is some teachers are against with their policies with 4.72 which is very serious. This is being followed indifferent attitudes of teachers to innovation/change in school with 4.42 which is serious.

4. A proposed action plan to address the problems being met by the public elementary school administrators in their exercise of instructional leadership.

CONCLUSIONS

The formulated conclusions in this study were based on the preceding findings. The researcher therefore concluded that:

1. Majority of the school administrators were old, female, with doctorate and masteral degree holder, with minimum experience as administrators, and very satisfactory in terms of their performance.
2. The school administrators have great level of leadership.
3. The level of public service delivery of the school administrators is much extent.
4. Moreover, it is shown in the table the majority of the problems mentioned are serious as rated by the school administrators.

RECOMMENDATIONS

The researcher having put energy and effort into this study and formulated conclusions it was hereby recommended that:

1. The proposed action plan should be presented to the Schools Division Superintendent for implementation.
2. Considering the good leadership and public service delivery of the school administrators, they have to continuously strive to maintain the good leadership and public service delivery along the areas of concern.
3. It is imperative to provide trainings to the school administrators in leadership and public service delivery.
4. Similar study should be conducted in other divisions to determine the effectiveness of the present study.

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