

### Short Paper

# Basic Education School Administrators' Instructional Leadership Capabilities for Professional Development

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## Abstract

This study determined the instructional leadership capabilities of the school administrators in basic education. Further, this study covered the four strands of National Competency-Based Standards for School Heads (NCBSSH). This also used a descriptive survey method. A descriptive survey attempts to establish the range and distribution of social characteristics, such as education or training, location, and to discover how these characteristics may be related to certain behavior patterns or attitudes. As a result, school administrators' instructional leadership capabilities were marked very capable which means that they continuously exposed themselves to different pieces of training to capacitate the reformation for a possible innovation to their schools. As regards the problem encountered on instructional leadership, it is described as moderately serious. In conclusion, school administrators had a multifarious task in the educative process and school management as they are primarily responsible for administering all aspects of a school's operation. Among those roles, school administrators also provide opportunities to personal to continuous professional growth and assure flexible scheduling to provide student access at the time of instructional needs. They continuously support and encourage innovative strategies and the incorporation of new technology into teaching and learning activities. As recommended, the administrators are encouraged to use the proposed Capability Development Program entitled Capability Enhancement Training on Instructional Leadership of Public School Administrators. This also addressed the challenges met by the public school administrators.

**Keywords** – basic education, school administrators, instructional leadership capabilities, professional development

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## INTRODUCTION

Quality of education largely depends on the quality of services and outcomes dispense by the school official. It primarily anchors on the quality of instruction and leadership competencies a school leader has. Moreover, today's milieu, school administrator is in a most strategic position to lead the direction of the educational system. Consequently, as an instructional leader, he has a great responsibility to render the best educational services to the teacher-learners in the pursuit of quality education for national growth and economic development.

Educational leaders have a very crucial role to play in the achievement of educational targets, particularly on instructional development. Instructional leadership involves an effort to enhance the delivery of instruction in a school system where learners learn at a high level. The school administrator shall meet their instructional roles and responsibilities by assuming a top-down supervisory approach that focused on monitoring and evaluating teacher's performance and learners' achievement. Therefore, they need to perform their administrative and supervisory function properly to effectively and efficiently deliver the purpose in the development of change.

Nolasco (2014) stated that school leaders must be intellectually and emotionally competent and must show competence in all their undertakings. He must be capable, skillful, and well-versed for effective school management and supervision and shall possess professional ethics which are integral to good leadership. Probably their most challenging task is how to make the organization and its members become productive in terms of instructional development. On the other hand, teachers play a vital role in the production of instructional materials in collaboration with leaders in the pursuit of quality education, excellence, and competitiveness. Without them, nothing can be changed.

Conversely, school administrators had a multifarious task in the educative process and school management as they are primarily responsible for administering all aspects of a school's operation. Among those roles, school administrators also provide opportunities to personal to continuous professional growth, assure flexible scheduling to provide student access at the time of instructional needs. They continuously support and encourage innovative strategies and the incorporation of new technology into teaching and learning activities.

Liethwood (2016) defined and shared instructional leadership as collaborative work on curriculum, instruction, and assessment where the school administrators seek out and utilize teacher expertise in these areas to improve teaching and learning. Nevertheless, teachers share responsibility for staff development, curriculum development, and instructional supervision with the school administrator who serves as leader of all leaders, rather than the sole leader in the school. Thus, leadership for improved learners' learning involves both individual efforts by the principal to transform

school cultures and joint efforts by the principal and teachers to increase effective instructional practices.

As stipulated in Republic Act No. 9155 "Governance of Basic Education Act of 2001" states that school administrators are persons responsible for the administrative and instructional supervision of the school. As such, school administrators are expected to possess the following leadership dimensions. Educational leadership has something to do with the ability to craft and pursue a shared vision and mission, as well as develop and implement curriculum policies, programs, and projects. People leadership has something to do with the ability to work and develop effective relationships with stakeholders and exert a positive influence upon people. Strategic leadership has something to do with the ability to explore complex issues from a global perspective, manage an educational enterprise and maximize the use of resources.

Technical skills ability to conduct classroom observation system, analyzing classroom observation data; categorizing and clustering instructional objectives; establishing criteria for the selection of instructional materials; applying research findings; analyzing instructional setting; developing evaluation procedure; analyzing instructional tasks and demonstrating instructional skills and practices.

Managerial skills ability to assess teachers' needs; establishing instructional priorities for the instruction of change, advocacy of new curricula, innovative methods, new technology; analyzing educational environment; delegating responsibilities; managing time; monitoring and/or controlling activities and documenting organization and instructional activities.

Realizing the significant role of the school administrators in the school management and supervision, as mandated in the R.A. 9155 (Governance of Basic Education). The researcher was encouraged to investigate to establish the level of instructional leadership capabilities of public elementary school administrators, the academic year 2019-2020. The finding of the study may serve as a significant output in the enriching curriculum the delivery of quality instruction and shall serve as an avenue of closing the performance gap.

## **LITERATURE REVIEW**

### ***The Behavior of an Instructional Leader***

Leaders help themselves and others to do the right things. They set direction, build an inspiring vision, and create something new. Leadership is about mapping out where you need to go to "win" as a team or an organization; and it is dynamic, exciting, and inspiring (Koehler, 2013). As an instructional leader, crystallize the vision of the school—the image of what the school can be and what you want the school to accomplish.

Instructional leaders shall translate it into goals and objectives to be attained. School leaders should focus on activities of instruction, performance of the teachers and continuously monitor progress.

Collado (2010) made an investigation on Principals Managerial Competence and Socio-Cultural Effectiveness: Basis for A Leadership Enhancement. There are 108 respondents in elementary school principals and teachers and were randomly selected. The researcher found out that: School principals were excellent in personal attributes and very high in managerial competencies along with technical skills, human relationship skills conceptual skills, and task performance skills. Moreover, they were very high on socio-cultural effectiveness in terms of professional values namely self-worth, respect commanded, integrity, and social responsibility. Moreover, personal attributes had significantly related to their managerial competencies and personality was not found significant to socio-cultural effectiveness. Her recommendation, there shall be leadership training on management of community development so that their attributes and competencies could be harnessed to tangible community developing projects.

The progress of management studies, beginning with their progress in the 19th century through the dominance of several classical schools, behavioral development, quantitative school of current eras, head of an organization of several directions together with parallel progress of diverse exploratory aspects (Dima et. al, 2011).

According to Bradley (2015) school administrators are held liable for the learning outcome of the learners. They need to implement continuous learning improvement in the school system to adapt to the changing educational system. Moreover, school administrators shall be adept with varied skills of learning assessment so that they could continuously provide better technical assistance to teachers who have been their constant partners in the delivery of basic education. A want for management thoughts originated to pass which focused on classical contributors, for instance, Frederick Taylor, Henri Fayol, and Max Weber producing management theories such as Frederick Taylor's Scientific Management, Henri Fayol's Administrative Management, and Max Weber's Bureaucratic management and Mary Parker Follett (Sarker & Khan, 2013).

### ***The Leadership of a School Administrator***

Most organizations need to perform changes including in the field of education. Moreover, education reforms shall aim at improving the quality of existing education to provide quality human capital in the future. The education changes its aim in terms of attitude, thoughts, values, and practices for these changes have an impact on the situation of teaching and learning, the situation of the classroom environment as an addition to the role of teachers and students (Tan, 2010).

The characteristics of an effective principal fall into four categories: leadership traits, problem-solving abilities, social skills, and professional knowledge and

competence. Also, school leader explores the sustainability of social conditions and achievement outcomes. Leadership shall consider as a single most powerful determinant of school effectiveness manifested through your initiative and resourcefulness, high goal-orientation, flexibility, ability to transform teachers into emerging leaders, willingness to lead and act with courage and deliberation in a difficult situation, hard work and you being proactive rather than reactive (Adams, 2019).

To develop organizational leaders, one needs to understand how requisite skills are acquired throughout people's careers. Certain skills and experiences, however, were found to be particularly important at certain phases of leaders' careers. These findings are used to propose an organization-based model of skill development. The style of leadership of school administrators has a significant effect on the gaining process of organizational citizenship for teachers (Oğuz, 2010). Moreover, there is a meaningful and positive relationship between the organizational behaviors of teachers and transactional and transformational leadership styles of school administrators. It cannot be denied that school administrators have an important role in making teachers feel that they are the part of the organization and in their working more efficiently. Consequently, it is important that school administrators are the people who should have clear objectives, be open to transformation, be able to give ethical decisions and respect and appraise teachers' opinions.

Most of the administrators are facing problems of applying suitable leadership style in their administration, reported by the Educational Work Unit. Therefore, applying suitable leadership may assist administrators to solve the confusion due to the overlapping of work that occurred in work practice, administration, and ordering or commanding among the top level of management teamwork unit (Sirisookslip, 2015).

### ***Objectives of the Study***

This study primarily dealt with the instructional leadership capabilities of public school administrators at the elementary level in the Schools Division Office of Pangasinan I Philippines.

This answered the following objectives:

1. To determine the level of instructional leadership capabilities of public school administrators in the elementary level which covered the four strands of National Competency-Based Standards for School Heads (NCBSSH); and
2. To know the level of seriousness in problems encountered among the public school administrators regarding instructional leadership.

## METHODOLOGY

This study used a descriptive survey method. The descriptive research method describes situations. It is a fact-finding methodology with an adequate interpretation of profiles, attitudes, opinions, views, and contrast characteristics of communities, people, processes, and events. This pertains to the gathering of information about certain conditions or situations for description and interpretation (Delos Reyes, 2020). On the other hand, the survey research method is a systematic set of methods used in gathering information from a well-defined population to generate knowledge in coming up with good decisions (Reyes et al., 2018). Thus, a descriptive survey attempts to establish the range and the distribution of social characteristics in the field of education or training, location, and to discover how these characteristics may be related to certain behavior patterns or attitudes.

This study utilized researcher-developed questionnaires as its main data-gathering instruments. These underwent content validation from five (5) experts in the field of educational leadership before actual administration. The items in the questionnaire were salient in the investigation and anchored to the National Competency-Based Standards for School Heads-(NCBSSH) in the four strands. The instructional leadership capabilities of public school administrators were recorded, collected, tabulated, and analyzed using appropriate tools. The main respondents of this study were 11 females and 7 male public school administrators in the Schools Division Office of Pangasinan, Philippines during 2019-2020.

To determine the level of instructional leadership capabilities of public school administrators along with assessment for learning, developing and adapting existing programs, implementing programs for instructional improvement and instructional supervision were computed using the average weighted mean, and the results were interpreted using a five-point scale indicated in Table 1. To facilitate the accuracy and reliability of the interpretation of the data, the following statistical tools have been employed.

Table 1. Interpretation of Level of Instructional Capabilities

SCALE	MEAN VALUE	DESCRIPTIVE EQUIVALENT
5	4.50- 5.00	Very Capable (VC)
4	3.50- 4.49	Capable ( C )
3	2.50- 3.49	Moderately Capable (MC)
2	1.50 – 2.49	Less Capable (LC)
1	1.00 – 1.49	Not Capable (NC)

To determine the level of seriousness in problems encountered by school administrators concerning instructional leadership, the average weighted mean and the results were interpreted using a five-point scale indicated in Table 2.

Table 2. Level of Seriousness in Problems Encountered by the School Administrators

SCALE	MEAN VALUE	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	Slightly Serious (SL)
1	1.00 – 1.49	Not Serious (NS)

The researcher sought permission through a written permit addressed to the higher officials in the Schools Division Office of Pangasinan, Philippines to conduct this study. Moreover, an approved letter has been provided to the respondents for their consent and guidance. Consequently, a letter of confidentiality and anonymity has been issued to the respondents for security purposes as part of the ethical consideration.

## RESULTS

This research primarily dealt with the instructional leadership capabilities of public school administrators in the Schools Division Office of Pangasinan, Philippines for the fiscal year 2020. Further, the level of seriousness in problems encountered by school administrators concerning instructional leadership was determined. This section presents the findings and interpretation of the study.

### *Instructional Leadership Capabilities of Public School Administrators*

Table 3 presents the level of instructional capabilities of the public school administrators. There are four domains (strands) anchored from National Competency-Based Standards for School Heads (NCBSSH).

Table 3. Level of Instructional Capabilities of the Public School Administrators

DOMAIN	AWM	DE
Assessment for Learning	4.65	VC
Developing and Adapting Existing Programs	4.44	C
Implementation of Instructional Program	4.72	VC
Instructional Supervision	4.80	VC
OVERALL AVERAGE WEIGHTED MEAN	4.65	VC

On assessment for learning, the result showed that school administrators should be continuously exposed to test construction management training to capacitate them on how to monitor, assess, and manage how to construct and validate test questions that are timely, appropriate, and meaningful to each type of learner to ensure that learning is properly assessed, monitored to produce better learning outcomes among its learners.

Better learning outcomes shall be generated if it is properly managed by the school administrators. Second, developing and adapting existing programs, this result reveals that school administrators must develop research-based school programs and collaborate with the teacher to plan innovation and other teaching pedagogies that will cater to the diverse needs of the learners to become functionally literate. Adapt or implement other programs to ensure that the K-12 mandates are implemented producing learners with life-long learning skills. The result was also supported by teachers' answers where they need to develop a research-based program.

Then, implementation of instructional programs implies that school administrators are transformational leaders as they introduce innovations, methods, and other instructional reforms to ensure that the programs implemented are anchored on the principles of the K-12 Program. Further, it reveals that school administrators as instructional leaders are competent in doing their educational responsibilities to ensure that quality instruction is served to the learners. Finally, instructional supervision, as a leader, a principal should prepare an annual supervisory plan and envision what are the priorities of the school which need improvement, particularly on instruction. Quality instruction is what our learners deserve and this could be realized when there is effective planning development and implementation.

Educational leaders have a very crucial role to play in the achievement of educational targets, particularly on instructional development. Instructional leadership involves an effort to enhance the delivery of instruction in a school system where learners learn at a high level (Covey, 2012). The school administrator shall meet their instructional roles and responsibilities by assuming a top-down supervisory approach that focused on monitoring and evaluating teacher's performance and learners' achievement. Therefore, they need to perform their administrative and supervisory function properly to effectively and efficiently deliver the purpose in the development of change.

Bradley (2015) mentioned that school administrators are held liable for the learning outcome of the learners. They need to implement continuous learning improvement in the school system to adapt them to the changing educational system. Moreover, school administrators shall be adept with varied skills of learning assessment so that they could continuously provide better technical assistance to teachers who have been their constant partners in the delivery of basic education.

### ***Problems Encountered by the School Administrators***

This area presents the problems encountered by the school administrators through a level of seriousness. There are 10 indicators present in Table 4. As displayed in Table 4, the overall average weighted mean was rated as "moderately serious" (AWM of 2.65). As observed and experienced, school administrators as instructional leaders, are expected to render 70 percent of their work shall be focused on instructional supervision which includes providing technical assistance on instruction and 30 percent shall be



focused on administrative work. But in reality, this doesn't happen as most of their time was focused on administrative work which includes school financial management. This imbalance in work hours on school management affects the other function of the school leaders which is providing technical assistance on conducting school-based action research.

If these problems persist and not properly addressed, the overall performance of the school will be affected. Amidst this modern age of education brought about by technological advancement where radical change happens, school administrators should continuously keep themselves abreast with this fast tempo of educational reforms; upgrade themselves, and seek professional advancement on how to enhance their instructional leadership capabilities. They are the key persons in leading and managing the institution. They shall perform their educational responsibilities and be adept at those instructional leadership skills. A highly capable and performing instructional leader will redound to better school productivity and improved school performance.

Table 4. Level of Seriousness in Problems Encountered by the School Administrators

INDICATORS	AWM	DE
1. Non-involvement of teachers in the setting of the vision and mission of the school, action plans, staff development, and curriculum planning.	2.45	MS
2. Inability to implement effectively the instructional supervisory plan and provide technical assistance due to other supervisory works.	2.72	MS
3. Non-involvement of teachers in conducting school-based action research.	2.81	MS
4. Insufficient contextualized learning materials and interventions to fit the local needs.	2.54	MS
5. Inability to develop research action-based school programs focused on improving the instruction.	2.63	MS
6. Limited knowledge on the conduct of monitoring and evaluation in sustaining the educational goals and objectives of the school year.	2.63	MS
7. Inability to design initiate and implement other instructional programs due to other school functions.	2.63	MS
8. Inability to provide authentic learning assessments that address different kinds of learners.	2.63	MS
9. Inadequate knowledge in conducting action plans, research, and development especially on existing problems in teaching and learning.	2.72	MS
10. Insufficient knowledge on integrating modern technology, teaching techniques, and other approaches to teaching.	2.72	MS
OVERALL AVERAGE WEIGHTED MEAN	2.65	MS

According to Carole (2012) quality of education largely depends on the quality of services and outcomes dispense by the school official. It primarily anchors on the quality of instruction and leadership competencies a school leader has. Moreover, today's milieu, school administrator is in the most strategic position to lead the direction of the educational system. Consequently, as an instructional leader, he/she has a great responsibility to render the best educational services to the teachers and learners in the pursuit of quality education for national growth and economic development. Richardson (2002) mentioned that educational leaders must lead toward educational achievement, must be a person who makes instructional quality the top priority of the school, and must be able to bring that vision to realization.

## **DISCUSSION**

Public school administrators had a multifarious task in the educative process and school management as they are primarily responsible for administering all aspects of a school's operation. Among those roles, school administrators also provide opportunities to personal to continuous professional growth, assure flexible scheduling to provide student access at the time of instructional needs. They continuously support and encourage innovative strategies and the incorporation of new technology into teaching and learning activities. The results of this study aimed to be utilized during the Learning Action Cell (LAC) session of the teachers in the Department of Education (DepEd) to communicate the impact of the actions undertaken in improving the instructional leadership capabilities of the public school administrators which are aligned to the four domains (strands) anchored from National Competency-Based Standards for School Heads (NCBSSH). It also served as a guide in providing technical assistance to improve the delivery of instruction.

## **CONCLUSIONS AND RECOMMENDATIONS**

The school administrators' instructional leadership capabilities were marked very capable which means that they continuously exposed themselves to different pieces of training to capacitate the reformation for a possible innovation to their schools. As regards the problem encountered on instructional leadership, it is described as moderately serious. In conclusion, school administrators had a multifarious task in the educative process and school management as they are primarily responsible for administering all aspects of a school's operation. Among those roles, school administrators also provide opportunities to personal to continuous professional growth, assure flexible scheduling to provide student access at the time of instructional needs. They continuously support and encourage innovative strategies and the incorporation of new technology into teaching and learning activities. As recommended, the administrators are encouraged to use the proposed Capability Development Program entitled Capability Enhancement Training on Instructional Leadership of Public School

Administrators. This also addressed the challenges met by the public school administrators.

## IMPLICATIONS

School administrators need to serve as effective spearheaders to move the teachers to achieve the desired goal of the team. Nevertheless, the ability of the leadership can affect any changes and innovation in the organization. The results found that leadership is often associated with changes in the instructional leadership of the school administrators. Notwithstanding, they practice international leadership and are found to have a positive relationship with the implementation of changes in education. As transformational, the leaders should create a willingness to change in school. Thus, the principal, as chief must first be ready to accept changes.

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### **Author's Biography**

He is a licensed professional teacher. He holds a degree of Juris Doctor & Master in Public Administration major in Local Government Administration & Community Development. He also earned some units for Doctor in Public Administration & currently finishing his dissertation writing for a Doctor of Philosophy major in Educational Management. He is also a visiting professor in the graduate school under Master in Public Administration major in Development Management & Public Safety Administration degree program.