



LEADERSHIP CAPITAL OF SCHOOL PRINCIPALS AS INSTRUCTIONAL LEADERS: A PHENOMENOLOGICAL ANALYSIS

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ABSTRACT. Responses of the school head participants on this qualitative research study employing phenomenological analysis pointed out that training, experience, awareness of the different DepEd Memoranda and Orders, as well as good human relationship assisted them in their performance of instructional leadership along a class observation. In the monitoring of instructions, they believed that data gathering and ensuring the validity and reliability of the data, technical assistance from colleagues and superiors, and good relationship with co-teachers, are the principals' leadership capital. The perceived experience, seminars attended, updated knowledge through readings, support of the personnel and higher offices, and their attitude towards their co-workers were important aspects that helped them in their actual performance of other instructional supervisory activities. During class observations, principals employed face-to-face or actual observations conducted Learning Action Cell Sessions and applied clinical supervision which considered the length of service of teachers. During class observations, principals evaluated teacher effectiveness, made a plan of intervention, appreciated teachers' efforts, and gave sound feedback. During the monitoring of instructions, principals gave feedback, conducted classroom visits, and regular monitoring of lesson logs and other reports. In their performance of other instructional supervisory roles, principals enhanced teachers' performance by working closely with them, delegating minor instructional duties, and listening to the voice of the teachers, pupils, parents, and other stakeholders. During the provision of technical assistance, principals facilitated teachers' performance by having open communication, allowing teachers to self-reflect, and using gathered data. Gaps that school heads noted in the performance of their instructional duties pointed out to provision of technical assistance. Issues that came out of the principals' responses were their professional development, the negative notion of teachers as regards instructional supervision, and time management due to so many reports that needed to be made.

KEYWORDS: LEADERSHIP CAPITAL, SCHOOL PRINCIPALS, INSTRUCTIONAL LEADERS, PHENOMENOLOGICAL ANALYSIS

INTRODUCTION

In the international arena, several organizations promote education as one of their core mandates. UNESCO declared that education is a human right and a vehicle for realizing other rights. It is the leading path to a culture of peace, human dignity, and sustainable development, and while it takes time to fruit, this should not weaken our resolve on investing in education as a strategic priority. This agenda included a new global education goal, SDG 4, ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.

This move made way for countries to prioritize education making them their partners in turning commitments into actions. In the Philippines, laws were passed to make education accessible to all. Republic Act 9155 specifically states that the Department of Education shall protect and promote the right of all citizens to quality basic education and shall take appropriate steps to make such education accessible to all. The Department of Education shall establish, maintain and support a complete, adequate, and integrated system of basic education relevant to the needs of the people and society.

This mandate impels everyone to do their part in promoting education even to the farthest place in the archipelago. Everyone is given the privilege to receive an education which will make them become assets of the country shortly and will help them contribute to global development. In these modern times, the changing landscape of schools and how they are managed entails a bigger job to do for the school heads. In the Schools Division of Sorsogon, School-based Management is strictly adhered to.

SBM is a DepEd thrust that decentralizes the decision-making from the Central Office and field offices to individual schools to enable them to better respond to their specific educational needs. The access to education issue has been addressed, but the quality issue is a thing that we should focus on right now. Quality education rests not only with the teachers, parents, and pupils but more so with the school head who manages the school. Many of the causes of the failure and deterioration of schools today are attributed to factors such as the lack of curriculum framework, mismanagement, poor staff relationship, ineffective teaching practices, and poor academic performance of students.

It states that there shall be a school head for all public elementary and high schools or a cluster thereof. The establishment of integrated schools from existing public elementary and public high schools shall be encouraged. The Philippine Government acknowledges the important contribution of school leaders in uplifting the quality of education in the country. 105338 otherwise known as the Enhanced Basic Education Act of 2013 included as one of its provisions the conduct of training on school leadership.

Having the conviction that schools can make a difference in the lives of learners, schools must determine the different factors that will support students to attain human flourishing. School leaders and managers are prompted to initiate a plan that will spawn the development of schools by having the idea that good schools are associated with the characteristics of having strong instructional management, clear learning expectations, and have the characteristics of a conducive learning environment. Making a difference in the schools is the primary task of a school principal. As school heads who are in the education business, we need capital to meet the challenges attached to our position

Findings

The study was delimited to principals and head teachers of Juban I, Juban II, Irosin I, and Irosin II. The focus of the study was centered on instructional supervision along with observation of classes, monitoring of instruction, the performance of other instructional supervisory duties, and provision of technical assistance. This study utilized qualitative research, a phenomenological analysis in particular, to unravel how school heads perform their instructional supervisory roles, and also their lived experiences as they perform this role.

This study determined the leadership capital of school principals as instructional leaders. Specifically, it answered the following questions:

1. What is the leadership capital of principals along:
 - a) Observation of Classes
 - b) Monitoring of Instruction
 - c) Instructional Supervisory Activities
 - d) Provision of Technical Assistance
2. What are the different modalities being practiced by principals along:
 - a) Observation of Classes
 - b) Monitoring of Instruction
 - c) Instructional Supervisory Activities
 - d) Provision of Technical Assistance
3. How do principals facilitate teachers' improvement through:
 - a) Observation of Classes

- b) Monitoring of Instruction
 - c) Instructional Supervisory Activities
 - d) Provision of Technical Assistance
4. What are the lived experiences of teachers regarding:
- a) Observation of Classes
 - b) Monitoring of Instruction
 - c) Instructional Supervisory Activities
 - d) Provision of Technical Assistance
5. What are the gaps between principals on:
- a) Observation of Classes
 - b) Monitoring of Instruction
 - c) Instructional Supervisory Activities
 - d) Provision of Technical Assistance
6. What are the issues of principals on:
- a) Observation of Classes
 - b) Monitoring of Instruction
 - c) Instructional Supervisory Activities
 - d) Provision of Technical Assistance
7. What training manual may be designed intended for the development of leadership capital of school principals?

The result of this study was deemed significant to the policymakers, lawmakers, education specialists, school heads, teachers, parents, pupils, community, and future researchers. The study was delimited to principals and head teachers of Juban I, Juban II, Irosin I, and Irosin II. The samples were identified through a purposive sampling technique. The focus of the study was centered on instructional supervision along with observation of classes, monitoring of instruction, the performance of other instructional supervisory duties, and provision of technical assistance.

This study utilized qualitative research, a phenomenological analysis in particular, to unravel how school heads perform their instructional supervisory roles, and also their lived experiences as they perform this role. Likewise, the lived experiences of their subordinates were also inquired about to correlate the responses. Three (3) different research instruments were

utilized: an interview with the identified principals and head teachers, a focus group discussion with the teachers, and a phenomenological analysis.

Findings

After analyzing the results of the interview with the school principals and focus group discussions (FGD) with the teachers duly supported by the cited studies and literature, the following findings were drawn from the study:

1. The responses of the school head participants pointed out that training, experience, awareness of the different DepEd Memoranda and Orders, as well as good human relationship assisted them in their performance of instructional leadership during class observation. In the monitoring of instructions, they believed that data gathering and ensuring the validity and reliability of the data, technical assistance from colleagues and superiors, and good relationship with co-teachers, are the principals' leadership capital. The perceived experience, seminars attended, updated knowledge through readings, support of the personnel and higher offices, and their attitude towards their co-workers were important aspects that helped them in their actual performance of other instructional supervisory activities. In giving technical assistance to teachers, their leadership capital included guidance from superiors, doing actual observations, training, knowledge gained from reading educational articles, good attitude, and human relations.
2. Different modalities were being practiced by principals in performing instructional supervision. During class observations, principals employed face-to-face or actual observations conducted Learning Action Cell (LAC) Sessions and applied clinical supervision which considered the length of service of teachers. Monitoring of instructions was done by school heads through collaboration with the teachers, online or face-to-face, and careful planning by religiously utilizing the SDO-approved monthly monitoring and supervisory plans. In their performance of other instructional supervisory duties, principals applied collaboration with the teachers, meetings either face-to-face or online, making a schedule or plan, and online monitoring and submission of reports. In giving technical assistance, school heads considered the proper venue like through LAC sessions or one-on-one meetings, establishing a good relationship with the teachers, and providing sound feedback.
3. Instructional supervision was also an avenue for principals in facilitating teachers' achievement. During class observations, principals evaluated teacher effectiveness, made a plan of intervention, appreciated teachers' efforts, and gave sound feedback. During the monitoring of instructions, principals gave feedback, conducted classroom visits, and regular monitoring of lesson logs and other reports. In their performance of other instructional supervisory roles, principals enhanced teachers' performance by working closely with them, delegating minor instructional duties, and listening to the voice of the teachers, pupils, parents, and other stakeholders. During the provision of technical assistance, principals facilitated teachers' performance by having open communication, allowing teachers to self-reflect, and using gathered data. On the part of the teachers, they acknowledged the assistance given to them by their school heads. They believed that their school heads helped them improve their teaching performance,

contributed to their professional development, and developed positive attitudes through feedback and technical assistance.

4. Talking about the lived experiences of teachers regarding the principal's performance of instructional supervision, the researcher grouped the responses into two, the negatives and the positives. During observation of classes, positive experiences included a smooth flow of the lesson, a happy, healthy, friendly, and exciting experience, and a schedule was carried out. Negative experiences included feeling nervous, fear to be criticized, and principals' interrupting the lesson. No positive experience during the monitoring of instructions was given by the teacher participants while the negative experience they had was feeling nervous. In the performance of other instructional supervisory roles of the principals, no positive or negative responses were given. Positive experiences of teachers along with a provision of technical assistance included giving feedback, tips, strategies, techniques, and ideas for their improvement. Nervousness and fear were still negative experiences they had.

5. The gaps that school heads noted in the performance of their instructional duties pointed out to provision of technical assistance. They found it hard to give technical assistance to teachers because they were not very knowledgeable about the content, approach, and pedagogy in teaching. They could not determine what style of leadership was fitted to their subordinates. They also found it hard to give feedback without offending the teachers. Also, some school heads found it confusing to the proper way of using the STAR technique in writing observation notes.

6. The issues that came out of the principals' responses were their professional development, the negative notion of teachers as regards instructional supervision, and time management due to so many reports that needed to be made.

Conclusions

Considering the findings of the study, the following conclusions are deduced:

1. Principals had an extensive amount of leadership capital along with observation of classes, monitoring of instruction, instructional supervision activities, and provision of technical assistance.
2. Different modalities were being practiced by principals along with observation of classes, monitoring of instruction, instructional supervision activities, and provision of technical assistance.

3. There are different ways in which principals facilitate teachers' improvement through observation of classes, monitoring of instruction, instructional supervision activities, and provision of technical assistance.
4. Teachers had significant lived experiences regarding principals' observation of classes, monitoring of instruction, instructional supervision activities, and provision of technical assistance.
5. There were noted gaps in how principals perform observation of classes, monitoring of instruction, instructional supervision activities, and provision of technical assistance.
6. There were issues principals need to address on observation of classes, monitoring of instruction, instructional supervision activities, and provision of technical assistance.
7. A training manual is designed to enhance the leadership capital of school principals along with instructional supervision.

Recommendations

With the aforementioned conclusions, the following are recommended:

1. School heads be encouraged to enhance their leadership capital along with observation of classes, monitoring of instruction, the performance of other instructional supervisory activities, and provision of technical assistance.
2. Different modalities be practiced by school heads in their instructional supervision along with observation of classes, monitoring of instruction, the performance of other instructional supervisory activities, and provision of technical assistance.
3. Principals should utilize different ways or schemes in facilitating teachers' improvement through observation of classes, monitoring of instruction, the performance of other instructional supervisory activities, and provision of technical assistance.
4. Teachers' significant lived experiences regarding principals' observation of classes, monitoring of instruction, instructional supervision activities, and provision of technical assistance be considered and given intervention.
5. Noted gaps in how principals perform observation of classes, monitoring of instruction, instructional supervision activities, and provision of technical assistance be given attention and solution by the concerned personnel.
6. Issues principals have on observation of classes, monitoring of instruction, instructional supervision activities, and provision of technical assistance need to be addressed
7. The training manual designed by the researcher be adopted by other school heads to enhance their leadership capital along with instructional supervision.
8. Future research on the following topics be conducted to enrich the findings of the study.

- a. Issues Encountered by Teachers-In-Charge Along Instructional Supervision
- b. A Phenomenological Study on Instructional Leadership and Preparation: Perspective of Teachers-In-Charge
- c. An Analysis of Technical Assistance given by District and Program Supervisors to Principals in the Province of Sorsogon
- d. Effective Instructional Leadership Practices of School Heads in Sorsogon Province Division.

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