



THE EFFECTIVENESS OF THE ELEMENTARY SCHOOL PRINCIPALS AS INSTRUCTIONAL LEADERS OF SOME SCHOOLS IN THREE DIVISIONS IN REGION V

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ABSTRACT. There is a significant improvement in academic performance from one school year to another. Leadership capabilities exhibited by the principals in initiating charges and in the instructional program were very effective to highly effective. The perceptions of the principals and teachers were significantly different. The perceptions of the principals and teachers on leadership capabilities significantly differ. Leadership, supervisory, and administrative proficiencies as perceived by principals themselves and by their teachers were very effective to highly effective. Was a significant difference in the leadership, supervisory, and administrative proficiencies as perceived by the principals and their teachers. The perceptions of principals and teachers significantly vary on the proficiencies of principals. There was a significant difference in the rank orders of the proficiencies for principals as perceived by themselves in the three divisions. Incentives like task scholarships and cash gifts are given to principals to improve their leadership capabilities. Principals must disseminate to teachers proper directions in all aspects of their jobs to understand organizational efforts for productivity. Should be taught specific skills to improve their proficiencies in leadership, supervision, and administration. Younger ones should be promoted to principals and principals should exert more effort to increase their educational qualifications. A regular increase in the salary of principals must be adopted.

KEYWORDS: *EFFECTIVENESS OF THE ELEMENTARY SCHOOL PRINCIPALS AND INSTRUCTIONAL LEADERS*

INTRODUCTION

The third regular session of the Eleventh Congress passed Republic Act No. 9155, an act instituting a framework of governance for Basic Education, establishing authority and accountability renaming the Department of Education, Culture and Sports as the

Department of Education, and for other purposes. The same act provided among others school-level governance with the school head having authority, and accountability for the following: 1.) setting the vision, mission, goals, and objectives of the school; 2.) creating an environment within the school that is conducive to

teaching and learning; 3.) implementing the school curriculum and being accountable for higher learning outcome; 4.) developing the school education program and school improvement plan; 5.) offering educational programs projects and services which provide equitable opportunities for all learners in the community; 6.) introducing new and innovative modes of instructors to higher learning outcome; 7.) administering and managing all personnel, physical and financial policies of the school; 8.) becoming the staff and competent based on its needs; 9.) encouraging staff development; 10.) establishing school and community networks and encouraging the active participation of teachers' organizations, non-academic personnel of public schools, and parents-teachers-community associations; 11.) accepting donations, gifts bequeaths, and grants to upgrade teachers/learning facilitators' competencies, improving and expanding school facilities, and providing instructional materials and equipment. Such donations or grants must be reported to the appropriate district supervisors and division superintendents, and 12.) performing such other functions as may be assigned by proper authorities.

The above provisions will only be given life by an effective principal or school head. Studies on leadership have been undertaken but not one study was made on the impact of instructional leadership projects as shown in the following briefly cited studies.

With effective principles, the Department of Education's vision of "Bawat Graduate, Bayani at Marangal na Filipino" will be realized through the achievement of the six (6) objectives of the department which are: 1.) Produce graduates of the public school system who have the skills and values to

contribute productivity and honorably to society; 2.) Fight poverty by building the capacity of teachers and students; 3.) Integration of the participation of civil society in education planning and implementation; 4.) improve moral standards in a government through transparency leadership by example in ensuring the public access to education officially; 5.) Establish internal efficiencies in the DECS so that a public fund reaches its intended beneficiaries' teachers and students with the least administrative cost and corruption; and 6.) Transform DECS into a department for teachers and students by encouraging public service-oriented culture.

The importance of leadership and the leadership behavior of the principal has been shown in many studies. A synthesis of many studies of effective schools shows the importance of the role of the principals. 1.) Leaders show that learning is the most important reason for being in school; 2.) Leaders have a clear understanding of the mission of the school; 3.) Building leaders know and can apply teaching-learning principles; 4.) Leaders set expectations for curricular quality; 5.) Principals protect learning time from disruption; 6.) A safe, orderly school environment is established and maintained; 7.) Leaders set up systems of incentives and rewards; 8.) There is frequent two-way communication with parents; 9.) Instructional leaders expect all staff to meet high instructional standards; and 10.) Leaders involve staff and others in planning implementation.

The study determined the effectiveness of the elementary school principals as instructional leaders of some schools in three divisions of Region V.

1. What are the different performance indicators and the average National Elementary Achievement Test (NEAT) result of pupils in the selected schools involved in the study

1.1 Do the academic performance of pupils in the different divisions significantly vary?

1.2 Is there a significant improvement from the school year to its ensuing school year?

2. What are the perceived leadership capabilities of the principals in initiating changes in their school's instructional program?

2.1 Do the perceptions of principals and their teachers significantly differ?

3. What are the perceptions of the principals and their teachers on the following:

A. Leadership proficiencies

1. Leadership skills

2. Communication skills

3. Management of group processes

B. Supervisory Proficiencies

4. Curriculum development and implementation

5. Instructional Supervision

6. Supervision of school performance

7. Evaluation

C. Administrative Proficiencies

8. School organization

9. Fiscal Management

10. Political arena

4. Do the perceptions of principals and their teachers on leadership, supervisory and administrative proficiencies significantly differ?

5. Do the rank orders of leadership, supervisory and administrative proficiencies significantly differ among the different divisions as perceived by the principals themselves?

The hypotheses tested were:

H01 = The academic performance of pupils in the different divisions does not significantly vary.

H02 = There is no significant improvement in academic performance from one school year to another.

H03 = The perceptions of principals and teachers on leadership capabilities do not significantly differ.

H04 = The perceptions of principals and teachers do not significantly differ on the proficiencies of principals.

H05 = The rank orders of leadership proficiency, and supervisory and administrative proficiencies of the principals do not significantly differ among the different divisions as perceived by the principal themselves.

The study was deemed important because the improvement of quality education can only be realized if the school principals can effect change and innovation in the school. The study included the 34 principals of the Divisions of Albay, Iriga City, and Sorsogon.

630 teachers worked with the principals who participated in the study. 10 schools in Albay, 12 in Iriga City, and 12 schools in Sorsogon were included in the study. The study was limited to the descriptive inferential type of research for school years 1999-2000 and 2000-2001.

Surveys of previous studies having relationships to the herein study were made. Much insight was gained in the review of studies and literature. Not one of the reviewed studies was similar to the herein study. The study leaned on the following theories: Progress's (1980) Theory on leadership and; Trait Theory of Stogdill's (1974) system theory.

Summary on Procedure

There were 34 principals and 630 teachers who participated in the study. The main instrument used in the study was the questionnaire and the observation. The questionnaire had a reliability of .87 at 7.53 which was greater than t.05 of 18 out of 1.734. was found to be reliable and significant at a .05 level of significance. The statistics used for the descriptive data were the mean, frequency, percent, and rank while the hypotheses were tested by the parametric F-test (one way) and the Z-test. The hypothesis on rank order was tested by the Kruskal-Wallis one-way analysis of variance. The level of significance was set at 0.5.

Findings

The findings of the study are summarized as follows:

The performance indicators and the NEAT results. The performance indicators used were participation rate survival rate,

retention rate, transition, dropout, and enrolment rate. The WX NEAT result was the following.

The school year 1999-2000 average for English, Filipino, Science, HEKASI, and Mathematics, of Albay the WX was 27.59, 36.21, 29.61, 34.29, 34.29, 34.83, and 34.98 average respectively. For Iriga City the WX was: 66.14, 70.14, 66.33, 74.71, 75.04, and 70.74 average, and for Sorsogon, the WX was 59.21, 60.42, 61.73, 60.50, 56.06 and 59.78 average, respectively.

1.1 The significant variations in the different divisions for the school year 1999-2000 were: Computed F was 152.39, F .05 with 2/12 d.f. was 3.885. The significant variations for the school year 2000-2001 were computed F53.6, WITH 2/12 d.f. was 3.885.

1.2 The significant improvement between the school year 1999-2000 for the school year 2000-2001 was: Z was 17.46 at .05 at 35396 with d.f. 1.645.

1. The leadership capabilities were: for the principals, the overall WX was 4.51 while for the teachers the overall WX was 4.65

1.1 The significant difference in the leadership capabilities between the principals and the teachers was: Z was 116.5050, 0.05 T 35396 d.f was 1.645.

1.2 The result on the perceptions of proficiencies for the principals were: Leadership skills, with a WX, was 4.54, communication skills, with a WX of 4.43,

management of group process, WX, 4.40, curriculum development, WX of 4.43, instructional supervisions, WX 4.53, supervision of school performance WX, 4.43, evaluation skills WX 4.46 administrative proficiencies WX, 4.44, Fiscal Management Skill, 4.40 and political arena, WX was 4.28.

2. The teacher's perceptions of principals' proficiencies were: Leadership Skills, with WX of 4.65, communication skills, WX of 4.52, management of a group of process, WX, 4.52 curriculum development skills, WX was 4.54, Instructional supervision, WX was 4.5 supervision of school performance WX 4.52 evaluation skills WX, 4.48 administrative proficiencies, WX was 4.49, fiscal management, WX 4.50 and political arena WX, 4.49.

3. The significant difference in proficiencies as perceived by the principals themselves and by their teachers were computed Z of 108.6619 at a .05 level of significance and 35396 df was 1.645.

4. The significant difference of rank orders on leadership proficiencies as perceived by the principals in the three school divisions were: a computed H or 14.50 Table C value, at 2 d.f at .05 was 5.99, Table O value with $N_1 = 5$, $N_2 = 5$, $N_3 = 5 = .05$ or .100.

Conclusions

Based on the findings, the following conclusions were drawn:

1. The performance indicators showed that the schools in the division had very satisfactory performance. The NEAT test results had a WX that was quite low except in Iriga City which got a little bit higher.

1.1 The WX in the different divisions for the school year 1999 -2000 on the five subject areas were significantly different. H01 was rejected. The academic performance of the pupils in the different divisions significantly varies.

1.2 The WX in the different school years significantly improved. H02 is rejected. There is a significant improvement in academic performance from one school year to another.

2. The leadership capabilities exhibited by the principals in initiating charges and in the instructional program were very effective to highly effective.

2.1 The perceptions of the principals and teachers were significantly different. H03 was rejected. The perceptions of the principals and teachers on leadership capabilities significantly differ.

3. The leadership, supervisory, and administrative proficiencies as perceived by principals themselves and by their teachers were very effective to highly effective.

4. There was a significant difference in the leadership, supervisory, and administrative proficiencies as perceived by the principals and their teachers. H04 was rejected. The perceptions of principals and teachers significantly vary on the proficiencies of principals.

5. There was a significant difference in the rank orders of the proficiencies for principals as perceived by themselves in the three divisions. H05 was rejected. The rank order of the leadership, supervisory, and administrative proficiencies of principals differ among the different divisions as perceived by the principals themselves.

Recommendations

Considering the findings and conclusions of the study, the following are recommended:

1. The performance indicators must be increased through frequent supervision, monitoring, and evaluation. More appropriate effective teaching techniques must be adopted to increase the NEAT results.

1.1 Frequent supervision be made to the different divisions to reduce variations in academic performance.

1.2 There must be at least an increase of one WX in test scores every year to improve pupils' quality of learning.

2. Additional incentives like task scholarships and cash gifts be given to principals to improve their leadership capabilities.

2.1 Principals must disseminate to teachers proper directions in all aspects of their jobs to understand organizational efforts for productivity. In this manner, teachers could orderly place themselves and could contribute efforts properly.

3. The principal's proficiencies should be improved through further education, training, and educational tours.

4. Principals should be taught specific skills to improve their proficiencies in leadership, supervision, and administration.

5. Principals should be required to conduct research on the demands and expectations of their teachers and adopt ways and means to adjust to teachers' demands and expectations.

6. Principals must be exposed to national seminars on management to further improve their skills. Younger ones should be promoted to principals and principals should exert more effort to increase their educational qualifications. A regular increase in the salary of principals must be adopted. strategies.