

# Proposed Instructional Management Plan for Public Secondary School Principals of the Division of Batangas, Philippines

Wilson Tordecilla Ojales

*Principal, Department of Education, Pedro A. Paterno NHS, Batangas, Philippines*

**Abstract:** The key person in the school enterprise is the school principal. His capability to manage the resources of the school determines whether the problem of low academic achievement of students can be properly addressed or not. Considering that the principal has the direct influence on teachers and students, the concerned authorities need to train these academic leaders on effective school management. Leadership and supervision are considered critical variables in the solution of the problem particularly to delivery of instruction because the quality of education is dependent on the kind of instructional supervision and management skills of the principals. Their personal integrity, professional competence, efficiency and credibility matter so much in turning out knowledgeable, skilful and productive citizens. This study described the principals' personal and professional characteristics, leadership behavior, emotional maturity, and management skills. Likewise, this pointed out the strengths and weaknesses in the teaching and learning process as observed by the principals, master teachers and subject area coordinators with reference to faculty qualifications, mastery of learning content, formulation of objectives, use of appropriate teaching strategies, utilization of learning resources and technology integration, and evaluation of learning outcome. Taking all of these things in capsule form, the researcher came up with a proposed instructional management plan.

**Keywords:** Management, instructional, principals, plan

## 1. Introduction

It has been said that the school principal wears many hats being manager, administrator, instructional leader and curriculum leader at different points in a day. Often times, much attention is accorded to managerial and administrative work. As an instructional leader, he delegates tasks to others based on capacities and willingness to perform. His open-mindedness allows integration of things that are important to the teaching and learning process. Today's principals need to be competent in strategic planning to be multi-skilled. They are expected to have understanding of the results of the instructional process and to have the possible effects of capacity for alternative strategic directions. Thus, they should continuously strike a balance in their roles as manager, administrator and instructional leader. Successful principals know the attributes of good teaching/learning and the pragmatics of what teaching and learning ought to look like in various subjects and for

various year levels. They focus on building productive team by empowering each member to effectively perform the assigned tasks. When this happens, as the teams work guided by the purpose, there is indeed the possibility for the culture of excellence to prevail. To be able to perform these varied tasks, these administrators need to possess adequate knowledge and skills especially on matters pertaining to supervision and management. Evidently their performance is best reflected in the quality of outcomes enough to identify the graduates of a particular institution

Along these premises, evidently principals are confronted with the different challenges. When properly addressed these will lead to the systematic performance of tasks. Problems particularly those related to instruction remain unsolved. Despite the initiatives and efforts of the higher authorities to provide quality education, still many remained low performing schools. Admittedly, its not only the physical resources that hinder the school's success but more so with the kind of management the school principals provide. Hence, the need to strengthen this area. Not all principals are equipped with the necessary skills and capabilities since some are new in the position while others though in the position for many years but they lack the necessary trainings particularly on school leadership focusing on instructional management. It is for the reasons cited above that prompted the researcher to conduct this study. He believes that all schools are capable of providing quality education if only the principals will explore all possible avenues to improve the whole operation of the institution through responsible leadership. This will be made possible with functional instructional management plan. Hence, this kind of output to address this noble intention. The study aimed to assess the teaching and learning process and to determine the extent of instructional supervision of the principals in order to come up with a proposed instructional management plan for public secondary school principals of the Division of Batangas. Specifically, the study sought answers to the following questions:

A. *How may the public secondary school principals in the Division of Batangas be described as to*

- Personal and professional characteristics;

- Leadership behavior;
- Emotional maturity; and
- Management skills

*B. What are the observed strengths and weaknesses in the teaching –learning process with reference to:*

- Faculty qualifications;
- Mastery of learning content;
- Formulation of objectives;
- Use of appropriate teaching strategies;
- Utilization of learning resources and technology integration; and
- Evaluation of learning outcomes
- How do the observations of principals, subject coordinators and master teachers compare?
- To what extent do principals carry out instructional supervision?
- On the basis of the analysis, what instructional management plan may be proposed?

## 2. Synthesis

The review of conceptual literature tends to point out the confluence of skills and roles, management functions, leadership behavior and instructional management competencies for effective principal ship. The literature reviewed on principal ship, teaching learning process, supervision of instruction, faculty appraisal and instructional management have shaped the direction leading to the realization of the present study. On the review of related studies, this research work reviewed works, which delved mostly on the competencies of the principals indifferent schools. Mentioning few for instance, Bolanos study assessed the competencies of public elementary school principals in the light of confluence of managerial skills, roles and functions. The present study has slight similarities to Bolanos study as both will look into the competencies of school a principals but they differ because this study focuses on instructional capabilities of the secondary school principals. Furthermore, the objectives, setting, respondents of the study and the research output is also different from the present study.

Flores' study on the other hand concentrated on determining factors that influence the management skills of private administrators. The variables of Flores' study dealt on demographic characteristics, performance ratings, and organizational ability which has also some bearing in the study since some variables are also the concern of the present study. Another study being reviewed is that of Dadivas' which focused on school administrators management style, teachers' level of stress and teaching performance. It has a direct similarities in the present study as it both include the responses of administrators and teachers in dealing with the given variables but again they will differ in setting. Similarly, Ambongs study has bearing on the present study on the aspects of the management roles of school heads and the teaching

performance of teachers in public elementary schools. The present study will consider the strengths and weaknesses of the teaching learning process as they relate to instructional management of the principals. Furthermore, setting differed.

Arpa's study has a relationship also to the present study for both addressed the principals' instructional management and teachers performance but will differ in the respondents. Quides study on the other hand has impact to the present study as it concentrated on addressing administrative and instructional leadership needs of school principals towards students' improved academic performance. The present study considered some variables utilized in the said study, but the setting is again different. Studies reviewed in this chapter were much related to the present work. Most of them explored on the roles of principals and the effects of such roles on the school performance particularly on the teaching-learning process. However, despite of the similarities in concepts, this study did not duplicate anybody's work as differed in setting, instrument used, and variables included in the study. It appears from the foregoing review of research literature that this study is not a duplication of anybody's work despite the fact that the same subject matter on principal ship had been done on different studies on several occasions.

## 3. Research design

The study made use of the descriptive method of research as the study will analyze the instructional management roles of the principals in the Division of Batangas, Philippines concentrating on the teaching-learning process as the main basis of providing instructional leadership.. As such, the study will deal with phenomenon that hold true at the time the study is conducted.

### A. Subjects of the study

The research involved seventy five public secondary school principals with equal number of master teachers and subject area coordinators of the division of Batangas, Philippines.

### B. The Instrument of the study

The study used a research made instrument that aims to describe the public secondary school principals with reference to their personal and professional characteristics, leadership behavior, emotional maturity and their management skills. The same instrument was administered to select teachers represented by the master teachers and subject area coordinators to bring out the strengths and weaknesses in the teaching-learning process and assess the extent of instructional supervision of the principals in their respective school

## 4. Results/Findings

From the gathered data, the following findings were revealed.

### A. Descriptions of secondary school principals

#### 1) Personal and professional characteristics

As to personal qualities, the respondents revealed that the principals most often manifested their concern on physical setting of classroom, school grounds and facilities. It obtained a weighted mean of 3.84 which ranked first among the 13 items. Least rated as often manifested interpreted to mean was by the secondary school principals' display of genuine interest on the personal and, social welfare of staff members. This gained a weighted mean of 3.41. As a whole, the composite mean of 3.61 revealed that the secondary school principals most often manifested the personal characteristics. In terms of professional characteristics it was most often observed by the respondents that the school principals wear appropriate clothes suggestive of the profession with a weighted mean of 3.84 and ranked first among nine the items. Ranked least by the respondents with a weighted mean of 3.41 was the principals often manifestation of willingness to report to work on time without pressure. The composite mean of 3.70 indicated that the secondary school principals most often demonstrated the professional characteristics expected of them.

#### 2) Leadership behavior

With a weighted mean of 3.92, equivalent to rank first among 15 items was respondents disclosure that most often, the principals had plans for his/her professional growth. Least rated was the principals' often manifestation of providing adequate opportunities to make members discover what they could do meaningfully without restraint. This registered a weighted 3.40. The composite mean of 3.72 revealed that the public secondary school principals most often manifested leadership behavior. This affirms selection of administrators for stewardship of educational institutions.

#### 3) Emotional maturity

As rated by the respondents, the school principals most often manifested a high morale of intelligence and maturity of minds when confronted with conflicts. This got a weighted mean of 3.74, and registered first in the rank order of distribution. It was observed that the principals often spoke in a low tone during critical times with a weighted mean of 3.46, hence ranked least. Summing up, the composite mean of 3.64 indicated that the public secondary school principals most often manifested emotional maturity.

#### 4) Management skills

The obtained weighted mean of 3.89 indicated that the principals most often implemented DepED policies and orders to attain national, regional, division and school goals. This ranked first among 14 the items. Least in rank with the weighted mean of 3.58, was the respondents revelation of the principals' response to the facts while keeping personal feelings out of them and offering rewards and recognition for teachers and students' performance. This was interpreted as most often manifested by public secondary school principals. It obtained a composite mean of 3.73 which showed that the school principals most often manifested management skills.

### B. Strengths and Weaknesses in the Teaching and Learning Process

#### 1) Faculty qualifications

The principals, master teachers, and subject area coordinators had the same observations that the teachers possess positive values like caring, commitment, creativity, openness, patience and respectfulness. It obtained a weighted mean ranging from 3.56 to 3.92 and interpreted to a very great extent. However, their assessments differ as regard computer literacy of teachers and their use of computers as aids in preparing teaching devices. The principals rated this item to a moderate extent with weighted mean of 2.36, while the master teachers assessed it to a great extent with weighted mean of 3.09, and the subject area coordinators noted it to a very great extent with a weighted mean of 3.60. The composite mean of 3.46 revealed that the teachers meeting the required qualifications was observed only to a great extent.

#### 2) Mastery of the learning content.

The three groups of respondents rated the item on teachers' capacity to relate subject matter to everyday realities in life to a very great extent. It obtained the weighted means of 3.51 to 3.96. Least noted, to a very great extent was the teachers' knowledge of the effects of the outcome on students' lives with weighted means of 3.75 and 3.82, respectively. However, this was assessed by the principals to a great extent with a weighted mean of 2.85. The composite mean of 3.68 revealed that the teachers had the mastery of learning content to a very great extent.

#### 3) Formulation of objectives.

Assessed similarly to a very great extent by the principals, master teachers and subject coordinators was teachers giving emphasis on productive learning experiences and specific skills, content, and attitudes to be taught and learned. It obtained a weighted mean ranging from 3.55 to 3.96. Least noted was in the formulation of objectives was following specificity satisfying the characteristics such as, measurability, attainability, result-orientedness and time bounded. It obtained a weighted mean of 3.25 to 3.93, interpreted to a great by the principals and to a very great extent by master teachers and subject area coordinators.

#### 4) Use of appropriate teaching strategies.

The three groups of respondents assessed teachers praising students for work well done including learning activities that develop creative, critical and analytical abilities and determining the appropriate learning style to use for the different groups of learners to a very great extent. This got a weighted mean ranging from 3.53 to 3.96. To a least extent with weighted mean of 1.0 to 1.03 was the rating given to teachers' conducting off-campus learning through field trips and observation tours. A composite mean of 3.24 disclosed that the teachers used appropriate teaching strategies to a great extent.

#### 5) Utilization of learning resources and technology integration

The master teachers and subject area coordinators rated to a

very great extent teachers' dissemination of information on the acquisition of learning materials, books and equipment's with weighted means of 3.96 and 3.88, respectively. However, this was assessed to a great extent by the principals with a weighted mean of 3.23. The three groups of respondents had the same assessments regarding the principals' updating both the students and teachers of the practical use of the internet. This was least rated with a weighted mean of 2.79 to 3.08. It obtained a composite mean of 3.42 revealing teachers' utilization of learning resources and technology integration to a great extent.

#### 6) *Evaluation of the learning outcomes*

The three groups of respondents similarly rated to a very great extent with a weighted means of 3.84 to 3.99 the item on teachers acting favourably on the problem. least rated equivalent to a very great extent by the master teachers and subject area coordinators was the conduct of dialogue with the students. It obtained a weighted mean of 3.85 and 3.87, respectively. On the other hand, this was assessed as to a great extent with a weighted mean of 2.99 by the principals. The composite mean of 3.80 indicated that the teachers evaluated the learning outcomes of students to a very great extent.

#### C. *Comparison of the Observations of the three groups of respondents regarding teaching and learning process*

The observations of the principals, master teachers and subject area coordinators regarding teaching and learning process were compared. Faculty qualifications, mastery of the learning content, formulation of objectives and utilization of learning resources and integration of technology were compared using one-way analysis of variance – F-test and Scheffe' Test. Significant differences on the rating of the three groups of respondents were noted with computed F value of 7.714 to 14.2938 greater than the critical F value of 2.78 at .05 level of significance at two degree of freedom among and 222 degree of freedom within. Also the ratings of the three groups were found different with computed Scheffe' values ranging from 3.188 to 3.438 which were greater than the critical value of 2.52.

#### D. *Instructional Supervision Carried Out By the principals.*

The respondents revealed that the teachers were encouraged to a very great extent by the principals to use instructional time for teaching and practicing new skills and concepts. It obtained a weighted mean of 3.78 which ranked first among the 14 items. Least rated, equivalent to a great extent was the item regarding principals framing the school's goals in terms of staff responsibilities. It obtained a weighted mean of 3.38. The composite mean of 3.58 revealed that the principals carried out

their instructional supervision to a very great extent.

#### E. *Proposed Instructional Management Plan*

The proposed instructional management plan was designed to address the weakness of the teaching-learning process as well as to improve the performance of the faculty and students.

### 5. Conclusion

Based from the findings of the study, the following conclusions are drawn.

- The public secondary school principals possessed the necessary characteristics/qualities and skills inherent among managers.
- Evaluation of the learning outcomes was the strength of the teaching and learning process while the use of appropriate teaching strategies is its weakness.
- The principals, master teachers and subject area coordinators differed in their assessments as to faculty qualifications, mastery of learning content, formulation of objectives, and utilization of learning resources and technology integration.
- The school principals carried out their instructional supervision to a very great extent.
- The commitment of teachers improved the faculty and students' performance.
- A proposed instructional management plan underscored areas of concern related to supervision of instruction.

### Recommendations

- Teachers should be provided with the necessary trainings
- The proposed instructional plan may be adopted for bench marking purposes
- Similar studies may be conducted in other environment.

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