

Leadership Performance of Public Elementary School Heads: Basis for Instructional Coaching Model

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Abstract: This study was designed with the main purpose of evolving an instructional coaching model to address the instructional leadership performance of public elementary school heads. This study will yield benefit to teachers, district and division supervisors, administrative officers, assistant schools division superintendent and schools division superintendent, regional directors and Department of Education Management and future researchers.

Keywords: Coaching, Instruction, Instructional leadership, Leadership, Learning outcomes, School heads, Teaching.

1. Introduction

Schools exist for the education of learners and the most important factor in carrying out the educational process are the teachers. The teachers decide the breadth and quality of instructions in the classroom. Assisting them with their instructional duties is the school principal or school head. The school head is the key figure in our unending search for quality education since his/her most important function is to help establish, develop and maintain a staff that positively maximize opportunities for teaching and learning.

In general, it can be considered that the most important factor in overall school success are the vision, education, energy and instructional leadership of the school head. Thus, in the educational system generally in the elementary school, the school head occupies the pivotal role in the upliftment of the quality of instructions.

The school head is the key person in his school being the key player with the teachers in the attainment of the desired learning outcomes. The degree of success of the school is greatly attributed to the instructional leadership of the school head.

In view of the realities just mentioned, the researcher being the District Supervisor in Lobo District, Division of Batangas under RA 9155 is mandated to perform two critical roles that can significantly support schools such as providing professional and instructional advice and support to the school heads and teacher's/ facilitators of schools/learning centers in the district and clusters, and providing curricula supervision. Moreover, given the new requirements which have resulted from the implementation of RA 9155 and the policy on school-based

management, the District Supervisor is directed to perform additional functions in monitoring and supervising the implementation of the ALS programs and coordinating the efforts of the schools and community learning centers in the district.

The main aim of this study is to allow school heads to flourish and grow, to develop and to generate their self-belief and self-esteem and most of all, to effectively coach and guide the school heads. People are considered the greatest asset in every organizational system in the district and the school heads therefore in public elementary schools are the best resource for change in generating improvement capacity within the organization.

As to how the school heads demonstrate and perform their functions and their ability to show effective performance with regard to their roles and how the school heads demonstrate their leadership performance are the main focus of this study.

It is in this light that leadership performance of school heads was assessed and come up with an instructional coaching model for public elementary school heads. An instructional coaching model was crafted to provide a very rich resource and will be shared to the schools in the districts to contribute to an enhanced and improved learning outcomes at the school community level.

2. Methodology

Descriptive research made use of three sets of questionnaire as the main data gathering instruments.

There were three groups of respondents such as 114 or 100% of the school heads, 7 or 100% of the district supervisors and 341 or 30% of teachers from the second congressional district or Area II of the Division of Batangas.

Purposive sampling was used for the school heads and district supervisors since all school heads and district supervisors were the respondents while random sampling was used for the teachers. Thirty (30%) of the teachers coming from each school in seven (7) districts in Area II in the Division of Batangas were the researcher's sample.

The statistical tools used in the data analysis were the percentage, weighted mean, one way analysis of variance, Pearson's Product Moment Correlation Coefficient, mean rank

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and Kendall's W-Test.

3. Results

The salient findings of the study are as follows:

A. On the demographic profile of public elementary school heads in terms of:

1) *Age*

Data showed that most of the school heads belong to middle ages, age bracket between forty—one and fifty (41-50) years old.

2) *Gender*

School heads are composed of eighteen (18) male and ninety-six (96) female.

3) *Highest Educational Attainment*

The highest educational attainment achieved by most school heads is having units in Master of Arts program. Only two (2) graduated with doctoral degree.

4) *Civil Status*

Most of the school heads are married. Only one remain single and only one is separated.

5) *Length of Service in DepED as School Head*

Most of the school heads are new in the position being in the service between one to five (1-5) years in DepED as school head.

6) *Performance Rating for the Last Three (3) Years*

One hundred fourteen (114) or all of the school heads claimed that their ratings for the last three (3) years is very satisfactory.

B. On the extent of level of instructional leadership performance of public elementary school heads are perceived by the school heads, district supervisors and teachers in terms of:

1) *Setting Directions*

The three groups of respondents agreed that the leadership performance of school heads in terms of setting directions is very satisfactory.

2) *Developing People*

The respondents are unanimous in their ratings that the performance of the school heads in developing people is very satisfactory.

3) *Redesigning organizations*

The leadership performance of the school heads in redesigning organizations was viewed as very satisfactory by the respondents.

4) *Instructional advice and support*

The respondents rated the school heads' instructional leadership in terms of instructional advice and support very satisfactory.

C. On the perceptions of three groups of respondents in the level of leadership performance of public elementary school heads in terms of variables such as:

1) *Setting directions*

A significant difference was noted in the assessment of school heads and teachers which led to the rejection of null hypothesis.

While, there was no significant difference in the assessment between the teachers and PSDS and the assessment made by school heads and PSDS which led to acceptance of null hypothesis in both group of respondents.

2) *Developing people*

Data revealed that there was no significant difference in the perspective of three groups of respondents.

3) *Redesigning organizations*

Significant difference in the assessment on the performance of the school heads in terms of redesigning organizations was observed between the teachers and school heads.

4) *Instructional advice and support*

Significant difference in the assessment in the instructional leadership performance of school heads in terms of instructional advice and support as assessed by the teachers and school heads. Meanwhile, there was no significant difference in the assessment between school heads and PSDS.

D. On the significant relationship between the profile of the school heads and their level of leadership performance

1) *Age*

It was found out that there was no significant relationship between age and setting directions, age and developing people, age and redesigning organizations likewise age and instructional advice and support.

2) *Gender*

When gender was correlated in setting directions, developing people, redesigning the organizations and instructional advice and support the result showed no significant relationship.

3) *Highest Educational Attainment*

When the highest academic achievement of the school heads was correlated in setting directions, developing people, redesigning the organizations and instructional advice and support, it was found out that there was significant relationship.

4) *Civil Status*

It was found out that civil status has no significant relationship to the performance of the school heads in setting directions and in developing people while the civil status of the school heads was significantly related to their performance in redesigning the organizations and instructional advice and support.

5) *Length of Service in DepED as School Head*

When the length of service as school head was correlated in their instructional leadership performance it was found out that the length of service as school head has significant relationship in setting directions, in developing people, redesigning the organization and instructional advice and support.

6) *Performance Rating for the Last Three (3) Years*

It could be noted that when the performance rating of the school heads for the past three years was correlated to the performance of the school heads in four dimensions, its relationship with the four dimensions cannot be determined.

E.

1) *Facilitating Factors*

Based on Kendel's Test of Concordance, it could be inferred that the school heads must strongly encourage the parents to participate in different school activities while the relationship

of the school heads with the teachers and pupils must be maintained so that the school vision, the expected learning outcomes of pupils be achieved with the cooperation of the parents, teachers and pupils themselves being guided by the school head.

2) *Hindering Factors*

The study implies that the school heads must be organized and systematic so that voluminous paper works to be submitted ASAP could not hinder his/her instructional leadership performance to be better.

F. *The Proposed Instructional Coaching Model*

The instructional coaching model which served as an outgrowth of the study was designed to strengthen the instructional leadership skills and capabilities of school heads to help teachers achieve their goals on delivering effective and quality instruction.

4. Conclusion

Based on the findings of the study, the following conclusions were arrived at:

1. Basically, the public elementary school heads in Area II, Division of Batangas are in middle ages, female, married, earned units in Master of Arts program, new in the position and with an average performance rating of very satisfactory for the last three years.
2. The level of instructional leadership performance of school heads in terms of setting directions, developing people, redesigning the organizations and instructional advice and support is very satisfactory as perceived by the teachers, district supervisors, and the school heads themselves.
3. There was significant difference in the assessment of respondents in the instructional leadership performance of school heads in setting directions, redesigning organizations and instructional advice and support and no significant difference in developing people.
4. Profile of the school heads such as age, gender, civil status were not significantly related in the level of instructional leadership of school heads while highest educational attainment, length of service in DepEd as school head has significant relationship in the level of instructional leadership of school heads.
5. Factors that the school heads encountered to facilitate their tasks easier with effectivity are parents cooperation, teacher's classroom management and facilities while factors that hinder them to perform their instructional leadership role were ASAP reports, access to technology and unavailability of equipment.
6. Instructional coaching model is an answer to strengthen the school heads' instructional leadership skills.

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