

**CHARACTERISTICS OF SCHOOL ADMINISTRATOR AS PREDICTORS OF
INSTRUCTIONAL MANAGEMENT LEADERSHIP**

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October 2013**

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ABSTRACT

The purpose of this study was to determine the relationship of the characteristics of secondary school administrators of Malita, Davao del Sur between instructional management leadership and the characteristics that best predicts instructional management leadership. Results showed that characteristics of secondary school administrators in terms of visionary, as a person, instructional manager, leader of an organization, manager and school-community facilitator had a descriptive rating of high level. On the level of instructional management leadership of secondary school administrators, the indicators had an overall descriptive rating of high level. On the test of significant difference between the dependent and independent variable, the independent variable significantly predicted the dependent variable. It was established in the study that there was significant relationship between the characteristics of secondary school administrators to the instructional management leadership. From the findings of the study, the indicators of characteristics of secondary school administrators were the potent factors that could predict the instructional management leadership.

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DEDICATION

*This piece of hard work and achievement
is wholeheartedly and specially dedicated
to my
ever loving and supportive family
whose inspiration, love and support
provided the impetus
in the realization and fulfillment of this study.*

*This is also dedicated
to my friends and colleagues
whose laughter shared
brought unspeakable joy and happiness,
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who inspired me
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Chapter 1

THE PROBLEM AND ITS SETTING

Background of the Study

What are seen as school administrators' instructional management leadership in the United States are often problems with the management and leadership of the school administrators (DiMartino & Miles, 2006). More than hundreds of the school administrators seem unmotivated to perform their task and responsibilities; it is useful to examine aspects of the educational management leadership program and the characteristics of the school administrators that might undermine instructional management and leadership (Giley, & Giley, 2008).

Instructional management leadership is strongly affected by the characteristics of school administrators. The characteristics of school administrators' paramount daily problems, therefore, often actually reside in instructional management leadership that are observed as an effective leader (Kuzma, 2004). It is worth noting that characteristics of school administrators have been linked to student achievements and school effectiveness. The study of Shaharbi (2010) stated that the characteristic of school administrators brings great influence and contribution to the effectiveness of the school and the school system.

The Department of Education (DepED) focuses on situations and problems on the schooling needs of a substantial number of students in the

public schools (Saavedra, 1987). Philippine government exerts much effort by way of sending school administrators to trainings and seminars in enhancing their instructional management leadership in responding the low level performance of the school. Unfortunately, this effort did not make a difference. The effective school research has been a driving force behind political efforts in improving public education and that improving student's outcomes can be attained through strategic school organization and strong school administrators' instructional management leadership (Erbina, 2012).

In the Municipality of Malita, Davao del Sur, instructional management leadership greatly depends on the characteristics of school administrators (San Antonio & Gamage, 2007). There are lots of school administrators now a day that lacks characteristics that enables them to become more effective in their instructional management leadership, Hungi (2011). Characteristics of school administrators are still highly contested as evidence in the dismal performance of the students in the National Achievement Test (NAT). More importantly, the researcher has not come across studies that will investigate the relationship between the characteristics of the school administrators as predictors of instructional management. Thus, the researcher explored which can predict a continuing instructional management development.

Statement of the Problem

The study was conducted to determine the characteristics of school administrators as predictors of instructional management leadership of the

secondary schools in the Municipality of Malita, Davao del Sur. Specifically, it sought to answer the following questions:

1. What are the characteristic mean scores of the following;
 - 1.1 The school administrator as a person
 - 1.2 The school administrator as a visionary
 - 1.3 The school administrator as an instructional manager
 - 1.4 The school administrator as a leader of an organization
 - 1.5 The school administrator as a manager
 - 1.6 The school administrator as a school-community facilitator?
2. What is the level of instructional management leadership of secondary school administrators in terms of the following;
 - 2.1 Frame the school goals
 - 2.2 Communicate the school Goals
 - 2.3 Supervise and evaluate instruction
 - 2.4 Coordinate the curriculum
 - 2.5 Monitor students progress
 - 2.6 Protect instructional time
 - 2.7 Maintain high visibility
 - 2.8 Provide incentive for teachers
 - 2.9 Promote professional development
 - 2.10 Provide incentives for learners?
3. Is there a significant relationship between the characteristics of school

administrators as predictors of instructional management leadership in the secondary schools of Malita, Davao del Sur?

4. What parameter of the characteristics of school administrator that best predicts the instructional management leadership in the secondary schools of Malita, Davao del Sur?

Hypothesis

The study tested the null hypothesis that there is no significant relationship in the characteristics of school administrators as predictors of instructional management leadership in the secondary school of Malita, Davao del Sur.

Review of Related Literature

The portion of the study reviews the degree and appropriate literature through research and publications to put the current investigation into context which includes theories and studies to establish the validity of the urgency to conduct the study. The reviews helped the researcher in establishing the background of the study and supported the characteristics of school administrators as predictors of instructional management leadership.

A profile of the characteristics of school administrators influenced the realization of schools vision and increase effectiveness of instruction.

Characteristics of School administrators

Characteristics of school administrators are part of the process that affects the lives of the students, teachers, support staff, parents, stakeholders and the community. Because of their impact, school administrators can profoundly

influence student achievement by working with teachers to shape a school environment conducive to learning" (Bottoms & Fry, 2009).

First and foremost, the school administrator is a human being with personality, character, a set of core values and beliefs. These personal characteristics do indeed matter and form the foundation for all professional interactions and decisions, and thus the school climate. In essence, they are the "filter" and set the tone for the entire school. Being a school administrator requires flexibility in juggling the many roles that it requires the school administrators' to play. In reflecting on the information gleaned from interviews, books, journal articles and observations the following conclusion is drawn; if the school administrator is able to balance being an instructional leader, a manager, the creator of a positive climate and culture, a visionary, an ambassador, a communicator, a collaborator, and a real person, then success is being attained and achieved (Whitaker, 2003).

School administrators that are competent in finding successful solutions to problems can help improve the performance of the school and uplift the integrity of the school educational system. An institution needs school administrators who can set as a good instructional leader and knowledgeable in managing school (Burbach & Duke, 2007).

School administrator as person. McDonough (2010) stated that the considering demands of being school administrators have various roles that is expected to play. It seems that prioritizing time management and organization skills are critical in helping the school administrators in balancing their task. The

school administrators' who prioritizes does not get buried by the demands of paperwork but instead uses the time when school is in session to visit with the students in school. In addition to juggling duties during the school day, balancing the many hours needed to attend school and community functions with a family can be a challenge as well (Karhuse, 2007).

Consequently, school administrators needs to be passionate about their work but also needs to find a balance between work and home. The role of the school administrators requires one to be active and think on their feet. This requires a fit mind and body. Reflecting on daily actions, keeping abreast with professional development, reading and engaging in a stress relieving activity, such as exercise, are all activities that can help the school administrators manage her workload (Johnson, 2005).

Valentine, Clark, Hackmann, & Petzco (2004), cited that it is important to remember that the school leadership and management does not seem to define the person but rather the person defines the leadership and management. If the school administrators' reflects often, then they will learn to find a healthy balance by prioritizing and managing their time (Marzano, Waters & McNulty, 2005).

Little and Little (2001) cited that inspiring and instilling confidence, communicating effectively and being an active listener, being enthusiastic and optimistic, and having a sense of humor as qualities of exemplary school administrators. The characteristics of principle - centered, and thus, effective leaders as continually learning, service oriented, radiating positive energy,

believing in others, leading balanced lives, seeing life as an adventure, synergistic (change catalysts).

Kouzes and Posner (2002) stated that extraordinary things get done in an organization when leaders model the way, inspire, challenge the process, enable others to act, and encourage the heart. Transformation begins with trust. Trust in a school is developed through the demonstration of integrity, confidence and authenticity. These characteristics come from deeply held and personal beliefs.

Tschannen-Moran (2004) further cited that the existence of a trustworthy leader as being crucial to a school's success. The school administrators' establishes trust through benevolence, honesty, openness, reliability, and competence.

In many ways the school administrator is the most important and influential individual in any school. He or she is the person responsible for all activities that occur in and around the school building. It is the school administrators' leadership that sets the tone of the school, the climate for teaching, the level of professionalism and morale of teachers, and the degree of concern for what students may or may not become (Marzano, Waters & McNulty, 2005).

The school administrators are the main link between the community and the school, and the way he or she performs in this capacity largely determines the attitudes of parents and students about the school. If a school is a vibrant, innovative, child- centered place, if it has a reputation for excellence in teaching, if students are performing to the best of their abilities, one can almost always

point to the principal's leadership as the key to success (Tschannen-Moran, 2004).

The school administrator as visionary. According to McDonough (2010), the successful school administrators' has a vision of what education should be. Caring and nurturing the vision with others by articulating it; however, an effective school administrator serves also as models of the vision through daily actions. Consequently, in addition to articulating the vision, visionaries have an action plan, which lists the key players and steps needed in executing their vision (Daresh, 2002).

Relative to the implementation of vision oftentimes means implementing a change can be risky. Leadership, however, entails risk taking and standing for beliefs, even when the odds are not in the leader's favor (Marzano, Waters & McNulty, 2005).

A successful principal must have a clear vision and goals for where his or her school needs to go, be able to convey that vision to all constituencies, and have the abilities necessary to assist the organization in achieving their goals (Cotton, 2003; Harris, 2007; Lashway, 2003; Leithwood & Riehl, 2003; Manasse, 1985; Marzano, Waters & McNulty, 2005; Portin, Schneider, DeArmond & Gundlach, 2003; Shen & Hsieh, 1999; Smith & Andrews, 1989; Stronge, Richard & Catano, 2008; Wise, 2001).

Having vision that extends to the external environment is especially important during times that are characterized by rapid change. Many influences

on schools come from outside the educational system, such as technology, demographics, and government policy (Hallinger & Heck, 2002).

McDonough (2010) stated that when making a decision, an effective school administrator asks how the decision will impact on student learning and proceeds with that thought as the focus. If the school administrator is clear in articulating and sharing its vision then the school community understands where the school administrators stands for its purpose.

The school administrator as an instructional manager. McDonough (2010) stated that the school administrator is an instructional manager, the teacher of teachers. Instructional leadership that a school administrators' provides are staff development, teacher observations/evaluations, and supervision (Daresh, 2002). Direct instructional leadership implies that the school administrator is providing directly to an individual or a group. However, indirect instructional leadership requires the school administrators to play more of a supportive role to teachers.

According to King (2002), instructional leadership in its simplest form would be anything to try and improve teaching and learning. However, the function of a school administrator as an instructional leader becomes complex when considering the different models for instructional leadership (Quinn, 2002).

Schools' instructional leadership and management has become a priority in educational system, as it has been widely conventional and acceptable that it takes part as a key role in improving school performance by motivating teachers, as well as influencing the school climate (Daresh, 2002). Schools are often long

shadows of their school administrators. The school looks and feels like its leader (Rooney, 2009). It is therefore imperative that school administrators have a knowledge and understanding of what it means to be an instructional leader (Lyons, 2010).

According to Daresh (2002), research has documented that both direct and indirect instructional leadership are key roles of a school administrators. If a school administrator practice instructional leadership daily, then they are successful in coaching and empowering teachers to improve student achievement.

The school administrator as a leader of an organization. Whitaker (2003) stated that effective school administrators center their ideas, days, and job on enhancing student learning by providing a safe and orderly learning environment with minimal distractions. Successful school administrators creates a learning environment that is attainable to all learners by sending clear and consistent messages regarding expectations of students and staff, hiring quality teachers, and presenting an encouraging performance, a school administrator sets a motivating tone for the success of the school.

Nevertheless, Tschannen-Moran (2004) successful school administrators set a positive tone for their school with an unwavering focus on student learning. They do not tolerate distractions and act in the best interests of their students and the learning environment. Another important factor that a school administrator has control over is a new hire.

Whitaker (2003) added that a school administrators' single most precious commodity is an opening in the teaching staff. The quickest way to improve the school is to hire great teachers at every opportunity. Just as the only way to improve the average grade is to turn in a better than an average assignment each time, the most significant way to rapidly improve a school is to add teachers who are better than the ones who leave.

Moreover, McDonough (2010) stated that great school administrators know their tasks and work diligently to hire the best possible teachers. Not only is it important to hire great teachers but also to maintain them. This is reinforced by the idea that successful school administrators focus on students-by focusing on teachers.

Great school administrators celebrate the success of their students and staff, instilling a sense of value in their achievements. If the school administrator is successful in creating a positive school culture and climate and praises students and staffs performance at all levels, self-esteem is enhanced, and people feel that their time and work is valued and appreciated (Whitaker, 2003).

The school administrator as a manager. In an integrative essay of McDonough (2010) mentioned that the most current dynamics of successful school administrators focus on instructional leadership, the school administrator is still responsible for maintaining a safe and caring learning environment.

Cotton (2003) stated that effective school administrators involve others, including students, in setting high standards for student behavior. They communicate high expectations for behavior, and they apply rules consistently

from day to day and from student to student. They expect teachers to handle most disciplinary matters, and they provide in-school suspension with support for seriously disruptive students. They foster a sense of responsibility in students for appropriate behavior and work to create an environment that encourages such behavior (McDonough, 2010).

Wildy & Dimmark (1993) asserted that successful school administrators take on the responsibility of encouraging an orderly learning environment by minimizing distractions. Immersing the entire school community in the use of behavior prevention plans can aid in preventing discipline referrals. This calls for the entire school community to take responsibility in sending a consistent message to students regarding expectations for behavior.

A preventive measure includes teachers in integrating character education into their daily lessons and interactions with students. Although the intent of character education is to prevent disciplinary issues from occurring, a school administrators needs to be prepared if unacceptable behavior does occur (McDonough, 2010).

The school administrator as a school-community facilitator. Communication is critical in a school administrators' job. Clear, consistent communication with students, staff, parents and community is imperative to the role of a school administrator. Similar to the teaching and reinforcement of math and reading skills, policies, procedures, and expectations need to be taught, practiced, and reinforced to students and staff (Quinn, 2002).

Successful school administrators indicate taking the time to teach the students, talk with them and show them their expectations. Some school administrators go over the student handbook and code of conduct to ensure that both student and parent have signed off on reading it (McDonough, 2010).

In addition, Saleh (2012) stated that the reinforcement of policies and procedures with discussions regarding their purpose also help in communicating expectations with students. When communicating with staff, technology provides school administrators with the tools and ease to communicate with the masses on a daily basis. However, these notes do not take the place of friendly conversations, nor do they decrease the value of faculty meetings (McDonough, 2010).

Communication with parents and community is also imperative to a school administrators' position. Communication via monthly newsletters helps to disseminate "need-to-know" information to parents. In reviewing common threads of school administrators, the majority spoke of having an open door policy, seeing students, parents and staff alike. Non-verbal communication is just as important as verbal communication (Quinn, 2002).

Successful school administrators' practice active listening when a student, staff member or parent has a concern. Listening carefully and observing the surroundings can help the school administrators gain a feel for the climate and culture of their building. If the school administrators' listens and validates the concerns of stakeholders, then the lines of communication are open. Schools administrators' cannot over communicate (McDonough, 2010).

The ideas being cited in the previous paragraphs claimed that a characteristic of school administrator is one of the most imperative in the education system. The important and key person on the life of the school is the school administrator whose role requires an understanding and application of strategies that enables each school to develop and accomplish its unique mission and vision (Saleh, 2012).

This related readings were very helpful to the researcher in the conceptualization of the research problem, theoretical framework, determination of the variables, choice of research method, sampling plan, development of the research instruments and in the interpretation of findings, views, theories, and concepts taken from authorities will not only help the researcher in expanding her knowledge and understanding about the characteristics of school administrators but also in strengthening the researcher's sense of responsibilities and commitment in promoting school's progress.

Instructional Management Leadership

Management plays an indispensable role in the effectiveness of an education in an institution, right from the setting of goals to the accomplishment of goals. Several researches have linked the school effectiveness with the qualities and characteristics of the school administrators (McDonough, 2010).

In view of Cheng and Townsend (2000), the role of the school administrator is often crucial to the success and effectiveness of the school system. In an institution, the efficacy of educational programs depends largely on the decisions and actions that are made by the body which are actively involved

in any aspects of instructional programs and assume the role of being an instructional leader. Being a school administrator is very crucial since all the support in developing and maintaining the common goal of the institution - the learning process (Cheng and Townsend , 2000).

Instructional management leadership is a struggle that all school administrators face in the Philippines. The truth is instructional management leadership of school administrators is one of the key components of effective teaching and learning process that occurs within the school system (Kuzma, 2004). If a school administrator does not possess characteristics that define their instructional management leadership they are most likely to cause problems in schools' instructional management leadership (Lyons, 2010).

A school administrator is critical in creating a school environment necessary and conducive for learning, (Educational Research Service, 2003). However, the school administrator does not work in the isolation from other factors that can create an effective school learning climate. All the members of the institution must work together for the common goals; supports the students learning and achievements. To be effective in every function, particularly on the instructional management, the goals of the institution must be clearly understood and is being agreed by every member that involves in the process (Cheng and Townsend , 2000).

The school administrator is the pivotal element within the school who affects the quality of the teacher instruction (Lindahl, 2010) and the height of students' achievement. School needs the instructional management leadership of

the school administrator to keep focus on the activities which paved the way for high student achievement. Also, education stakeholders must look at ways to emphasize instructional leadership management (Cheng and Townsend, 2000).

Presented in this section are the indicators of instructional management as categorized by Hallinger and Murphy (1987); frame the school goals, communicate the school goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teachers, and promote professional development and provide incentives for learners.

Frame the School Goals. Greenfield (1987), Hallinger & Murphy (1987), and, Latip (2006) stated that framing school goals refers to a principal's role in determining the areas on which the school staff will focus their attention and resources during a given school year. Purkey & Smith (1983), Leithwood, Jantzi & Steinbach. (1999), McEwan (2003), and, Glikman, Gordon, & Ross-Gordon. (2007) admitted that instructionally effective schools often have clearly defined goals that focus on student achievement.

Howard-Schwind, (2010) cited that school administrators involved in an instructionally effective schools generally have a undoubtedly defined mission or set of goals which center on student achievement. A few coordinated objectives, each with a manageable scope, appear to work best. The goals should incorporate data on past and current student performance and include staff responsibilities for achieving the goals. Staff and parent participation during the

development of the school's goal seem important. Performance goals should be expressed in measurable terms (Saleh, 2012).

Johdi (2012) cited that framing school goals refers to a school administrators' responsibility in determining the areas on which the school staff will focus their attention and resources during a given school year. The emphasis is on fewer goals around which staff energy and other school resources can be mobilized. A few coordinated objectives, each with manageable scope, appear to work best.

The goals should incorporate data on past and current student performance and include staff responsibilities for achieving the goals. Staff and parent input during the development of the school's goals seem important. Performance goals should be expressed in measurable terms (Hallinger & Murphy, 1985). Activities that define the school goals are the most important function where the schools need a vision to accomplish reform goals (Uchiyama & Wolf, 2002).

Powel & Napoliello (2005) noted that visions are intended realities that reinforce the school's focus. McEwan (2003) stated also that instructional leaders are liable for giving guidance while defining school goals. Therefore, when framing school goals, it is better to engage school staffs and teachers because their experiences will be created as groundwork for determining school goals.

Furthermore, the involvement of school staff and teachers in an organization will also give some significant information which refers to their skills and knowledge in defining school goals. Purkey & Smith (1983), Leithwood et al.

(1999), and, Quinn (2002), noted that effective leaders will involve staff in determining and defining school goals and objectives to be implemented and evaluated at the end of the year. This condition can lead to augmentation of their commitment in cooperating for achieving the school's goals.

Therefore, each school will be confident of being successful if it has a clear vision and mission as well as teacher commitment (Johdi, 2012).

Communicate the School Goals. Hallinger & Murphy (1985) and Ubben, Hughes, & Norris (2007) stated that after defining school goals, school administrators need to communicate those school goals to the school community. Communicating and explaining school goals is one of the crucial roles of the school administrator as an instructional leader.

Clear goals and high expectations commonly shared among the school community are one of characteristics of an effective school (Wildy & Dimmark, 1993). Common sense, if nothing else, indicates that a clearly defined purpose is necessary for any endeavor hoping for success. Within the limits imposed by the common public school philosophy, schools need to focus on those tasks they deem most important. This allows the school to direct its resources and shape its functioning towards the realization of those goals (Purkey & Smith, 1983).

The school administrators' communicates the schools most important goals to teachers, parents, students, and the community (Johdi, 2012). School administrators can guarantee that the significance of the school goals is implicit by discussing and reviewing them with staff on a regular basis during the school

year, especially in the context of instructional, curricular, and budgetary pronouncements.

Hallinger & Murphy (1985) and Ubben, Hughes, & Norris (2007), stated that after defining school goals, school administrators need to communicate those school goals to the school community. Communicating and explaining school goals is one of the crucial roles of the school administrators as an instructional leader. Clear goals and high expectations commonly shared among the school community are one of characteristics of an effective school.

Common sense, if nothing else, indicates that a clearly defined purpose is necessary for any endeavor hoping for success. Within the limits imposed by the common public school philosophy, schools need to focus on those tasks they consider most essential. This permits the school to direct its resources and shape its functioning towards the realization of those goals (Johdi, 2012).

Supervise and Evaluate Instruction. An essential duty of the school administrators is to make sure that the goals of the school are being transformed into practice at the classroom level. This involves coordinating the classroom objectives of teachers with those of the school and evaluating classroom instruction (Howard-Schwind 2010).

In addition, it includes providing instructional support to teachers and monitoring classroom instruction through numerous informal classroom visits. Marzano et.al., (2005) identified several school administrators' responsibilities that fell under the function of managing the instructional program. The first responsibility, involvement in curriculum, instruction and assessment, was

characterized by being directly involved in curricular design activity and assisting teachers in addressing assessment and instructional issues. The concept of involvement in these instructional areas is also noted as a crucial leadership dimension (Lyons, 2010).

Coordinate the Curriculum. Schools of today must be centered on teaching and learning and organizing for teaching and learning (Stronge, et. al., 2008). However, in order for a school administrator to provide leadership in the field of curriculum and instruction, he or she must be enthusiastic to self-enhancement through self-learning. School administrators must be a role model for their staff and actively involved in staff development (Blasé & Blasé, 1999; Fullan, 2001; Kouzes & Posner, 2002; Lashway, 2003; Prestine & Nelson, 2003; Lyons, 2010). The development of teachers that support curriculum and instruction comes through role modeling, demonstrating professional practices, and support for those who need it (Cotton, 2003; Leithwood, 2005; Lyons, 2010).

A characteristic which stands out in instructionally effective schools is the high degree of curricular coordination (Howard-Schwind, 2010). School curricular objectives are closely aligned with both the content taught in classes and the achievement tests used by the school. In addition, there appears to be a fairly high degree of continuity in the curricular series used across grade levels. This aspect of curricular coordination is often supported by greater interaction among teachers within and across grade levels on instructional and/or curricular issues (Howard-Schwind, 2010).

Monitor Students Progress. According to Marzano, Waters & McNulty (2005) monitoring and evaluating students' progress is further delineated as the extent to which the school administrators' monitors school practices in relation to their impact on student achievement. This monitoring might take the form of individual performance evaluations, observing the implementation of a new curricular initiative, or examining student performance on local or state standards-based assessments and providing feedback to staff (Lyons, 2010).

Marzano, Waters & McNulty (2005) asserted that monitoring student's academic performance is very essential in improving the effectiveness and qualities of learning. Instructionally effective schools place a strong emphasis on both standardized and criterion referenced testing. The tests are used to diagnose programmatic and student weaknesses, to evaluate the results of changes in the school's instructional program, and to help in making classroom assignment. The school administrators' plays a key role in this area in several ways. He/she can provide teachers with test results in a timely and useful fashion; discuss test results with the staff as a whole, with grade level staff and individual teachers, and provide interpretive analyses for teachers detailing the relevant test data in a concise form (Howard-Schwind, 2010).

The importance of monitoring and evaluating progress or encouraging teachers to undertake such practice is cited by several other researchers and theorists (Brookover & Lezotte, 1979; Brookover, 2000; Cotton, 2003; Edmonds, 1979; Robinson, 2007; Smith & Andrews, 1989; Whitaker, 2003; Lyons, 2010). In fact, Lyons, (2010) found that the amount of time the school administrators spend

observing classrooms and instruction was one of the most important factors in student achievement.

Protect Instructional Time. Marzano, Waters and McNulty (2005) cited that protecting instructional time from interruptions as a primary role of the principal. Howard-Schwind (2010) stated that improved classroom management and instructional skills are not used to the greatest effect if teachers are frequently interrupted by announcements, tardy students, and requests from the office. The school administrators' has control over this area through the development and enforcement of school-wide policies related to the interruption of classroom learning time (Whitaker, 2003).

Maintain High Visibility. Maintaining high visibility that were concerned with talking informally with students and teachers, and informally visiting classrooms (Lyons, 2010). The importance of principal presence and visibility throughout the school has been well-established as being a key to successful schools (Black, 1997; Cotton, 2003; Whitaker, 2003). In fact, students have reported that school administrators who were visible and approachable positively influenced their academic achievement (Gentilucci & Muto, 2007).

Howard-Schwind, (2010) stated that the contexts in which the school administrator is seen to provide one indicator to teachers and students of his/her priorities. Although a significant portion of the school administrators' time may be out of his/her control, the school administrator can set priorities on how the remaining time is to be spent. Visibility on the campus and in classrooms increases the interaction between the school administrators and students as well

as with teachers (Howard-Schwind, 2010). This can have positive effects on student behavior and classroom instruction (Lyons, 2010).

Provide Incentives for Teachers. The school administrators should make the best use of both formal and informal ways of providing teachers with praise when it is deserved (Howard-Schwind, 2010). This could be through a bulletin, official district recognition program or informal cards, verbal statements, or awards.

In the study of Figlio & Kenny, (2007), stated that students can learn more in schools in which individual teachers are given financial incentives to do a better job, though there is no discernment whether this relationship is due to the incentives themselves or to better schools also choosing to implement merit pay programs. Several different indicators were combined to ascertain whether schools offer these financial incentives (Lyons, 2010).

Other things equal, students apparently learn more in schools in which there is a wide range in wages for teachers with a specified mix of schooling and experience or in which small numbers of teachers receive targeted bonuses or raises, and this relationship is strongest in schools serving lower-income populations (Figlio & Kenny, 2007).

Figlio & Kenny (2007) stressed out that the estimated gains in test scores associated with the judicious use of salary incentives are modest but are as large as those associated with other prominent variables in the education production function literature. The evidence of a positive association between merit pay and student performance should be interpreted with caution (Howard-Swind, 2010).

It could reflect students learning more in schools in which the use of merit pay is correlated with more innovation in teaching, for example, and in which higher student achievement is due to the innovation in teaching but not to the use of merit pay. It was shown in the study of Figlio & Kenny (2007) that the positive correlation between teacher incentives and test scores persists even after the control for three sources of heterogeneity in the use of merit pay – teacher unionization, school sector, and educational reform in the state. These efforts, however, are unable to remove all doubt that the estimated association between teacher incentives and student performance in the cross-sectional identification strategy is due to unobserved school quality rather to the teacher incentives themselves.

Promote Professional Development. In the study of Howard-Schwind (2010), the school administrator has several ways of supporting teachers in the effort to improve instruction. He/she can arrange, provide, or inform teachers of relevant opportunities for staff development. The school administrator also can encourage certain types of staff development closely linked to the school's goals.

An effective school administrator concentrate on various management skills (Dessler, 2008). They engage teachers, parents and other stakeholders in planning, organizing, directing, coordinating and evaluating to advance the school and improve achievement (Bernardin, 2007; Everard, et. al., 2004). Effective school administrators ensure efficiency and take action if standards are not met. They follow "due process" to implement the policies of the governing

board for recruitment, selection, appointment, ranking appraisal and disciplining the teachers and staff (Bernardin, 2007; Dessler, 2008).

Effective school administrators provide teachers with opportunities for professional growth and development by providing feedback (Sergiovanni, 2007). They use reward and recognition (intrinsic and extrinsic) to empower their teachers and staff (Blasé & Blasé, 2004; Sergiovanni, 2000).

Effective school administrators provide training, seminar, conference, workshop, and other services for teachers and students to increase the organizational standards (Blasé & Blasé, 2004). They clarify the practices and reinforce positive interactions within the school (Mandel, 2006; Robbins, 2005). Effective school administrators care for both people within the school and people outside of the school by building caring relationships (Reed & Johnson, 2000).

Effective school administrators maintain and communication with students, parents, colleagues, school leaders, supervisor, board members, and the community who are directly or indirectly related with the teaching profession. They nurture collegiality and collaboration among stakeholders to generate respect and credibility (Barth, 2006). They unite teachers to increase professional commitment and minimize doubt, competition, and uncertainties among teachers and other administrators (Blasé & Blasé, 2004).

Provide Incentives for Learners. The school administrators create a school learning climate in which academic achievement is highly valued by students by providing frequent opportunities for students to be rewarded and

recognized for their academic achievement and improvement (Howard-Schwind, 2010).

The rewards need not be fancy or expensive; the recognition before teachers and peers is the key. Students should have opportunities to be recognized for their achievement both within the classroom and before the school as a whole (Howard-Schwind, 2010).

On the other hand, Fullan (2002) claimed that school administrators must provide the necessary incentives for the new learning opportunities for students and also to the teaching staffs (Boyd & Govey, 2006).

The concepts mentioned in the succeeding paragraphs talked about the instructional leadership practices and approaches of school administrators in relation to their duties and responsibilities as an instructional leader. School leadership has become a priority in educational system as it plays a key role in improving school performance as well as influencing school climate (Lyons, 2010).

With this, schools are often long shadows of their school administrators (Howard-Swind, 2010). The school looks and feels like its leaders. It is therefore imperative that school administrators' have a knowledge and understanding of what it means to be a leader (Lyons, 2010).

To sum it all, in order for the school system to be effective and productive, the scope of duties and responsibilities carried out by the school administrators must be appropriate, balance and maintained (Hallinger, 2003). The school

administrator need not be the expert in a specific area, but, rather show genuine interest, have knowledge and remove barriers to those whose function is to provide professional growth and development (Lyons, 2010).

The literature review in this study helped the researcher in the critical choice of the topic, the research method, sampling and formulation of research instruments. As evidenced in the review, there is a need to fill the research gap on the characteristics of school administrators as predictors of instructional management leadership. The review intentionally covered theories and researches in the past decade to establish currency of the investigation. Also, the majority of the references such as journals and books are peer reviewed to claim credibility of this study.

Theoretical and Conceptual Framework

This study was anchored on the theory of Lyons (2010) that characteristics of secondary school administrators were strongly linked to the instructional management leadership that enables the school administrators to be more effective in leading their school and continues to produce competitive and productive individuals in the society.

The aforementioned argument was supported by Kuzma (2004), postulated that the main characteristic of an effective school administrator is the ability to always accept change. School administrators must be able to not only being committed to high educational values, but also to manage change while working with a variety of people and cultures both in and out of the school system.

School administrators concern and caring for the teachers and students have meaningful effects on the performance of the school. As shown in Figure 1, the independent variable of this study is the characteristics of the school administrator and according to Little and Little (2001), characteristics of school administrators include: the *school administrator as a person* which refers to a person directly responsible for carrying out the mission of the school; *the school administrator as a visionary* or creates learning communities that improve student outcomes by shaping the internal school community and partnering with families and organization in the external community; *the school administrator as an instructional leader* which refers to a person who promotes students achievement and teachers performance; *the school administrator as a leader of an educational organization* or a person who set the tone for success and harness the power of the school culture to boost achievement; *the school administrator as a manager* refers to a person who engaged in managing and maintaining harmonious relationship within the school system; *the school administrator as a community facilitator* or a person who brings together the entire education community of staff, students and parents, building positive relationships to create teams whose members will work collaboratively towards a shared vision.

The dependent variable is the school administrators' instructional management leadership. According to Hallinger and Murphy (1986) that instructional management includes: *frame the school goals* or develop goals that

INDEPENDENT VARIABLE

DEPENDENT VARIABLE

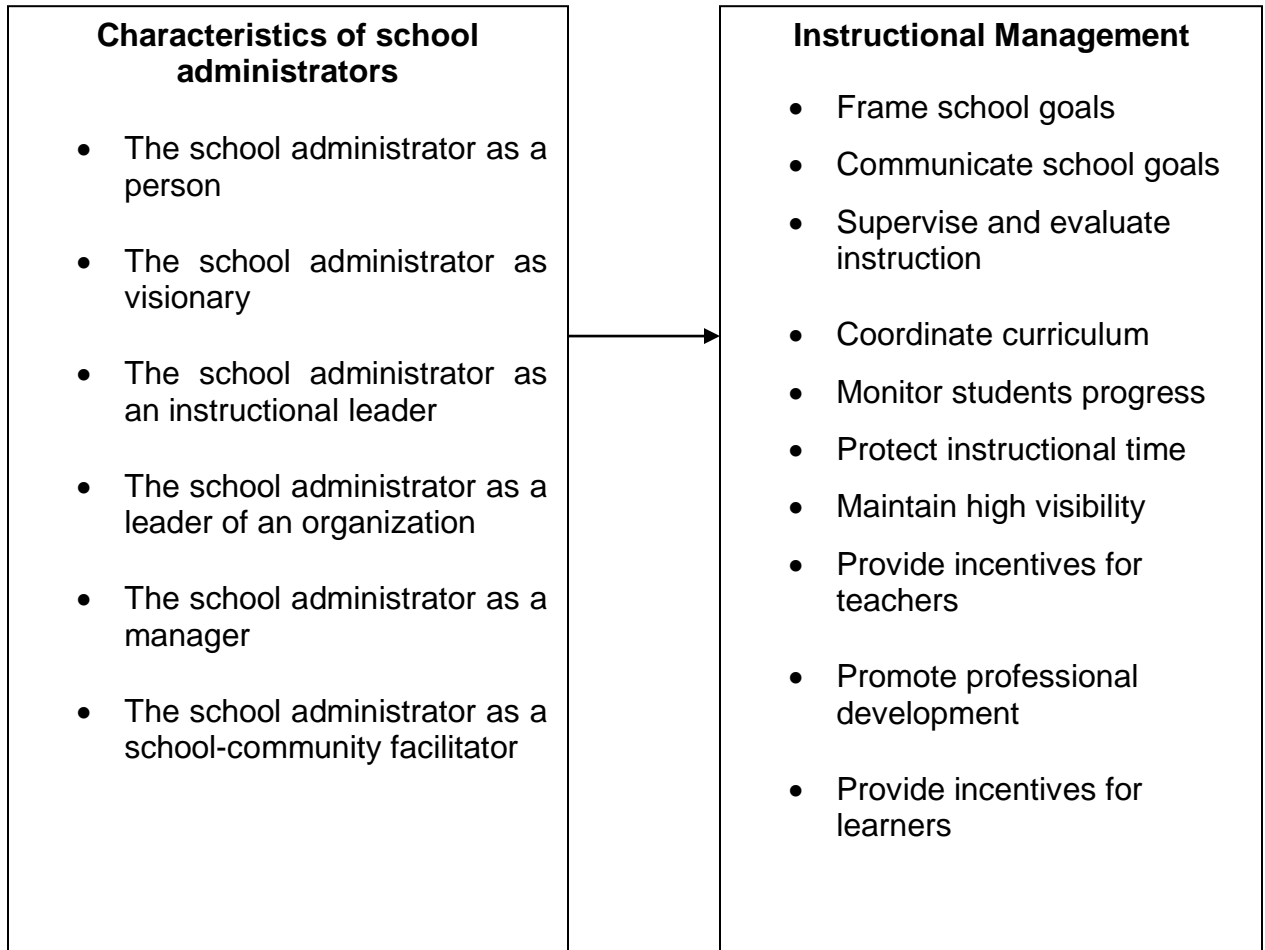


Figure1. Conceptual Framework Showing Variables of the Study

seeks improvement and improve performance; *communicate the school goals* or discussing the importance of school goals with parents, teachers and students; *supervise and evaluate instruction* or ensuring the school goals are translated into practice; *coordinate the curriculum* refers to translating the curriculum knowledge into meaningful curriculum programs, matching instructional objectives with curriculum materials and ensuring curriculum continuity; *monitor students progress* or diagnosing student problems and evaluating their progress; *protect instructional time* or a strategy used by school administrator to ensure larger blocks of time; *maintain high visibility* or maintain interest in innovation efforts and be available to individuals or any stakeholder groups; *provide incentives for teachers* or rewarding and recognizing the efforts of teachers; *promote professional development* or a method used to increase the number of highly qualified teachers; *provide incentives for learners* refers to making knowledge available to employees and constituents and give value to learning and knowledge.

Significance of the Study

The study may be significant to school leadership research for means on how to improve the quality of instruction of teachers and learning for students. In particular, the study will be beneficial to the following;

DepED Officials. The result of the study may serve as the basis for Department of Education officials in the secondary schools of Municipality of Malita, Davao del Sur in examining the trends in educational governance, with particular attention to the characteristics of school administrators in relation to

instructional management leadership in order to design an appropriate program to develop, improve and promote the instructional management practices of school administrators.

School administrators. The information gathered in this study will serve as an “eye opener” for this group of people to bring about improvements of their duties and responsibilities. This will also help them to gain greater understanding on their own instructional management leadership behavior which can lead them to have self-improvement and significant improvement of their school.

Teachers. This study will help teachers to realize the importance of the instructional management that their school administrators brings about in their school in order that the school will become effective and conducive for learning and can produce productive and competent learners.

Policy Makers and Researchers. The result of this study contributes greater insights with regards to characteristics of school administrators in relation to instructional management leadership practices.

Definition of Terms

The following terms were defined conceptually and operationally for clarity and understanding;

Characteristics of school administrators. It was defined as the ability of the school administrator to provide instructional management within the school system (Kuzma, 2004). This involved the increase in the quality of teaching and the expansion of problem solving skill of the learners.

Instructional management. This was defined as the action taken by the school administrator towards change of the directions and supports of the curriculum and programs within the school system for what was best for the students, teachers, school staffs and the community (Kuzma ,2004).

School administrators. It was defined as an individual identified and functioned as the chief building level administrator of the school who were in charged with providing instructional leadership for the school assigned, and managerial operation of the school and property (Turner, 2008).

Chapter 2

METHOD

This chapter presents the methodology behind the assessment of characteristics of school administrators as predictors of instructional management leadership in the secondary schools of Malita, Davao del Sur. This include: research subject, and research instruments, data gathering procedure and statistical treatment of the data.

Research Design

This study used the descriptive-correlation method type of research. The purpose of this method was to describe or explain the status of a particular variable and its correlation to another variable (Creswell, 2008). It was descriptive because the data described the characteristics of school administrators as predictors of instructional management leadership.

Correlation research involved the collection of data in order to determine to what degree of relationship exist between two variables (Weirma, 1995).Likewise, it was also correlational because the study determined whether the first variable would I affect the second variable and vice versa.

Research Subject

This study used the universal sampling method. The respondents of the study were the teachers of all secondary schools of Malita, Davao del Sur. There were 170 secondary teachers. It was the purpose of this research work that this

study was administered to secondary teachers because the researcher believed that it was one of the thrusts of the school to determine the characteristics of secondary school administrators so that they could be guided by the programs that would help them cope with the instructional management leadership.

As shown in Table 1, there are about 170 permanent, locally paid and volunteer teachers and a total of 31 school administrators of all secondary schools of Malita, Davao del Sur. Mariano Peralta National High School have the highest number of teacher respondents and school administrators and Holy Cross of Malita has the lowest number of teacher respondents.

Research Instrument

The researcher adopted the research questionnaire of Hallinger (1986), Little and Little (2001). The first part of the research questionnaire gathered the data on determining the characteristics of school administrators as predictors of instructional management leadership. It was divided into six indicators which consisted of several items for every indicator. The indicators of this study were the following; *the school administrator as a person, the school administrator as a visionary, the school administrator as an instructional leader, the school administrator as a leader of an educational organization, the school administrator as a manager, and the school administrator as a school-community facilitator.* The second part of the research instrument assessed the instructional management leadership of the school administrators consisted of ten indicators

Table 1**Distribution of Respondents of the Study**

Secondary Schools	Number of Teacher Respondents	Number of School administrator	Percentage of teacher respondents (%)	Percentage of school administrators (%)
B'laan NHS	14	1	8.24	3.23
Demolok Valley NHS	12	2	7.06	6.45
Fishing Village NHS	17	7	10.0	22.58
Holy Cross of Malita	10	1	5.88	3.23
Mariano Peralta NHS	70	16	41.18	51.61
Ticulon NHS	21	2	12.35	6.45
Tubalan NHS	16	1	9.41	3.23
SPAMAST	10	1	5.88	3.23
Total	170	31	100	100

with five items each indicator which included; *frame the school goals, communicate the school goals, supervise and evaluate instructions, coordinate the curriculum, monitor students progress, protect instructional time, maintain high visibility, provide incentives for teachers, promote professional development and provide incentives for learning.*

Four experts namely; Dr. Guhao, Dr. Gempes, Dr. Lao and Dr. Castillo were requested to validate the questionnaire and it was rated with an overall mean of 3.43 with a descriptive equivalent of Good.

The researcher used the 5 point-Likert Scale for both characteristics of school administrators and educational management leadership as bases in describing characteristics of secondary school administrators as predictors of instructional management leadership.

The data on the characteristics of secondary school administrators and instructional management leadership were analyzed using the following scale:

Range of Mean	Descriptive Level	Interpretation
4.50-5.00	Very High	If the statement embodied in the items is always manifested
3.50-4.49	High	If the statement embodied in the items is often manifested
2.50-3.49	Moderate	If the statement embodied in the items is sometimes manifested
1.50-2.49	Low	If the statement

		embodied in the items is seldom manifested
1.00-1.49	Very Low	If the statement embodied in the items is never manifested

Data Gathering Procedure

The following steps were followed in the gathering of data:

1. Asking Permission to Conduct the Study. The researcher sent a letter asking permission to conduct the study to the Schools Division Superintendent. Upon approval the researcher provided a copy to the school administrator of the schools concerned covered as respondents.

2. Distribution and Retrieval of the Questionnaire. Next, the researcher personally distributed the survey questionnaire to the respondents for proper administration of the survey. Before the distribution, the researcher explained to the respondents that their participation was voluntary in nature. In addition, the researcher assured the participants that their identities were not being disclosed and were treated with utmost confidentiality; more so, the scores of the respondents of the study will in no way affect their work and their security as an employee. The researcher gathered all the accomplished survey questionnaire on the same day of administration.

3. Collation and Tabulation of Data. The data from the survey conducted were classified, organized, computed and tabulated.

4. Analysis of data. Data collated were statistically processed in order to answer questions asked in the statement of the problem. The researcher analyzed the data on the basis of statistical results, interpretation and implication on the statistical finding of the study.

Statistical Treatment of the Data

Descriptive statistics that indicated the central tendencies of the data particularly the mean scores (Creswell, 2005) was used in analyzing the data.

Mean. This statistical tool was used to describe the characteristics of school administrators as predictors of instructional management leadership of the secondary schools in the Municipality of Malita, Davao del Sur.

Pearson r. This was used to determine the significant relationship between characteristics of school administrators as predictors of instructional management leadership of the secondary schools in Malita, Davao del Sur.

Regression. This was used to determine the parameter of the characteristics of school administrators that best predicts the instructional management leadership.

Chapter 3

PRESENTATION OF ANALYSIS AND FINDINGS

This chapter deals with the discussion on the specific problems raised earlier in Chapter 1 of the study. These are presented, analyzed and interpreted under the following headings and sequence; *level of characteristics of secondary school administrators, summary on the level of characteristics of secondary school administrators, level of instructional management leadership of secondary school administrators, summary on the level of instructional management leadership of secondary school administrators, the significance of the relationship between characteristics of secondary school administrators in relation to instructional management leadership and the regression analysis showing the significance of characteristics of secondary school administrators.*

Level of Characteristics of Secondary School Administrators

The level of characteristics of secondary school administrators has been measured through the personal attributes questionnaire with the following indicators: *secondary school administrators as a person, as a visionary, as an instructional leader, as a leader of an educational organization, as a manager and as a community facilitator.* The responses of the respondents on each item of the indicators are presented and analyzed below.

As a Person. Presented in Table 2 is the data on the level of characteristics of secondary school administrators as a person. The result shows

Table 2**Level of Characteristics of School Administrator as a Person**

Item	SD	Mean	Descriptive Level
1. Inspiring others	0.77	4.48	High
2. Using effective oral, written and listening skills	0.82	4.35	High
3. Generating enthusiasm	0.81	4.41	High
4. Possessing high energy and a relentlessly positive nature	0.84	4.33	High
5. Having a sense of humor	0.94	4.26	High
Overall	0.75	4.37	High

that this indicator has an overall mean score of 4.37 or high which means that this indicator is often manifested. The overall standard deviation is 0.75. This means that the respondents are unanimous in their responses which clustered towards the mean of 4.37. It can be noted that the standard deviation is less than 1.0 which is typical standard deviation for a 5-point Likert Scale. This means that the ratings obtained in the study are very close to the mean indicating consistency of the responses. This argument is true to all tables from Table 2 to Table 19.

The overall mean is based on the highest to lowest mean scores : *inspiring others* 4.48 or high; this means that secondary school administrators inspire their teachers to perform their duties and responsibilities to the best of what they have and making sense of what they are doing, followed by *using effective oral, written and listening skills* with a mean of 4.35 or high this means that the school administrators strictly follow the policy of the DepED to have effective language in communication in order to be understood by everybody; 4.41 or high for *generating enthusiasm* which means that the school administrators manifest these item oftentimes; *possessing high energy and a relentlessly positive nature* 4.33 or high and *having a sense of humor* 4.26 or high.

Analysis of the data shows that secondary school administrators have high level of characteristics in terms of as a person which emphasizes in dealing teachers with passion and keeping abreast with professional development and engaging in stress relieving activities. This also shows that secondary school

administrators of Malita, Davao del Sur use a positive motivating force in managing leadership instructions.

As a Visionary. Reflected in Table 3 are the responses of the respondents on the level of characteristics of secondary school administrators as *a visionary*. Secondary school administrators as a visionary has an overall mean score of 4.21 or high level, this means that items are manifested oftentimes. The standard deviation is 0.77. This finding reveals that secondary school administrators possess a high level of characteristic in sharing, articulating and implementing visions which oftentimes brings changes to the school. This means further that secondary school administrators take their duties and responsibilities as precursor of improvement and success of their teachers, students and the school in their utmost capacity oftentimes but not always.

The item statement with the highest mean scores are *possessing the will and the desire to go after the vision of the school* and *having the vision to become the driving force for the school* with a mean score of 4.24 or high. This indicates that these items are done oftentimes by the secondary school administrators. Moreover, the following items are categorized also as high; *having the ability to express philosophy and vision to others- including parents* with a mean score of 4.21, *having a clear vision of what a great school is like* and *setting high academic goals for all students* with a mean score of 4.20, being able to articulate the school concepts to others has obtained a mean score of 4.19 and *having philosophy and clear agenda* with a mean score of 4.17. All of these items have obtained a descriptive equivalent of high which indicate that the

Table 3**Level of Characteristics of School Administrators as a Visionary**

Item	SD	Mean	Descriptive Level
1. Having a clear vision of what a great school is like	0.91	4.20	High
2. Possessing the will and the desire to go after the vision of the school	0.89	4.24	High
3. Having the ability to express philosophy and vision to others-including parents	0.85	4.21	High
4. Having the vision to become the driving force for the school	0.86	4.24	High
5. Setting high academic goals for all students	0.83	4.20	High
6. Having philosophy and clear agenda	0.92	4.17	High
7. Being able to articulates the school concept to others	0.90	4.19	High
Overall	0.77	4.21	High

characteristics of secondary school heads as a visionary are manifested oftentimes but not always. Data show that the level of characteristics of secondary school administrators of Malita, Davao del Sur is high. This indicates that secondary school administrators have strong vision of what education should be.

As an Instructional Leader. The data on the level of characteristics of secondary school administrators as an instructional leader are reflected in Table 4. As shown in the Table, the overall mean value for the indicator is 4.31 and as perceived by teachers as high with a standard deviation of 0.69.

Notably, item with the highest mean score of 4.37 with a descriptive equivalent of high is *being knowledgeable about the curriculum, programs and practices*. This means that this item is manifested by the secondary school administrators oftentimes. Following next are items: *being able to understand the unique nature of the adolescent learner* with a computed mean of 4.33 or high and *having deep understanding of the curriculum, instructions and the skills necessary for effective school leadership* with a mean score of 4.31 or high, *engaging the faculty in continual improvement* with a mean score of 4.28 or high and *promoting continual staff development* as the item with the lowest computed mean of 4.25 with a descriptive equivalent of high. From this findings it can be understood that these items are manifested by secondary school administrators oftentimes.

Data analysis shows that the secondary school administrators of Malita, Davao del Sur possess high level of characteristics as an instructional leader

Table 4**Level of Characteristics of School Administrator as an Instructional Leader**

Item	SD	Mean	Descriptive Level
Overall	0.69	4.31	High

which means that secondary school administrators focus their priority on enhancing learning of the students and professional development of the teachers which undeniably are characteristics of education endeavor.

As a Leader of an Educational Organization. One of the important measures of the characteristic secondary school administrators is being a *leader of an educational organization* as presented in Table 5. The level of characteristics of secondary school administrators in terms of being a leader of an educational organization has an overall mean rating of 4.27 or high and with a standard deviation of 0.76. This means that being a leader of an educational organization, school administrators are highly committed in the practice of managing, facilitating, guiding and nurturing instructions and management, manifest enthusiasm in their duties and responsibilities and uphold the highest possible standards that broaden the professional interest and development of the teachers so as with the students.

Item with the highest mean is *supporting teachers in terms of educational development and upliftment* with a mean score of 4.34 or high. This indicates that teachers perceive their school administrator as a supportive individual in terms of their personal and professional development in most instances. Following are the items; *inspiring teachers to go beyond productive output* with a mean score of 4.32 or high, exhibiting leadership with a computed mean score of 4.23 or high. This indicates that teachers perceive the school administrators as people with high educational leadership in their organization on most instances. *Being accessible to the staff and remains highly visible to faculty and students* with

Table 5

**Level of Characteristics of School Administrators as a Leader
of an Educational Organization**

Item	SD	Mean	Descriptive Level
1. Exhibiting leadership	0.89	4.23	High
2. Inspiring teachers to go beyond productive output	0.78	4.32	High
3. Supporting teachers in terms of educational development and upliftment	0.82	4.34	High
4. Being accessible to staffs and remains highly visible to faculty and students	0.90	4.17	High
Overall	0.76	4.27	High

4.17 computed mean is the item with the lowest mean. This means that teachers perceive their school heads and manifest visibility to faculty and students in most occasions.

Analysis of the data shows that secondary school administrators of Malita, Davao del Sur are influential leaders in educational organization that will engage all the members of the organization into an activity that can promote and develop their personal and professional standards.

As a Manager. The responses of the teachers in Table 6 bring in an overall rating of 4.08 or high with a standard deviation of 0.85.

The three items for being a manager have generated an overall mean rating of 4.08. It only shows that the secondary school administrators are oftentimes practicing the activities indicated in the items of being a manager. Among the three item statements, it can be noted that statement number 3, *being able to motivate staff members who have the right stuff for the school* has gained the highest mean score of 4.11 which is rated as high and statement number 1, *being effective in planning* has the lowest mean score of 4.05 although described also as high. It indicates that the secondary school administrators are playing an active role as a manager of the school and providing quality education for the future leaders of the country which are the students.

Data analysis shows that secondary school administrators of Malita, Davao del Sur show high level in playing a role as a manager in developing instruction as a way to teacher development and upliftment in molding the

Table 6**Level of Characteristics of Secondary School Administrator as a Manager**

Item	SD	Mean	Descriptive Level
1. Being effective in planning	0.97	4.05	High
2. Being able to motivate staff members who have the right stuff for the school	0.93	4.11	High
3. Getting the job done	0.80	4.09	High
Overall	0.85	4.08	High

learners.

As a Community Facilitator. In Table 7 the itemized responses of the teacher concerning the level of characteristics of secondary school administrator *as a community facilitator* are reflected. It reflects an overall mean score of 4.17 or high level with a standard deviation of 0.83. This means that the secondary school administrators manifest and highly demonstrate these characteristics as to what the respondents have felt. Highly demonstrated are the items; *are enabling members of the community to get into the belief that the school belongs to everyone* with a mean of 4.19 and a standard deviation of 0.19 and *dealing effectively with parents of gifted and talented students and others who may challenge the schools mission to serve all students well* with a mean of 4.19 and a standard deviation of 0.86. *Showing sensitivity to the needs of culturally diverse school and community population* has garnered the lowest mean of 4.15 and a standard deviation of 0.88 which is also high.

Analysis of data shows that secondary school administrators of Malita, Davao del Sur highly manifest the characteristic of being a community facilitator. This means that the secondary school administrators are available and interact with the community oftentimes.

Summary on the Level of Characteristics of Secondary School Administrator

The summary on the level of characteristics of secondary school administrators of Malita, Davao del Sur is shown in Table 8 with the mean score ranging from 4.08 to 4.37 and with a standard deviation that range from 0.69 to 0.85. The overall mean score for the characteristics of secondary school

Table 7

**Level of Characteristics of Secondary School Administrator
as a Community Facilitator**

Item	SD	Mean	Descriptive Level
1. Enabling members of the community to get into the belief that the school belongs to everyone	0.91	4.19	High
2. Showing sensitivity to the needs of culturally diverse school and community population	0.88	4.15	High
3. Dealing effectively with parents of gifted and talented students and others who may challenge the schools mission to serve all the students well	0.86	4.19	High
Overall	0.83	4.17	High

Table 8**Summary on the Level of Characteristics of School Administrators**

Item School Administrators as a.....	SD	Mean	Descriptive Level
1. Person	0.75	4.37	High
2. Visionary	0.77	4.21	High
3. Instructional Leader	0.69	4.31	High
4. Educational Organization	0.76	4.27	High
5. Manager	0.85	4.08	High
6. Community Facilitator	0.83	4.17	High
Overall	0.69	4.23	High

administrators is 4.23 interpreted as high with overall standard deviation of 0.69. This indicates that the characteristics of secondary school administrators are well practiced and somewhat evident and is discernible oftentimes.

Specifically, these six indicators are rated under characteristics of secondary school administrators: as a person, as a visionary, as an instructional leader, as a leader of an educational organization, as a manager and as a community facilitator. The first indicator, as a person, has a mean score of 4.37 described as high and with a standard deviation of 0.75. The result supports the idea of McDonough (2010) that an effective school administrator must be a person of good quality, school administrators must be passionate about their works but needs to find a balance between their work and their personal life. The role of the school administrators requires one to be active and "*think on their feet.*" But, being a school administrator does not seem to define the person but rather the person defines the leadership shown to the school, subordinates and the community itself (Lyons, 2010).

The second indicator, as a visionary has a mean score of 4.21, described as high and with a standard deviation of 0.77. This figure can be related to the idea of McDonough (2010), who stated that a school administrator having the vision of what the school and the education system must be successful in their endeavor.

The third indicator, as an instructional leader has a mean score of 4.31 or high and with a standard deviation of 0.69. This result relates to the view of

Daresh (2002), who stated that being an instructional leader is a key role of a school administrator.

The fourth indicator, as a leader of an educational organization has a mean score of 4.27 or high and with a standard deviation of 0.76. The result is related to the idea of Cotton (2003), who stated that school administrators are ultimately responsible for building decisions, consult and collaborate with the staff, having a plethora of duties to manage and to create committees responsible for some of these tasks and to encourage the staff and subordinates to work together on instruction and curriculum best practices. Though deprivatizing instruction with open door teaching exposes vulnerability, it also allows teachers and school administrators to learn and build on the strengths of their colleagues (McEwan, 2003). If school administrators are effective in playing their roles with professional learning communities, then risk taking and learning take place at all levels, thereby improving instructional practices (Lyons, 2010).

The fifth indicator is as a manager has a mean score of 4.08 described as high and a standard deviation of 0.85. The result relates to the view of McDonough (2010), who stated that successful school administrators focus on instructional leadership, but, they are still responsible for maintaining a safe and caring learning environment.

The sixth indicator is as a community facilitator and the mean score is 4.17, with a standard deviation of 0.83. The result can be related to the idea of McDonough (2010), who stated that being a community facilitator is a critical tasks of a school administrator; having a clear, consistent interaction with the

stakeholders to the parents and the community .

Level of Instructional Management Leadership of Secondary School

Administrators. One important variable in the study is the instructional management leadership of secondary school administrators with its indicators: *frame the school goals, communicate the school goals, supervise and evaluate instruction, coordinating the curriculum, monitor students progress, protect instructional time, maintain high visibility, provide incentives for teachers, promote professional development and provide incentives for learners.* The responses of the teachers in the indicators above are presented and discussed below.

Frame the School Goals. The itemized responses of the indicators are shown in Table 9. Computation yields an overall mean score of 4.15 or high level and with a standard deviation of 0.80. This means that secondary school administrators have high desirable instructional management leadership in terms of *framing the school goals*. In particular, school administrators have used motivational techniques and strategies based on the concept that practice of framing the school goals that can enhance their performance. This indicates that secondary school administrators in both public and private secondary schools in Malita, Davao del Sur, framing the school goals is highly practiced and observed and this evidence is manifested oftentimes.

The overall mean score are based from the highest rating which is 4.22 described as high with a standard deviation of 0.80, *developing goals that are easily translated into classroom objectives by teachers.* This indicates that school

Table 9

**Level of Instructional Management Leadership of Secondary School
Administrators in Terms of Frame the School Goals**

Item	SD	Mean	Descriptive Level
1. Developing a focus of annual school-wide goals	0.87	4.11	High
2. Framing the school's goals in terms of staff capability for meeting them	0.85	4.16	High
3. Using needs assessment or systematic methods to secure staff input on goal development	0.91	4.09	High
4. Using data on students academic performance when developing the school's academic goals	0.83	4.15	High
5. Developing goals that are easily translated into classroom objectives by teachers	0.82	4.22	High
Overall	0.80	4.15	High

administrator develop goals that the teachers can easily translate and apply the goals to the realm of their task which is applicable to their classroom instructions. Second is 4.16 or interpreted as high and a standard deviation of 0.85, *framing the school goals in terms of staff capability for meeting them*. This indicates that as school administrator should have a daily plan to set their goals or desired outcome what they want to accomplish which would help them enrage or even eliminate unnecessary or negative thoughts while doing their task. Next is using *data on students academic performance when developing the school's academic goals* with a computed mean of 4.15 described as high level and a standard deviation of 0.83, *developing a focus of annual school-wide goals* having a mean of 4.11 or high and a standard deviation of 0.87 and *using needs assessment or systematic methods to secure staff input on goal development* with a calculated mean of 4.09 described as high and a standard deviation of 0.91.

Data reveal that secondary school administrators possess high level of instructional management leadership in terms of framing the school goals. This indicates that they can have an instructionally effective administration wherein the goals are made from an incorporated data of past and current performance of the students and include the responsibilities of the staffs in achieving the goals of the institution.

Communicate the School Goals. Presented in Table 10 are the itemized responses of the teachers. The overall mean score of *communicating the school goals* is 4.13 described as high and a standard deviation of 0.74, this

Table 10

**Level of Instructional Management Leadership of Secondary School Heads
in Terms of Communicate the School Goals**

Item	SD	Mean	Descriptive Level
1. Communicating the schools mission effectively to members of the school community	0.84	4.11	High
2. Discussing the school's academic goals with teachers at faculty meetings	0.81	4.19	High
3. Discussing the school's academic goals when making curricular decisions with teachers	0.80	4.13	High
4. Ensuring that the school's academic goals are reflected in highly visible displays at the school	0.82	4.12	High
5. Referring to the school's goals in student assemblies	0.82	4.08	High
Overall	0.74	4.13	High

means that this item in this indicator is manifested oftentimes by the secondary school administrators in Malita, Davao del Sur. Data analysis shows that secondary school administrators of Malita, Davao del Sur highly communicate the school goals.

The overall mean score is based from the highest rating which is 4.19 or high and a standard deviation of 0.81 for *discussing the school's academic goals with teachers at faculty meetings*, a mean of 4.13 or high and a standard deviation of 0.80 for *discussing the school's academic goals when making curricular decisions with teachers, ensuring that the school's academic goals are reflected in highly visible displays at the school* with a calculated mean of 4.12 or high and a standard deviation of 0.82, *communicating the schools mission effectively to members of the school community* has a mean of 4.11 or high and a standard deviation of 0.84, *referring to the school's goals in students assemblies* garnered the lowest mean of 4.08 but is interpreted as high and a standard deviation of 0.82. This indicates that school administrators can ensure that the importance of school goals is understood by discussing and reviewing them with the school staff and teachers especially in the context of instructional, curricular and budgetary decisions.

Supervise and Evaluate Instruction. The data on *supervising and evaluating instruction* indicator are reflected in Table 11. As shown in the table, the overall mean value is 4.12 or high and a standard deviation of 0.77 which means that this indicator is manifested oftentimes by the majority of the secondary school administrators in Malita, Davao del Sur. Data; it also

Table 11

Level of Instructional Management Leadership of Secondary School Administrators in Terms of Supervise and Evaluate Instruction

Item	SD	Mean	Descriptive Level
1. Ensuring that the classroom priorities of teachers are consistent with the school goal	0.85	4.14	High
2. Reviewing student work products when evaluating classroom instruction	0.97	3.98	High
3. Conducting informal observations in classrooms on a regular basis	0.74	4.18	High
4. Pointing out specific strengths in teacher instructional practices in post observation feedbacks	0.83	4.17	High
5. Pointing out specific weaknesses in teacher instructional practices in post observation feedbacks	0.80	4.11	High
Overall	0.77	4.12	High

shows that secondary school administrators are excellent in supervising and evaluating instruction that could be of great help for the development and achievement of the school and the students.

The overall mean score of the teachers responses on supervising and evaluating instruction indicator is based from the highest item which is 4.18 or high and a standard deviation of 0.74 for *conducting informal observations in classrooms on a regular basis*, this means that school administrators are really trying their best to conduct regular observations despite of their varying duties and responsibilities. Second is *pointing out specific strengths in teacher instructional practices in pre observations feedbacks* with a computed mean of 4.17 or high and a standard deviation of 0.83, a computed mean of 4.14 described as high and a standard deviation of 0.85 for *ensuring that the classroom priorities of teachers are consistent with the school goal, pointing out specific weaknesses in teacher instructional practices in post observation feedbacks* with a mean of 4.11 or high and a standard deviation of 0.80 and the lowest is *reviewing student work products when evaluating instruction* with a mean score of 3.98 and described as high having a standard deviation of 0.98. This data entail that school administrators ensure that the goals of the school are being translated into practice at the classroom level which involves coordinating the classroom objectives of teachers with those of the school and evaluating classroom instruction.

Coordinate the Curriculum. Presented in Table 12 are the data on the level of instructional management leadership in terms of *coordinating the*

Table 12

**Level of Instructional Management Leadership of Secondary School
Administrators in Terms of Coordinate the Curriculum**

Item	SD	Mean	Descriptive Level
1. Making clear who is responsible for coordinating the curriculum across grade levels	0.85	4.09	High
2. Drawing upon the results of school-wide testing when making curricular decisions	0.84	4.04	High
3. Monitoring the classroom curriculum to see that it covers the school's curricular objectives	0.80	4.07	High
4. Assessing the overlap between the school's curricular objectives and the school's achievements	0.83	4.04	High
5. Participating actively in the review of curricular materials	0.89	4.06	High
Overall	0.78	4.06	High

curriculum indicator obtained from teacher's responses. As shown in the table, the overall mean rating for coordinating the curriculum is 4.06 or high and a standard deviation of 0.78. The responses of the teachers' reveal that these indicators are oftenly manifested in the majority of the school administrators in Malita, Davao del Sur and the respondents highly experienced it at oftentimes; the responses are the same across respondents. *Making clear who is responsible for coordinating the curriculum across grade level* is highly experienced with a mean score of 4.09 or high and a standard deviation of 0.85; *monitoring the classroom curriculum to see that it covers the school's curricular objectives* is highly experienced with a mean score of 4.07 or high and a standard deviation of 0.80; *participating actively in the review of curricular materials* is highly experienced with a mean score of 4.06 or high and a standard deviation of 0.89; *drawing upon the results upon the results of school-wide testing when making curricular decisions and assessing the overlap between the school's curricular objectives and the school's achievement* has a mean score of 4.04 or high and a standard deviation of 0.83 and 0.84 respectively.

Analysis of the data shows that secondary school administrators of Malita, Davao del Sur are highly effective in coordinating the curriculum which means that implementation of curriculum objectives are highly aligned with the content of subjects taught by the teachers.

Monitor Student's Progress. The data on *monitor students' progress* is presented in Table 13 and computations yield an overall mean of 4.05 or high level and a standard deviation of 0.79. Data analysis shows that secondary

Table 13

Level of Instructional Management Leadership of Secondary School Administrators in Terms of Monitor Student's Progress

Item	SD	Mean	Descriptive Level
1. Meeting individually with teachers to discuss student academic progress	0.91	4.02	High
2. Discussing the item analysis of tests with the faculty to identify curricular strengths and weaknesses	0.89	3.99	High
3. Using tests results to assess progress towards school goals	0.84	4.06	High
4. Informing teachers of the school's performance results in written form	0.91	4.04	High
5. Informing students of school's result	0.85	4.12	High
Overall	0.79	4.05	High

School administrators of Malita, Davao del Sur have high level of instructional management leadership in terms of monitoring student's progress. This is indicative that school administrators are very highly impartial in monitoring the progress of the students to know the effectivity of the curriculum being implemented and to determine if the goal of the school has been achieved.

The overall mean score is based from the highest which is 4.12 or high and a standard deviation of 0.79 for *informing students of school's result*, this means that school administrators are open to the students for whatever results that the students have achieved in school. Second is *using test results to assess progress towards school goals* with a calculated mean score of 4.06 or high and a standard deviation of 0.84, a mean score of 4.04 or high and a standard deviation of 0.91 for *informing teachers of the school's performance results in written form, meeting individually with teachers to discuss student's academic progress* has a mean score of 4.02 or high and a standard deviation of 0.91 and the lowest mean score is 3.99 which described as high and a standard deviation of 0.89 for *discussing the item analysis of test with the faculty to identify curricular strengths and weaknesses*. This means that the school administrators have greatly played their roles particularly in the monitor of student's achievement.

Data reveal that secondary school administrators in Malita, Davao del Sur have done all the possible means to let the students and the teachers be updated and be informed of what progress they achieved in their endeavor.

Protect Instructional Time. Reflected in Table 14 is the level of instructional management leadership in terms of *protecting instructional time* with an overall mean of 4.02 or high and a standard deviation of 0.73. This finding means that secondary school administrators in Malita, Davao del Sur possess high level of skill on protecting instructional time and this can be taken by their teachers as their prime responsibility. This means further that school administrators have improved classroom management and instructional skills and have a great control over for the development and enforcement of school policies related to the interruption of classroom learning time.

The item with the highest mean is *encouraging teachers to use instructional time for teaching and practicing new skills and concepts* with 4.15 or high and a standard deviation of 0.75. This indicates that this item is done oftentimes by the school administrators. Moreover, the following items are categorized also as high; *limiting the intrusion of extra and co-curricular activities on instructional time* with a mean of 4.10 and a standard deviation of 0.83, *ensuring that students are not called to the office during instructional time* with a mean of 3.99 and a standard deviation of 0.89; *limiting interruptions of instructional time by public address announcements* with a mean of 3.97 and a standard deviation of 0.87; and *ensuring that tardy and truant students suffer specific consequences for missing instructional time* with a mean of 3.90 and a standard deviation of 0.90. All of these items have obtained a descriptive rating of high which indicate that instructional management leadership of secondary school administrators are manifested oftentimes.

Table 14

Level of Instructional Management Leadership of Secondary School Administrators in Terms of Protect Instructional Time

Item	SD	Mean	Descriptive Level
1. Limiting interruptions of instructional time by public address announcements	0.87	3.97	High
2. Ensuring that students are not called to the office during instructional time	0.89	3.99	High
3. Ensuring that tardy and truant students suffer specific consequences for missing instructional time	0.90	3.90	High
4. Encouraging teachers to use instructional time for teaching and practicing new skills and concepts	0.75	4.15	High
5. Limiting the intrusion of extra and co-curricular activities on instructional time	0.83	4.10	High
Overall	0.73	4.02	High

Analysis of the data shows that secondary school administrators of Malita, Davao del Sur have high level in protecting instructional time which enables the teachers to have longer time with the students in the delivery of classroom instructions in attaining the goals of the school.

Maintain High Visibility. Shown in Table 15 is the level of instructional management of secondary school administrators in terms of *maintaining high visibility*. This indicator of instructional leadership management of school administrators is perceived by teachers as high with a computed mean 3.92 and a standard deviation of 0.83. This finding indicates that school administrators are observed by their teachers to have manifested this indicator oftentimes.

Notably, item with the highest mean of 4.09 with a descriptive equivalent of high and a standard deviation of 0.87 is *attending/participating in extra or co-curricular activities*. This means that the school administrators do encourage the teachers and students to be engage with an activity that helped enhance and developed their skills and abilities. Following next are items: *taking time to talk with students and teachers during recess time and break time* with a mean of 3.95 or high and a standard deviation of 0.91; *visiting classrooms to discuss issues with teachers and students* with a mean of 3.90 all are described as high and with a standard deviation of 0.90; *covering classes for teachers until a late or substitute teachers arrive* with a mean of 3.86 or high and a standard deviation of 1.00; *tutoring students to provide direct instructions to classes* has a mean of 3.78 and a standard deviation of 1.02. From these findings it can be understood that secondary school administrators manifested this items oftentimes.

Table 15

**Level of Instructional Management Leadership of Secondary School
Administrators in Terms of Maintain High Visibility**

Item	SD	Mean	Descriptive Level
1. Taking time to talk with students and teachers during recess time and break time	0.91	3.95	High
2. Visiting classrooms to discuss issues with teachers and students	0.90	3.90	High
3. Attending/participating in extra-and co-curricular activities	0.87	4.09	High
4. Covering classes for teachers until a late or substitute teachers arrives	1.00	3.86	High
5. Tutoring students to provide direct instructions to classes	1.02	3.78	High
Overall	0.83	3.92	High

These data reveal that secondary school administrators have high visibility within the school vicinity among teachers and students. Visibility of school administrators on the school and within the classrooms increases the interaction between the school administrators and the students as well as the teachers. This can have positive effects on students' behaviors and classroom instructions (McDonough, 2010).

Provide Incentives for Teachers. Table 16 presents the level of instructional management leadership of secondary school administrators in terms of *providing incentives for teachers*. This indicator of instructional management leadership of secondary school administrators has garnered an overall mean of 4.01 which is described as high and with a standard deviation of 0.92. This means that school administrators as perceived by teachers manifest this indicator oftentimes. It shows that secondary school administrators in Malita, Davao del Sur take into considerations in the providing incentives of teachers either monetary or certificates for whatever achievements they have attained and praised teachers' when they deserved.

The overall mean score is based from the highest mean of 4.07 described as high and a standard deviation of 1.01 which is *creating professional growth and opportunities for teachers as a reward for special contribution to the school; complimenting teachers privately for their efforts or performance* with a mean of 4.06 or high and a standard deviation of 0.94; *reinforcing superior performance by teachers in staff meetings, newsletters and/or memos* with a computed mean of 4.03 or high and a deviation of 0.97; *rewarding special efforts of teachers*

Table 16

Level of Instructional Management Leadership of Secondary School Administrators in Terms of Provide Incentives for Teachers

Item	SD	Mean	Descriptive Level
1. Reinforcing superior performance by teachers in staff meetings, newsletters, and/or memos	0.97	4.03	High
2. Complimenting teachers privately for their efforts or performance	0.94	4.06	High
3. Acknowledging teachers exceptional performance by recording memos for personal files	1.00	3.92	High
4. Rewarding special efforts of teachers who have been professionally recognized	1.07	3.96	High
5. Creating professional growth opportunities for teachers as a reward for special contribution to the school	1.01	4.07	High
Overall	0.92	4.01	High

who have been professionally recognized with a mean of 3.96 or high and a standard deviation 1.07; the lowest calculated mean is 3.92 which is also high and a standard deviation of 1.00. This data indicate that school administrators have high level of instructional management leadership in providing incentives for teachers which teachers have perceived these items oftentimes.

Data indicate that school administrators have high level of instructional management leadership in terms of providing incentives for teachers by way of appraising and recognizing the performance and efforts of the teachers for their special contribution to the school particularly in the development and upliftment of the learners.

Promote professional development. The data on *promoting professional development* are presented in Table 17 and computations yield 4.14 or high and a standard deviation of 0.81. Data analysis shows that the respondents have observed school administrators for sending their teachers to trainings and seminars. This indicates that school administrators send their teachers to trainings and seminars to uplift and develop the capability building and apply the new trends, strategies and techniques of teaching that would help them in imparting learning to the students.

The overall mean is based from the highest which is 4.23 or described as high level and a standard deviation of 0.86 for *ensuring that in-service activities attended by the staff are consistent with the school's academic goals*, this means that school administrators sends their teachers for trainings and seminars to

Table 17

Level of Instructional Management Leadership of Secondary School Administrators in Terms of Promote Professional Development

Item	SD	Mean	Descriptive Level
1. Ensuring that in-service activities attended by the staff are consistent with the school's academic goals	0.86	4.23	High
2. Being actively supports the use of skills acquired during in-service training in the classroom	0.88	4.18	High
3. Obtaining the participation of the whole staff in important in-service activities	0.85	4.12	High
4. Leading or attending teachers in-service activities concerned with instruction	0.88	4.11	High
5. Setting aside time at faculty meeting for teachers to share ideas or information from in-service activities	0.93	4.07	High
Overall	0.81	4.14	High

ensure that this would be of great help in enhancing the academic performance of the students and the school. Second is 4.18 or high level and a standard deviation of 0.88 for *being actively supports the use of skills acquired during in-service training in the classroom*, it means that school administrators highly support the teachers in the realization and application of what they have gained in the trainings they have attended. Next is *obtaining the participation of the whole staff in important in-service activities* with a computed mean of 4.12 or high and a standard deviation of 0.85, a calculated mean of 4.11 or high and a standard deviation of 0.88 for *leading or attending teachers in-service activities concerned with instruction* and the lowest computed mean is 4.07 or high and a standard deviation of 0.93 for *setting aside time for faculty meeting for teachers to share ideas or information from in-service activities*.

Analysis of data shows that secondary school administrators of Malita, Davao del Sur have high level of promoting professional development which means that secondary school administrators have done all the possible means to let their teachers develop personally and professionally.

Provide incentives for learners. The responses of the teachers on providing incentives for learners as specified in Table 18 yield an overall mean rating of 4.14 or high level and a standard deviation of 0.81, this means school administrators have high level of instructional management in terms of providing incentives for learners and are manifested oftentimes. This is an indicative that school administrators are highly particular in providing incentives for learners as a means of appreciating and giving importance and value for whatever

Table 18

Level of Instructional Management Leadership of Secondary School Administrators in Terms of Provide Incentives for Learners

Item	SD	Mean	Descriptive Level
1. Recognizing students who do superior academic work with formal rewards such as an honor roll or mention in the principal's newsletter	0.89	4.17	High
2. Using assemblies to honor students for academic accomplishments or for behavior or citizenship	0.85	4.16	High
3. Recognizing superior students achievement by seeing them in the office	0.90	4.13	High
4. Contacting parents to communicate improved or exemplary performance or contributions of students	0.93	4.06	High
5. Supporting teachers actively in their recognition and/or reward of students contributions to and accomplishments in class	0.94	4.14	High
Overall	0.81	4.14	High

achievement and accomplishment made by the learners.

The overall mean score is based from the highest which is 4.17 or high and a standard deviation of 0.89 for *recognizing students who do superior academic work with formal rewards such as an honor roll or mention in the principal's newsletter*, this means that recognizing the achievement and performance of the students contributes great impact for encouraging the students to perform well in the school. Second is 4.16 or high and a standard deviation of 0.85 for *using assemblies to honor students for academic accomplishments or for behavior or citizenship*, 4.14 or high and a standard deviation of 0.94 for *supporting teachers actively in their recognition and/or reward of students contributions to and accomplishments in class*, 4.13 or high and a standard deviation of 0.90 for *recognizing superior students achievement by seeing them in the office* and lowest mean score is 4.06 and a standard deviation of 0.93 but also described as high, this indicates that school administrators appreciates the performance of the students by means of providing them incentives that would help them to perform well in the school.

Summary of the Level of Instructional Management Leadership of Secondary School Administrators

The summary on the level of instructional management leadership of secondary school administrators in Malita, Davao del Sur is shown in Table 19, which garnered mean scores ranging from 3.92 to 4.15. The overall mean score of 4.07 and a standard deviation of 0.69 and interpreted as high. This indicates that instructional management leadership is manifested oftentimes.

Specifically, these ten indicators are rated under instructional

Table 19

**Summary on the Level of Instructional Management Leadership
of Secondary School Heads**

Item	SD	Mean	Descriptive Level
Frame the School Goals	0.80	4.15	High
Communicate the School Goals	0.74	4.13	High
Supervising and Evaluating Instruction	0.77	4.12	High
Coordinating the Curriculum	0.78	4.06	High
Monitoring Students Progress	0.79	4.05	High
Protecting Instructional Time	0.73	4.02	High
Maintaining High Visibility	0.83	3.92	High
Providing Incentive for Teachers	0.92	4.01	High
Promoting Professional Development	0.81	4.14	High
Providing Incentives for Learners	0.81	4.14	High
Overall	0.69	4.07	High

management leadership; *frame the school goals, communicate the school goals, supervising and evaluating instruction, coordinating the curriculum, monitoring students progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development and providing incentives for learners.*

The first indicator, *frame the school goals* has a mean of 4.15 and a standard deviation of 0.80 described as high. The results support the idea of Howard-Schwind (2010), who pointed out that framing the school goal is an extremely important and valuable practice in order to stand out for their purpose.

The second indicator, *communicate the school goals* has a mean score of 4.13 and a standard deviation of 0.74, described as high level. This figure can be related to the view of Hallinger (2003) that the biggest challenge as school administrators is not having a vision but rather, communicating the goals and vision and its purpose in such a way that students and teachers share the same direction. Along with the idea of Howard-Schwind (2010) that school administrators must communicate the school's most important goals to teachers, parents, students and the community and ensure that the importance of the school's goals is understood by everybody.

The third indicator, *supervising and evaluating instruction*, has a mean score of 4.12 and a standard deviation of 0.77, described as high. Such views can be related to the idea of Hallinger (2003) stated that the central task of the school administrator is to ensure that the goals of the school are being translated into practice at the classroom level which involves coordinating the classroom

objectives of teachers with those of the school and evaluating classroom instruction. It also includes providing instructional support to teachers and monitoring classroom instructions (Howard-Swind, 2010).

The fourth indicator, *coordinating the curriculum* has a mean score of 4.06 and a standard deviation of 0.78, described as high, this idea can be related to the concepts of Howard- Swind (2010) that a school to be effective and productive must have high degree of curricular coordination. The school curricular objectives are closely aligned with both the content taught in classes and the achievements of the students (Kuzma, 2004). This aspect of curricular coordination is often supported by greater interaction among teachers within and across grade levels on instructional and curricular issues (McDonough 2010).

The fifth indicator, *monitoring students' progress*, has a mean score of 4.05 and a standard deviation of 0.79, described as high. Such result can be related to the idea of Lyons (2010) that a school administrator must place a strong emphasis on standardized evaluation tools in monitoring student's progress and achievements and provide interpretive analysis for teachers for an intervention to be made for whatever outcomes.

The sixth indicator, *protecting instructional time*, has a mean score of 4.02 and a standard deviation of 0.73, described as high level. This view can be related to the idea of Howard- Swind (2010) stated that students achievement and performance were greatly affected when teachers instructional contact with the students were interrupted by announcements and other activities. School administrators had to control over this area through the development and

enforcement of school-wide policies and regulations related to the interruptions of instructional learning time (Lyons, 2010).

The seventh indicator, *maintaining high visibility*, has a mean score of 3.92 and a standard deviation of 0.83, described as high. The result supports the idea of Hallinger (2003) that the contexts in which school administrators is seen to provide one indicator to teachers and students of their priorities, though, most often, the school administrators spend their time on certain activities and priorities, they have to set their time where they can be visible to the students and the teachers. Visibility on the school increases the interaction between the school administrators, the students and the teaching staff that can bring positive effects on the students' behavior and teacher instruction (Kuzma, 2004).

The eight indicator, *providing incentives for teachers*, has a mean score of 4.01 and a standard deviation of 0.92, described as high. The result supports the idea of Howard-Schwind (2010), that the school administrator should make the best of providing teachers with praise when it is deserved. This could be through bulletin announcements, official recognition program, verbal statements and monetary awards which impact teachers to be more motivated to work well (Hallinger, 2003).

The ninth indicator, *promoting professional development*, has a mean score of 4.14 and a standard deviation of 0.81 which described as high. Such views can be related to the idea of Lyons (2010), that school administrators have several ways of supporting teachers in the effort to improve classroom instruction and students' achievements. They provide teachers with relevant opportunities

for staff development and professional upliftment which are closely linked to the goals of the school (Howard-Swind, 2010).

The tenth indicator, *providing incentives for learning*, has a mean score of 4.14 and a standard deviation of 0.81, described as high level. This idea can be related to the idea of Howard-Schwind (2010) that the school administrators create a school learning climate in which academic achievement is highly valued by students by providing frequent opportunities for students to be rewarded and recognized for their academic achievement and improvement.

Significance of the Relationship between Characteristics of Secondary School Administrators in Relation to Instructional Management Leadership

One important purpose of this study was to determine whether or not the characteristics of secondary school administrators are significantly related with the instructional management leadership of secondary school administrators of Malita, Davao del Sur. As shown in Table 20, the r-value has been tested at α 0.05 level of significance to determine the relationship between characteristics of secondary school administrators and instructional management leadership.

Examining the relationship among indicators of the dependent variable and the independent variable, the computed r-value for frame the school goals has an overall r-value of 0.750 and a probability value of 0.000 which is lesser than α 0.05, when correlated to the indicators of the characteristics of school administrators had the following r-values: 0.654 which is significant for person; 0.673 which is significant for visionary; 0.717 which is significant for instructional manager; 0.705 which is significant for leader of an organization; 0.861 which is

Table 20

Significance on the Relationship between Characteristics of School Administrator and Instructional Management Leadership

Instructional Management Leadership	<i>Characteristics of School Administrator</i>						
	Person	Visionary	Instructional Manager	Leader of an Organization	Manager	School Community Facilitator	Overall
Frame the school goals	.654 (.000)	.673 (.000)	.717 (.000)	.705 (.000)	.861 (.000)	.704 (.000)	.750 (.000)
Communicate the school goals	.681 (.000)	.788 (.000)	.767 (.000)	.828 (.000)	.806 (.000)	.780 (.000)	.828 (.000)
Supervising and Evaluating instruction	.736 (.000)	.740 (.000)	.758 (.000)	.675 (.000)	.654 (.000)	.652 (.000)	.838 (.000)
Coordinating the curriculum	.631 (.000)	.631 (.000)	.747 (.000)	.756 (.000)	.767 (.000)	.761 (.000)	.788 (.000)
Monitoring students progress	.684 (.000)	.684 (.000)	.772 (.000)	.687 (.000)	.689 (.000)	.714 (.000)	.793 (.000)
Protecting instructional time	.581 (.000)	.725 (.000)	.668 (.000)	.658 (.000)	.620 (.000)	.663 (.000)	.794 (.000)
Maintaining high visibility	.737 (.000)	.708 (.000)	.741 (.000)	.681 (.000)	.687 (.000)	.644 (.000)	.896 (.000)
Providing incentive for teachers	.581 (.000)	.646 (.000)	.664 (.000)	.582 (.000)	.605 (.000)	.617 (.000)	.712 (.000)
Promoting professional development	.620 (.000)	.746 (.000)	.785 (.000)	.710 (.000)	.681 (.000)	.713 (.000)	.778 (.000)
Providing incentives for learners	.589 (.000)	.670 (.000)	.680 (.000)	.600 (.000)	.548 (.000)	.681 (.000)	.886 (.000)

significant for manager; 0.704 which is significant for school community facilitator. All the r-values have probability value less than alpha 0.05 significance level, hence, the rejection of the null hypothesis. This means that frame the school goals contributes to the characteristics of secondary school administrators.

The second indicator of instructional management leadership which is communicating the school goals which has been correlated to characteristics of school administrators. The following r-values are obtained: person 0.682; visionary 0.788; instructional manager 0.767; leader of an organization 0.828; manager 0.806; and school community facilitator 0.780. The overall r value obtained is 0.828.

Supervising and evaluating instruction is the third indicator of dependent variable. When correlated to the characteristics of secondary school administrator, the following r-values are obtained: person 0.736; visionary 0.740; instructional manager 0.758; leader of an organization 0.675; manager 0.654 and school community facilitator 0.652. the overall r-value of 0.38 is obtained.

When coordinating the curriculum, the fourth indicator of instructional management leadership has been correlated to the indicators of characteristics of secondary school administrators, the r-values obtained are as follows: person 0.631; visionary 0.631; instructional manager 0.747; leader of an organization 0.756; manager 0.767 and school community facilitator 0.761. The overall r-value obtained is 0.788.

The fifth indicator, in terms of monitoring students' progress, when correlated to the characteristics of secondary school administrators, the following r-values are obtained: 0.684 for person; 0.684 for visionary; 0.772 for instructional manager; 0.687 for leader of an organization; 0.689 for manager and 0.714 for school community facilitator. These show an overall r-value of 0.793.

For protecting instructional time, the sixth indicator of instructional management leadership is correlated to the characteristics of secondary school administrators, the r-values obtained are the following: person 0.581; visionary 0.725; instructional manager 0.668; leader of an organization 0.658; manager 0.620 and school community facilitator 0.663. The overall r-value obtained is 0.794.

Maintaining high visibility the seventh indicator of instructional management leadership is correlated to the characteristics of secondary school administrators. The r-values obtained are as follows: person 0.737; visionary 0.708; instructional manager 0.741; leader of an organization 0.681; manager 0.687 and school community facilitator 0.644. The overall r-value obtained is 0.896.

Providing incentives for teachers when correlated to the indicators of characteristics of secondary school administrators has the following r-values: person 0.581; visionary 0.646; instructional manager 0.664; leader of an organization 0.582; manager 0.605 and school community facilitator 0.617. The overall r-value obtained is 0.712.

The ninth indicator of instructional management leadership, promoting professional leadership when correlated to characteristics of secondary school administrators has obtained the following r-values: person 0.620; visionary 0.746; instructional manager 0.785; leader of an organization 0.710; manager 0.681 and school community facilitator 0.713. The overall r-value obtained is 0.778.

Providing incentives for teachers, the tenth indicator of instructional management leadership is correlated to the indicators of characteristics of secondary school administrators obtained the following r-values: person 0.589; visionary 0.670; instructional manager 0.680; leader of an organization 0.600; manager 0.548 and school community facilitator 0.681. The overall r-value obtained is 0.886.

It can be seen from the table that all computed r-values have been observed to be higher than the tabular r-value which is 0.113. Therefore, the hypothesis which states that there is no significant relationship between characteristics of secondary school administrators as predictors of instructional management leadership is rejected.

The study conforms to the theory and the viewpoint of Lyons (2010) that characteristics of secondary school administrators are strongly linked to the instructional management leadership that enables the school administrators be more effective in leading their school and continues to produce competitive and productive individuals in the society.

**Regression Analysis Showing the Significance
of Characteristics of School
Community, Facilitator, Vision, Manager,
Person, Instructional Manager**

and Leader of an Organization

Presented in Table 21 is the Regression Analysis of the Characteristics of Secondary School Administrators as Predictors of Instructional Management Leadership in Malita, Davao del Sur. It can be gleaned from the table that the coefficient of determination on the prediction of the Characteristics of Secondary School Administrators is .826 with the probability value of .000. This shows that the independent variable significantly predict the dependent variable, however, among the domains of Characteristics of Secondary School Administrator, Visionary has the highest beta coefficient significant at .000. This means that if taken individually, Visionary has a significant predictive value on Instructional Management Leadership though the combine prediction of all domains is significant.

The data further shows that 82.6 percent in the variation on Instructional Management Leadership is due to the variance in the characteristics of Secondary School Administrators. This indicates that 17.4 percent of the variations in Instructional management Leadership is due to the variables not covered in this study.

Analysis of the data shows that indicators of characteristics of secondary school administrators predict the instructional management leadership. This finding is parallel with the theory of Turner (2008) that instructional management leadership play a role in the success of the school and it is influenced by several characteristics of the school administrators.

Table 21

Regression Analysis on the Significance of the Characteristics of School Community Facilitator, Vision, Manager, Person, Instructional Manager and Leader of an Organization on the Instructional Management Leadership

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.909a	.826	.820	.29615

a. Predictors: (Constant) School Community Facilitator, Vision, Manager, Person, Instructional Manager, Leader of an Organization

1	Regression	68.349	6	11.391	129.886	.000 ^a
	Residual	14.383	164	.088		
	Total	82.732	170			

a. Predictors: (Constant) School Community Facilitator, Vision, Manager, Person, Instructional Manager, Leader of an Organization

b. Dependent

Model	Sum of Squares	Df	Mean Square	F	Sig.
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Variable: Instructional Management Leadership

Coefficients^a

Model	Standardized Coefficients (Beta)	t	Sig.
1 (Constant)	.265	1.755	.081
Person	-.041	-.738	.462
Vision	.321	5.558	.000
Instructional Manager	.300	4.562	.000
Leader of an Organization	-.023	-.352	.725
Manager	.173	3.423	.001
School Community Facilitator	.176	3.555	.000

a. Dependent Variable: Instructional Management Leadership

Chapter 4

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter displays the summary of the study. It also presents conclusions and recommendations. This study tried to assess the level of characteristics of secondary school administrators and instructional management leadership. It aimed to determine whether the relationship exist between characteristics of secondary school administrators and instructional management leadership. It also determined the parameters of the characteristics of secondary school administrators that best predicts instructional management leadership in Malita, Davao del Sur.

Summary

This study determined the significance of the relationship between the characteristics of secondary school administrators in relation to instructional management leadership. More specifically, this answered the following questions:

1. What are the characteristic mean score of the following:
 - 1.1 the school administrator as a person
 - 1.2 the school administrator as a visionary
 - 1.3 the school administrator as an instructional manager
 - 1.4 the school administrator as a leader of an organization
 - 1.5 the school administrator as a manager
 - 1.6 the school administrator as a community-facilitator?

2. What is the level of instructional management leadership of secondary school administrators in terms of the following:

- 2.1 frame the school goals
- 2.2 communicate the school goals
- 2.3 supervise and evaluate instruction
- 2.4 coordinate the curriculum
- 2.5 monitor students progress
- 2.6 protect instructional time
- 2.7 maintain high visibility
- 2.8 provide incentives for teachers
- 2.9 promote professional development
- 2.10 provide incentives for learners?

3. Is there a significant relationship between the characteristics of school administrators as predictors of instructional management leadership in the secondary schools of Malita, Davao del Sur?

4. What parameters of the characteristics of school administrators that best predicts the instructional management leadership in the secondary schools of Malita, Davao del Sur.

The study made used of the descriptive-correlation method. The respondents of this study were the 170 secondary teachers of Malita, Davao del Sur during the School Year 2013-2014. The one hundred seventy respondents of the study were selected using universal sampling method.

The following findings were revealed;

1. The overall mean score of the characteristics of school administrators was 4.23. The mean score for each indicator were as follows: 4.37 for a person, 4.21 for visionary, 4.31 for instructional leader, 4.27 for a leader of an educational organization, 4.08 for manager and 4.17 for school community-facilitator.

2 .In instructional management leadership of secondary school administrators, results showed a total mean score of 4.07. The mean score for each indicator were as follows: 4.15 for frame the school goals, 4.13 for communicate the school goals, 4.12 for supervising and evaluating instruction, 4.06 for coordinating the curriculum, 4.05 for monitoring students progress, 4.02 for protecting instructional time, 3.92 for maintaining high visibility, 4.01 for providing incentives for teachers, 4.14 for promoting professional development and 4.14 for providing incentives for learners.

3. The coefficient correlation between the characteristics of secondary school administrators and overall instructional management leadership were 0.750 or significant when correlated to frame the school goals, 0.828 or significant for communicate the school goals, 0.838 or significant for supervising and evaluating instruction, 0.788 or significant for coordinating the curriculum, 0.793 or significant for monitoring students progress, 0.794 or significant for protecting instructional time, 0.896 or significant for maintaining high visibility, 0.712 or significant for providing incentives for teachers, 0.778 or significant for promoting professional development and 0.886 or significant for providing incentives for learners.

4. The researcher learned that the characteristics of secondary school administrators of Malita, Davao del Sur that predicted the instructional management leadership was visionary, instructional manager, manager and leader of an organization which greatly influenced the instructional management of secondary school administrators and brought positive impact to the achievements and performance of the students. Secondary school administrators must possess these characteristics and must play the part of being the leader and manager of the school for the success of the goals mission and vision.

Conclusion

The following conclusions are drawn based on the result of the study;

1. The characteristics of secondary school administrators of Malita, Davao del Sur is *high*.

2. The instructional management leadership of secondary school administrators in Malita, Davao del Sur is *high*.

3. There is a significant relationship between the characteristics of secondary school administrators and instructional management leadership of secondary school administrators of Malita, Davao del Sur.

4. The characteristics of secondary school administrators of Malita, Davao del Sur that best predicts instructional management leadership are visionary, instructional manager, manager and school-community facilitator.

Recommendation

In the light of the foregoing findings and conclusions the following

recommendations are offered:

1. DepED officials, instructional leaders and educators should examine the trends in educational governance, with particular attention to the characteristics of secondary school administrators in relation to instructional management leadership in designing appropriate program to develop, improve and promote the instructional management practices of secondary school administrators of Malita, Davao del Sur.

2. The secondary school administrators may gather information that serves as an “eye opener” for this group of people to bring about improvements of their duties and responsibilities. This will help them in gaining greater understanding on their own instructional management leadership behavior which can lead them to have self improvement and significant improvement of their school.

3. The teachers should be given a chance to realize the importance of instructional management leadership that their school administrators brings about in their school in order that the school will become effective and conducive for learning and can produce productive and competent learners.

4. Policy-makers should be encouraged to contribute greater insights with regards to characteristics of secondary school administrators in relation to instructional management leadership practices.

5. Similar studies may be conducted in other places for comparison of results and considering another characteristic of secondary school administrators not included in this study to have deeper understanding on instructional management leadership.

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APPENDICES

Appendix A
Permission to Conduct the Study

Appendix B
Letter to the School Administrators

Appendix C
Letters to Validators

Appendix D
Validation Rating Sheet

Appendix E
Sample Survey Questionnaire

Appendix F
Summary of Ratings of Expert Validators

Appendix G
Editor's Certification

May 30, 2013

REYNALDO B. MELLORIDA

Assistant Schools Division Superintendent
Officer In-Charge
Office of the Schools Division Superintendent
Division of Davao Del Sur
Digos City

Sir:

The undersigned would like to request permission to conduct a survey in all Secondary Schools in the Municipality of Malita, Davao del Sur, related in her thesis entitled, “**CHARACTERISTICS OF SCHOOL HEADS AS PREDICTORS OF INSTRUCTIONAL MANAGEMENT LEADERSHIP**”, in partial fulfillment to the degree, Master of Arts in Education major in Educational Management. The information gathered will be solely used as the basis for interpretation and be treated with utmost confidentiality.

The researcher would earnestly appreciate for your favorable consideration and approval of the request.

Very truly yours,

JANICE S. ALQUIZAR

Researcher

Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON XI
SANGAY NG DAVAO DEL SUR
Lungsod ng Digos

June 4, 2013

JANICE S. ALQUIZAR

Researcher
Graduate School
University of Mindanao
Bolton St., Davao City

Dear Ms. Alquizar:

This has reference to your letter dated May 30, 2013, requesting permit to conduct research in all secondary schools in Malita, Davao del Sur.


This Office approves your request provided that:

1. the activity shall be properly coordinated with the School Heads;
2. conduct of classes will not be adversely affected;
3. No DepEd funds shall be utilized for the purpose.

Please ensure that the above provisions are strictly adhered to.

It is emphasized that a copy of the research study in its final form shall be submitted to the DepEd Division Office, attention: Dr. Mario C. Mondejar, Research Focal Person, upon completion.

Very truly yours,


REYNALDO B. MELLORIDA
Assistant Schools Division Superintendent
Officer In-charge *RM*

JUNE 26, 2013

ERMA P. SULPOT
School Principal
BENJAMIN V. BAUTISTA SR. NATIONAL HIGH SCHOOL
Fishing Village, Malita, Davao del Sur

Ma'am:

Greetings of Peace!

I would like to request permission to conduct a survey in your school related in my thesis entitled "**CHARACTERISTICS OF SCHOOL HEADS AS PREDICTORS OF INSTRUCTIONAL MANAGEMENT LEADERSHIP**", in partial fulfilment for the degree Master of Arts in Education major in Educational Management. The information gathered will be solely used in the basis for interpretation and be treated with utmost confidentiality.

I had already asked permission from the office of the Schools Division Superintendent and a copy of a response is hereto attached for your reference.

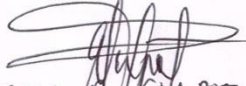
I am looking forward for your favourable consideration and approval of this request.

Thank you and God Bless.

Very truly yours,


JANICE SERENIO ALQUIZAR
Researcher

Received by:


ERMA P. SULPOT
School Principal

JUNE 26, 2013

PHOEBE CHRISTINA S. ALCANTIN
School Principal
DEMOLOK VALLEY NATIONAL HIGH SCHOOL
Demolok, Malita, Davao del Sur

Ma'am:

Greetings of Peace!

I would like to request permission to conduct a survey in your school related in my thesis entitled "**CHARACTERISTICS OF SCHOOL HEADS AS PREDICTORS OF INSTRUCTIONAL MANAGEMENT LEADERSHIP**", in partial fulfillment for the degree Master of Arts in Education major in Educational Management. The information gathered will be solely used in the basis for interpretation and be treated with utmost confidentiality.

I had already asked permission from the office of the Schools Division Superintendent and a copy of a response is hereto attached for your reference.

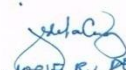
I am looking forward for your favourable consideration and approval of this request.

Thank you and God Bless.

Very truly yours,

JANICE SERENIO ALQUIZAR
Researcher

Received :


JOSE R. DE LA CRUZ
6/26/13

JUNE 28, 2013

PANFILA S. RUIZ
School Principal III
MARIANO PERALTA NATIONAL HIGH SCHOOL
Poblacion, Malita, Davao del Sur

Ma'am:

Greetings of Peace!

I would like to request permission to conduct a survey in your school related in my thesis entitled "**CHARACTERISTICS OF SCHOOL HEADS AS PREDICTORS OF INSTRUCTIONAL MANAGEMENT LEADERSHIP**", in partial fulfilment for the degree Master of Arts in Education major in Educational Management. The information gathered will be solely used in the basis for interpretation and be treated with utmost confidentiality.

I had already asked permission from the office of the Schools Division Superintendent and a copy of a response is hereto attached for your reference.


I am looking forward for your favourable consideration and approval of this request.

Thank you and God Bless.

Very truly yours,


JANICE SERENIO ALQUIZAR
Researcher

Approved:


PANFILA S. RUIZ
PRIN III

JUNE 27, 2013

SR. ELIZABETH L. GARROTE, P.M. DIRECTOR

School Principal
HOLY CROSS OF MALITA
Poblacion, Malita, Davao del Sur

Sister:

Greetings of Peace!

I would like to request permission to conduct a survey in your school related in my thesis entitled "**CHARACTERISTICS OF SCHOOL HEADS AS PREDICTORS OF INSTRUCTIONAL MANAGEMENT LEADERSHIP**", in partial fulfilment for the degree Master of Arts in Education major in Educational Management. The information gathered will be solely used in the basis for interpretation and be treated with utmost confidentiality.


I had already asked permission from the office of the Schools Division Superintendent and a copy of a response is hereto attached for your reference.

I am looking forward for your favourable consideration and approval of this request.

Thank you and God Bless.

Very truly yours,


JANICE SERENIO ALQUIZAR
Researcher

received June 28, 2013


JUNE 26, 2013

VIRGINIA M. JAGNA, MA
Principal
SPAMAST, Laboratory High School
Poblacion, Malita, Davao del Sur

Ma'am:

Greetings of Peace!

I would like to request permission to conduct a survey in your school related in my thesis entitled "**CHARACTERISTICS OF SCHOOL HEADS AS PREDICTORS OF INSTRUCTIONAL MANAGEMENT LEADERSHIP**", in partial fulfilment for the degree *Master of Arts in Education major in Educational Management*. The information gathered will be solely used in the basis for interpretation and be treated with utmost confidentiality.

I had already asked permission from the office of the Schools Division Superintendent and a copy of a response is hereto attached for your reference.

I am looking forward for your favourable consideration and approval of this request.

Thank you and God Bless.

Very truly yours,


JANICE SERENIO ALQUIZAR
Researcher

received:  6/26/2013

JUNE 26, 2013

RODRIGO M. MELAY
School Principal
TUBALAN NATIONAL HIGH SCHOOL
Tubalan, Malita, Davao del Sur

Sir:

Greetings of Peace!

I would like to request permission to conduct a survey in your school related in my thesis entitled **"CHARACTERISTICS OF SCHOOL HEADS AS PREDICTORS OF INSTRUCTIONAL MANAGEMENT LEADERSHIP"**, in partial fulfilment for the degree Master of Arts in Education major in Educational Management. The information gathered will be solely used in the basis for interpretation and be treated with utmost confidentiality.

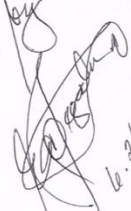
I had already asked permission from the office of the Schools Division Superintendent and a copy of a response is hereto attached for your reference.

I am looking forward for your favourable consideration and approval of this request.

Thank you and God Bless.

Very truly yours,


JANICE SERENIO ALQUIZAR
Researcher

Received by

6.26.2013

JUNE 28, 2013

CONRADO C. MAMPANA
BLAN NHS
LITTLE BAGUIO, MALITA,
DAVAO DEL SUR

Sir / Ma'am:

Greeting of Peace!

I would like to request permission to conduct a survey in your school related to my thesis entitled "**CHARACTERISTICS OF SCHOOL HEADS AS PREDICTORS OF INSTRUCTIONAL MANAGEMENT LEADERSHIP**", in partial fulfilment for the degree Master of Arts in Education major in Educational Management. The information gathered will be solely used as a basis for interpretation and be treated with utmost confidentiality.


I had already asked permission from the office of the Schools Division Superintendent and a copy of a response is hereto attached for your reference.

I am looking forward for your favourable consideration and approval of this request.

Thank you and God Bless.

Very truly yours,

JANICE SERENIO ALQUIZAR
Researcher

Received: June 28, 2013




GRADUATE SCHOOL

VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE

Name of Evaluator : ESQUILAO, V
 Degree : DM
 Position : DM
 Number of Years of Teaching : 34
 To the Evaluator : _____
 Points of Equivalent : _____

Please check the appropriate box for your ratings

5 - Excellent	2 - Fair
4 - Very Good	1 - Poor
3 - Good	

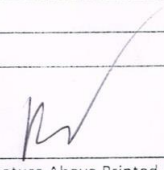
ITEMS	1	2	3	4	5
1. Clarity of Directions and Items The vocabulary level, language, structure and conceptual level of questions suit the level of participants. The directions and the items are written in a clear and simple language.			/		
2. Presentation and Organization of Items The items are presented and organized in logical manner.			/		
3. Suitability of Items The Item is appropriate and represents the substance of the research. The questions are designed to determine the conditions, knowledge, perception and attitudes that are supposed to be measured.				/	
4. Adequateness of Items per Category or Indicator The items represent the coverage of research adequately. The questions per area category are adequate representations of all the questions needed for research.			/		
5. Attainment of Purpose The instrument fulfills the objectives for which it was constructed.			/		
6. Objectivity Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggestion of the researcher.			/		
7. Scale and Evaluation Rating Scale The scale adapted is appropriate for the items.			/		

Title of the Research Questionnaire : Characteristics of School Heads as Predictors of Instructional Management Leadership

Name of Researcher: JANICE S. ALQUIZAR

Date of Evaluation of the Questionnaire: _____

Remarks of the evaluator: _____


 Signature Above Printed Name



GRADUATE SCHOOL

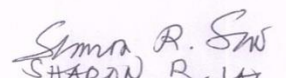
VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE

Name of Evaluator : SHARON R. LAO
 Degree : Ed.D
 Position : GS Faculty
 Number of Years of Teaching : 34 years
 To the Evaluator :
 Points of Equivalent : Please check the appropriate box for your ratings

5 - Excellent	2 - Fair
4 - Very Good	1 - Poor
3 - Good	

ITEMS	1	2	3	4	5
1. Clarity of Directions and Items The vocabulary level, language, structure and conceptual level of questions suit the level of participants. The directions and the items are written in a clear and simple language.				✓	
2. Presentation and Organization of Items The items are presented and organized in logical manner.				✓	
3. Suitability of Items The Item is appropriate and represents the substance of the research. The questions are designed to determine the conditions, knowledge, perception and attitudes that are supposed to be measured.			✓		
4. Adequateness of Items per Category or Indicator The items represent the coverage of research adequately. The questions per area category are adequate representations of all the questions needed for research.			✓		
5. Attainment of Purpose The instrument fulfills the objectives for which it was constructed.			✓		
6. Objectivity Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggestion of the researcher.			✓		
7. Scale and Evaluation Rating Scale The scale adapted is appropriate for the items.				✓	

Title of the Research Questionnaire : Characteristics of School Heads as Predictors of Instructional Management Leadership
 Name of Researcher: JANICE S. ALQUIZAR
 Date of Evaluation of the Questionnaire: May 15, 2013
 Remarks of the evaluator: _____


SHARON R. LAO
 Signature Above Printed Name



GRADUATE SCHOOL

VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE

Name of Evaluator : PM Castillo
 Degree : Ed. D.
 Position : Faculty
 Number of Years of Teaching : _____
 To the Evaluator : _____
 Points of Equivalent : _____

Please check the appropriate box for your ratings
 5 - Excellent 2 - Fair
 4 - Very Good 1 - Poor
 3 - Good

ITEMS	1	2	3	4	5
1. Clarity of Directions and Items The vocabulary level, language, structure and conceptual level of questions suit the level of participants. The directions and the items are written in a clear and simple language.			/		
2. Presentation and Organization of Items The items are presented and organized in logical manner.			/		
3. Suitability of Items The Item is appropriate and represents the substance of the research. The questions are designed to determine the conditions, knowledge, perception and attitudes that are supposed to be measured.			/		
4. Adequateness of Items per Category or Indicator The items represent the coverage of research adequately. The questions per area category are adequate representations of all the questions needed for research.				/	
5. Attainment of Purpose The instrument fulfills the objectives for which it was constructed.				/	
6. Objectivity Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggestion of the researcher.				/	
7. Scale and Evaluation Rating Scale The scale adapted is appropriate for the items.					/

Title of the Research Questionnaire : Characteristics of School Heads as Predictors of Instructional Management Leadership
 Name of Researcher: JANICE S. ALQUIZAR
 Date of Evaluation of the Questionnaire: April 22, 2013
 Remarks of the evaluator: Not ok for administration -- give this back to me -- work on the suggestions

PM Castillo
 Signature Above Printed Name

CHARACTERISTICS OF SCHOOL HEADS AS PREDICTORS OF INSTRUCTIONAL MANAGEMENT LEADERSHIP

Survey Questionnaire

I. Please provide the following information about yourself.

School Name: _____

Years working with the current school head: _____

Years experience as a teacher at the end of the school year: _____

II. This questionnaire is design to provide a profile of the characteristics of school heads as predictors of instructional management leadership. Part I will ask you to rate the characteristics of your school head. This is not asking you to rate YOUR school head, but rather, what characteristics you deem important in instructional management leadership. It is divided into six indicators which consist of several items for every indicator. Part II will ask you to rate the instructional management leadership of your school head. It consist consists of ten indicators with five items in each indicator which include. You are asked to consider each question in terms of your school heads' job-related behavior over the past school year.

Your particular responses are anonymous and will be kept confidential. At no time will the original individual questionnaires be shared with your school head. Your responses will be combined with those of other teachers in order to develop a profile.

Read each statement carefully. Then check the number that indicates the extent to which you feel your school head has demonstrated the specific job behavior or practice during the past school year.

For the response to each statement:

5 represents *Almost Always*

4 represents *Frequently*

3 represents *Sometimes*

2 represents *Seldom*

1 represents *Almost Never*

In some cases, these responses may seem awkward; use your judgement in selecting the most appropriate response to such question.

Please check only one number per question.

Thank you.

The following will ask you to rate the specific attributes within the main characteristics of your school head. When rating, please consider each section individually. Remember, you are rating the characteristics, not the demonstration of these characteristics in any specific school head.

To what extent does your school head...?

I. Characteristics of School Head	Almost Always	Frequently	Sometimes	Seldom	Almost Never
The school head as a person.					
Inspire confidence and inspire others					
Use effective oral, written, listening and interpersonal skills					
Generate enthusiasm					
Possess high energy and a relentlessly positive nature					
Have a sense of humor					
The school head as a visionary					
Have a clear vision of what a great school is like					
Possess the will and the desire to go after the vision of the school					
Ability to express philosophy and vision to others-including parents					
Have the ability to develop, communicate and persuade others to support a vision of education for young adolescents, and have that vision to become the driving force for the school					
Committed to developmentally responsive education					
Set high academic goals for all students					
Have a philosophy, vision and a clear agenda					
Can articulate and communicate the school concept to others					
The school head as an instructional leader					
Knowledgeable about the curriculum, programs and practices					
Understands the unique nature of the adolescent learner					
Have a deep understanding of					

the curriculum, instructions and the skills necessary for effective school leadership					
Engage the faculty in continual improvement					
Knowledgeable about curriculum and teaching					
Promotes continual staff development through personal example and actions (sends teachers to workshops and conferences)					
The school head as a leader of an educational organization					
Exhibits leadership					
Inspires teachers to go beyond expectations					
Supports teachers					
Accessible to staffs					
Remain highly visible to faculty and students					
The school head as manager					
Knowledgeable and effective in planning and budgeting					
Can identify, lure, motivate and evaluate other staff members who have the "right stuff" for the school					
Gets the job done					
The school head as a community facilitator					
Enables parents, faculty, community and students to buy into the belief that the schools belong to everyone					
Shows sensitivity to the needs of racially and culturally diverse school and community population					
Deals effectively with parents of gifted and talented students and others who may challenge the schools mission to serve all the students well					
II. School Heads' Instructional Management Leadership					
Frame the School Goals					
Develop a focus of annual school-wide goals					

Frame the school's goals in terms of staff responsibilities for meeting them					
Use needs assessment or systematic methods to secure staff input on goal development					
Use data on students academic performance when developing the school's academic goals					
Develop goals that are easily translated into classroom objectives by teachers					
Communicate the School Goals					
Communicate the school's mission effectively to members of the school community					
Discuss the school's academic goals with teachers at faculty meetings					
Discuss the school's academic goals when making curricular decisions with teachers					
Ensure that the school's academic goals are reflected in highly visible displays at the school					
Refer to the school's goals in student assemblies					
Supervise and Evaluate Instruction					
Ensure that the classroom priorities of teachers are consistent with the school goal					
Review student work products when evaluating classroom instruction					
Conduct informal observations in classrooms on a regular basis					
Point out specific strengths in teacher instructional practices in post observation feedbacks					
Point out specific witnesses in teacher instructional practices in post observation feedbacks					

Coordinate the Curriculum					
Make clear who is responsive for coordinating the curriculum across grade levels					
Draw upon the results of school-wide testing when making curricular decisions					
Monitor the classroom curriculum to see that it covers the school's curricular objectives					
Assess the overlap between the school's curricular objectives and the school's achievement tests					
Participate actively in the review of curricular materials					
Monitor Students Progress					
Meet individually with teachers to discuss student academic progress					
Discuss the item analysis of tests with the faculty to identify curricular strengths and weaknesses					
Use test results to assess progress towards school goals					
Inform teachers of the school's performance results in written form					
Inform students of school's results					
Protect Instructional Time					
Limit interruptions of instructional time by public address announcements					
Ensure that students are not called to the office during instructional time					
Ensure that tardy and truant students suffer specific consequences for missing instructional time					
Encourage teachers to use					

instructional time for teaching and practicing new skills and concepts					
Limit the intrusion of extra- and co-curricular activities on instructional time					
Maintain High Visibility					
Take time to talk with students and students during recess time and break time					
Visit classrooms to discuss issues with teachers and students					
Attend/participate in extra- and co- curricular activities					
Cover classes for teachers until a late or substitute teachers arrives					
Tutor students to provide direct instructions to classes					
Provide Incentives for Teachers					
Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos					
Compliment teachers privately for their efforts or performance					
Acknowledge teachers' exceptional performance by writing memos for their personal files					
Rewards special efforts by teachers with opportunities or professional recognition					
Create professional growth opportunities for teachers as a reward for special contribution to the school					
Promote Professional Development					
Ensure that in-service activities attended by the staff are consistent with the school's academic goals					
Actively support the use of skills acquired during in-service training in the					

classroom					
Obtain the participation of the whole staff in important in-service activities					
Lead or attend teachers in-service activities concerned with instruction					
Set aside time at faculty meeting for teachers to share ideas or information from in-service activities					
Provide Incentives for Learning					
Recognize students who do superior academic work with formal rewards such as an honor roll or mention in the principal's newsletter					
Use assemblies to honor students for academic accomplishments or for behavior or citizenship					
Recognize superior students achievement or by improvement by seeing students in the office with their work					
Contact parents to communicate improved or exemplary students performance or contributions					
Support teachers actively in their recognition and/or reward of students contributions to and accomplishments in class					

Summary of Validation

Name of Validator	Rating	Description
Eugenio S. Guhao Jr., D.M.	3.14	Good
Gloria P. Gempes, Ed.D. D.M.	3.00	Good
Sharon R. Lao, Ed.D.	3.43	Good
Pedrito M. Castillo III, Ed.D.	4.14	Very Good
SUMMARY	3.43	Good