

Instructional Leadership, Professional Development, Curricular Competence and Performance of School Administrators

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Abstract: *This study aimed to develop a structural model of instructional leadership, professional development, curricular competence and the performance of 743 school administrators in Region XII. The data were gathered through the use of survey questionnaires composed of instructional leadership, professional development, curricular competence and office performance commitment and review form to measure the performance of School administrators. The study applied a descriptive correlational and causal comparative designs where descriptive statistics such as mean, frequency, percentage distribution, Pearson product moment correlation, stepwise multiple regression and structural equation modeling (SEM) were used to treat the data. The study concluded that the level of school administrators' performance was high. The level of administrators' instructional leadership was also high. The level of administrators' professional development was highly developed. The administrators' curricular competence was also high. The school administrators' performance was significantly correlated to instructional leadership, professional development and curricular competence. Physical plant facilities, school improvement plan, curriculum and instruction and monitoring school progress are predictors of schools administrators' performance. Administrators' performance solely evolved on curricular competence which was measured in terms of the curriculum and instruction, financial and budgeting, physical plant and facilities, community relations and school improvement plan and. Instructional leadership which was measured in terms of providing incentives for teachers, monitoring school progress, framing school goals, supervising and evaluating instruction and maintaining high visibility.*

Keywords: Administrators performance, Instructional Leadership, Professional Development, Curricular competence

1. Introduction

1.1 Background of the Study

It has been the outcry of the Department of Education that school administrators become the catalyst for change where the improvement of school performance and learning achievement will be the primary concern (Aligsao, 2016). In the current climate of accountability and the mandate of standards-based achievement tests, school administrators are expected to possess a range of proficiencies to lead their schools in achieving educational excellence. One important example of such proficiencies relates to a group of behaviors categorized as instructional leadership skills (Atkinson, 2011).

School administrators still remain of crucial importance for continued improvement of education (Mulford, 2003). The school administrator, as the leader of the building, plays an important role in promoting student achievement and overall school effectiveness (Glodt, 2006; Crow, Hausman, & Scribner, 2002). Research has repeatedly identified that instructional leadership is one of the characteristics of effective schools and that the school principal is one of the few individuals in education who has a strong impact on large numbers of students.

School Report Cards released by the Regional office of Region XII revealed that in Elementary Performance indicator on achievement was the following :Cotabato City(76.56), General Santos City (80.51), Kidapawan City (63.37), Koronadal City (70.03), North Cotabato (82.18),

Sarangani (79.46), South Cotabato (76.97), Sultan Kudarat (70.60), and Tacurong City with (72.21);Secondary Performance indicator on achievement revealed: Cotabato City(58.91), General Santos City (49.28), Kidapawan City (53.81), Koronadal City (47.99), North Cotabato (53.84), Sarangani (58.70), South Cotabato (58.06), Sultan Kudarat (53.23), and Tacurong City with (53.55). The data showed was quite alarming because in the elementary level four out of nine divisions were not able to meet the required average which is 75% on the achievement while in the secondary level no one ever meet the required average on the achievement. This signifies that there is a problem arising even before with regards to the different exams given to pupils/students to evaluate the quality of learning.

One of the basic thing school administrators' do as an instructional leader is to set a vision for the school, translate it into action steps, use innovative approaches to achieve vision and acquire the resources and support needed to pursue vision. In this regard, a teacher explained, a school principal as an instructional leader should set a vision, propose the school's mission, manage the instructional program, and also focus on the role of coordinating, controlling, supervising, and developing curriculum and instruction.

Johnson-Blake (2010) states that people in leadership positions are struggling with how to deal with curricular competence. Surveyed indicated that curricular competence are important to the school organization. However, the lack of such competence may lead to poor planning, inadequate prioritizing, procrastination, and disorganization.

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In order to meet the heightened expectations now placed on schools, as well as to have teachers engaged, it is argued that schools need to become learning organizations, consciously and continuously pursuing quality improvement. Within schools that are learning organizations evolve new types of relationship between students, teachers and leaders based around a reasonably common set of characteristics that include a trusting and collaborative climate, a shared and monitored mission, taking initiatives and risks, and ongoing, relevant professional development (Mulford, 2012).

A skilled and well-supported leadership team in schools will facilitate foster method of possession and purpose in the way that educators approach their job. Conferring skilled autonomy to educators can enhance the attractiveness of the profession as a career choice and can improve the standard of the classroom teaching exercises. Teachers who work along in a very meaningful and purposeful ways are found to be more likely to remain in the profession as a result of being valued and supported in their work.

School leadership is that authority to lead need not be located in the person of the leader but can be dispersed within the school between and among people. There is a growing understanding that leadership is embedded in various organizational contexts within school communities, not centrally vested in a person or an office. The real challenge facing most schools is no longer how to improve but, more importantly, how to sustain improvement. Sustainability will depend upon the school's internal capacity to maintain and support developmental work and sustaining improvement requires the leadership capability of the many rather than the few. "Education has moved up the political agenda ... and is seen as the key to unlocking not just social but also economic problems.

Schools are one of the few remaining institutions to offer partnerships to families in socialization and investment through learning. School education helps people make sense of the changes as well as fostering sustainability, including through lifelong learning. The creation, acquisition, communication and wise use of knowledge are of particular importance. In brief, society's most important investment is increasingly seen in the education of its people. (OECD, 2001) according to Fullan (2002), "Effective school leaders are key to large-scale, sustainable educational reforms."

This is where this study is developed, to determine the level of performance of administrators in terms of instructional leadership, professional development and curricular competence. Moreover, this could also affect students' performance as Glodt (2013) stated that school administrators have a great impact towards learners' achievement and overall school performance.

1.2 Conceptual Framework

This study is anchored to the Zen in performance management that performance management is a long term of process that focuses on the continuous performance improvement or "change" for short. Its main objective is to create a climate of shared understanding about what is to be

achieved, and then developing peoples to increase the chance that it will be achieved.

People tend to have small or closed mind when it comes to new ideas or change. However, if we tend to do quite take a tiny low "drink" from a brand new ideal, we can build from it. Yet, if we only take a small sips, then he/she ends up returning to old ways of doing things by building walls. To keep the new ways one needs to immerse himself/herself in the waterfall of change; rather than just sip from it.

Bass' Theory of Leadership states that there are 3 basic ways in which to explain how individuals become leaders (Stogdill, 1989; Bass, 1990). The first two explains the leadership development for small number of people, while the third one is dominant theory today. These theories are: trait theory, wherein some personality traits may lead people naturally into leadership roles. Meanwhile, great events theory states that a crisis or important events may cause a person to rise to the occasion, which brings out extraordinary leadership qualities in an ordinary person. Then, leadership theory wherein people can choose to become leaders where they can learn skills.

Instructional System style (ISD) and Analysis, Design, Development, Implementation and Evaluation (ADDIE) may be defined as a scientific and repetitive technique for making learning expertise that develop and enhance skills and knowledge. It can be considered as a roadmap that helps to ensure the learners and the organization achieve their learning and performance goals.

Competencies are the state or quality of being adequately or well qualified to perform a task. A person can gain competency through education, training, and natural abilities. Competency-based model lies in their approach in distinguishing the knowledge, skills and attitude (KSA) required for successful performance.

The study presents the interlink between the latent exogenous or independent and the latent endogenous or dependent variables. The unmeasured exogenous variables such as the, the instructional leadership of the administrators which are measured by framing the school goals, communicating the school's goals, supervising and evaluating instruction, coordinating the curriculum, monitoring school progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development, developing and enforcing academic standards, and providing incentives for learning. Professional development which are measured by management skills, educational skills, social skills, and professional development program. Curricular competence which are measured by vision-mission goals, curriculum and instruction, financial and budgeting, physical plant facilities, student services, community relations, and school improvement plan. This study will also show a structural model on administrators' performance.

A structural model could be a good avenue that would show relationship of the variables presented. This model could be a tool for administrators and be used as their baseline in applying the best and effective aspects of the independent

variables performance. This way, formulations of conclusions as to the outcome of this study would be an aid to the readers and administrators in carrying their task. Recommendations could be then derived to further enhance administrators' performance.

Based on the foregoing, Table, captures the codes, nature, and measures of the variables under study while Figures 1-5 illustrate the hypothesized models of the study.

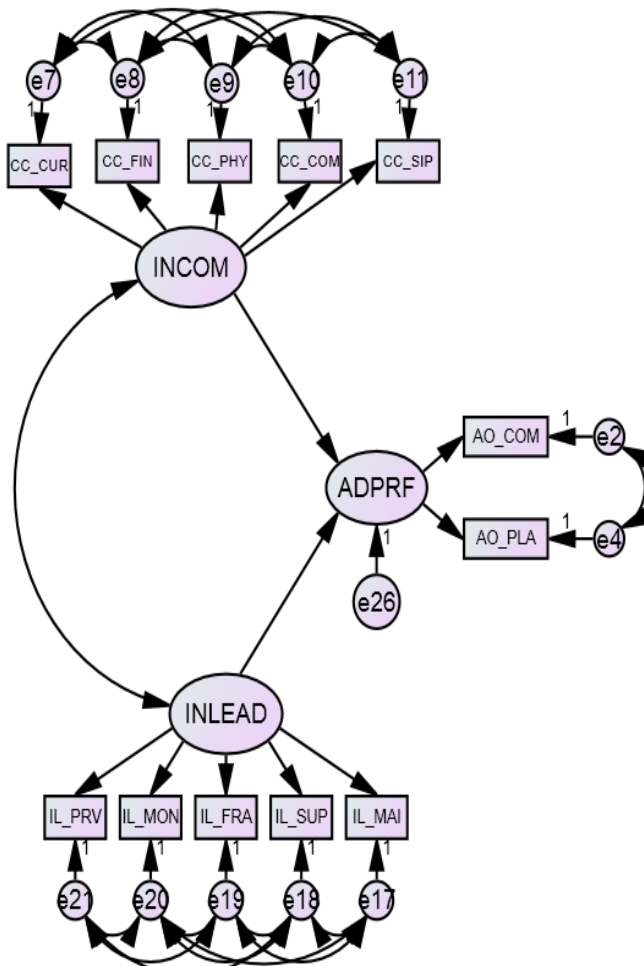


Figure 5: Hypothesized model 5 of instructional leadership, professional development, Curricular competence and performance of administrators

Legends:

INCOM - Curricular Competence	IL_SUP -Supervising and evaluating instruction
CC_VMG - Vision-Mission Goals	IL_CUR -Coordinating the curriculum
CC_CUR - Curriculum and Instruction	IL_MON -Monitoring school progress
CC_FIN - Financial and budgeting	IL_PRT -Protecting instructional time
CC_PHY - physical plant and facilities	IL_MAI -maintaining high visibility
CC_COM - Community relations	IL_PRV -Providing incentives for teachers
CC_SIP - School Improvement plan	IL_PRM -Promoting professional development
PRODEV - Professional Development	IL_DVE -Developing and enforcing academic standards
PD_CRE - Creating a	IL_PRO -Providing incentives for

professional Learning community	learning
PD_REC - recruitment and hiring	ADPRF -Administrators Performance
PD_MAN - managing performance of teachers and staff	AO_CUI -Instructional Leadership and curriculum implementation and development
INLEAD - instructional Leadership	AO_PRO -Professional Growth and development
IL_FRA - Framing the school' goal	AO_PLA -Planning, Assessing and Reporting
IL_COM - Communicating school goals	AO_COM -Community Partnership and linkages
	AO_PLS -Plus factor

2. Methodology

This chapter deals with the methods and procedures used in gathering and treatment of data.

2.1 Research Design

This study employed the descriptive-correlation and causal comparative design. By means of employing the combined approach, the researcher obtains the advantage of both establishing relationship between variables and determining the effects of the independent exogenous variables toward the dependent endogenous variable.

This research sought to develop a structural model that best describes administrators' performance relative to instructional leadership, professional development, and curricular competence of administrators.

In this study, three exogenous variables were included, namely: instructional leadership, as the latent measured by framing the school goals, communicating the school goals, supervising and evaluating instruction, coordinating the curriculum, monitoring school progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development, developing and enforcing academic standards, and providing incentives for learning; professional development that is measured by management skills, educational skills, social skills, and professional development program: curricular competence, as the latent measured by vision-mission goals, curriculum and instruction, financial and budgeting, physical plant facilities, community relations and school improvement plan. The endogenous variable was the performance of administrators' that was measured by the Office Performance Commitment and Review Form (OPCRF).

2.2 Locale of the Study

The study was conducted in Region XII, particularly in Nine (9) divisions namely: Division of North Cotabato, Division of Cotabato City, Division of Sultan Kudarat, Division of Tacurong, Division of Kidapawan City, Division of General Santos City, Division of Sarangani, Division of South Cotabato, and Division of Koronadal City. This research covered the selected administrators in Region XII.

It is in Region XII where you can see different beautiful and fascinating tourist spots. Sarangani province was rich with marine biodiversity and is known of their white sand and beautiful beaches. Likewise, General Santos is worldwide known because of boxing champ Senator Manny Pacquiao and It is also the hometown of the Miss Universe 2016 3rd runners up Ms. Shamcy Supsup. This is also called as the Tuna Capital of the Philippines. In South Cotabato particularly in the Municipality of T'boli, you can find Lake Holon the "Crown Jewel of the South", while Koronadal City offers classic pinoy (Halo-Halo), taste the treat with all the mouthwatering ingredients in a coconut to beat the summer heat. Sultan Kudarat had several tourist destinations like Fletam Klego Underground River, Balut Island, Tres Andasan falls and many others.

Furthermore, Tacurong City is well known of its Tacurong's Baras Bird Sanctuary where a number of elite enthusiast Camera Club trooped to the site and stage a fun shoot. Cotabato city, the mere mention of the name can bring fear to many people coming from Visayas and Luzon, which is unfair because Cotabato has long work its way to become one of the friendliest Independent Cities in the SOCCSKSARGEN. There much more to offer like the Grand Mosque, Kutang Bato Cave and the Rio Grande de Mindanao. Kidapawan one of the municipalities in North Cotabato was derived from the Manobo words "tida, "meaning spring, and "pawan," meaning highland. It is where Lake Agko can be found. A home of natural lake and boiling sulfuric mud and water pools which make it a travel worthy place. Furthermore, another tourist attraction in the province is Asik Asik falls, one of the most beautiful waterfalls in North cotabato and in the Philippines. It is a 140-meter wide curtain-like waterfall, perfect for nature lovers and adventurers.

2.3 Respondents of the Study

Random sampling was employed to determine the 743 school administrators of nine divisions in Region XII. The school administrators rated themselves in their instructional leadership, professional development, and curricular competence. Furthermore, school administrators rated their performance by the used of Office Performance Commitment and Review Form based on how they discharge their duties.

2.4 Data Gathering Procedure

In data gathering, the researcher formally asked permission from the Regional Director, then to the Schools Division Superintendents through a letter signed by the dissertation adviser to float the survey questionnaire. The researcher personally visited and requested the District Supervisors of the pilot tested division to accomplish the questionnaire. The researcher was then helped by her friends and the research personnel in each of the nine divisions in retrieving the questionnaires given. There were them checked, scored, organized into a tabular form and were subjected to statistical analysis.

2.5 Research Instruments

The instructional leadership, professional development, curricular competence and performance were measured in this study. Each of the variables has distinct instrument.

First, instructional leadership was adopted from the work of Atkinson (2013). Second, professional development. Third, curricular competence was adopted from the study of Cruz, Villena, Navarro, Belecina & Gavida (2016).

Lastly, the administrators' performance was measured by the Office performance commitment and review form.

In school administrators' performance questionnaire, the respondents were asked to indicate the extent to which they exhibit their competence in terms of: instructional leadership and curriculum implementation and development, professional growth and development, planning, assessing and reporting, community partnership and linkages and plus factor.

2.6 Statistical Techniques

In this study, descriptive statistics was used to describe the level of performance of administrators. Same statistics was also utilized to describe the instructional leadership, professional development, and curricular competence of administrators. Pearson product moment correlation is used to determine the relationship among instructional leadership, professional development, and curricular competence. Stepwise multiple regression was applied to determine which of the three latent variables significantly predict performance.

Structural equation modeling (SEM) method was used to test the hypothesized model. In order to evaluate the goodness of fit of the hypothesized model, the following indices were computed: chi-square/degrees of freedom (CMIN/DF), Goodness of fit index (GFI), Normed Fit Index (NFI), Tucker-Lewis Index (TLI), Comparative Fit index (CFI), and Root Mean Square Error of Approximation (RMSEA).

3. Presentation, Analysis, and Interpretation of Data

This chapter discusses the results and their meanings as to what the data entailed apropos to the problem statements delineated in the first chapter. It further deciphers the most important knowledge and understandings necessary for drawing conclusions and recommendations.

3.1 Administrators' Performance

The level of administrators' performance is revealed in Table 3. The study found that 54.64 % or 406 school administrators generally rated themselves as having high performance, 304 school administrators' or 40.92% perform very high, and the remaining 33 school, administrators' or 4.44% rated themselves to have moderate performance in terms of instructional leadership, professional growth,

planning, assessing and reporting, community partnership and linkages, and plus factor.

Table 3: Administrators' performance in Region XII

Numerical Scale	N	%	Qualitative Interpretation
4.51-5.00	304	40.92	Very High performance
3.51-4.50	406	54.64	High performance
2.51-3.50	33	4.44	Moderate performance
1.51-2.50	0	0	less performance
1.00-1.50	0	0	not performing at all
TOTAL	743	100	

It is said that organizing and managing this kind of education system is principle and essential as well and also it is believed that the quality of managing is more important factors to any organizational success or failure and it is a clear factor which is considered in all small or large organizations (Fiedler & Chamerz, 2009).

A school, like any other organization, needs a strong leadership and management. Both set the way the school organization will go. The application of different

management and leadership principles and practices in school setting complement each other. School leadership and management of activities challenge everyone in the field in promoting the culture of lifelong learning and teaching.

The level of instructional leadership of school administrators and curriculum implementation covered three quadrants. The quadrants are shown in Table 4. The indicator conducts quality instructional supervision across grade level has a mean of 4.43 described as high performance. Conducts monitoring and evaluation to teachers in the implementation of the curriculum (K to 12) and to provide feedback to the district management towards continuous enhancement of the curriculum has a mean of 4.39 as school administrators was described as high performance; and conducts one action research in a year to enhance and improve school performance has a mean of 4.34. Generally, the overall instructional leadership and curriculum implementation of administrators' in Region XII has an overall mean of 4.38 which are described as high performance.

Table 9: Summary of school administrator's performance

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
1. Instructional Leadership and Curriculum implementation and development.	4.38	Usually	High performance
2. Planning, Assessing and Reporting.	4.36	Usually	High performance
3. Community partnership and linkages.	4.36	Usually	High performance
4. Professional growth and development.	4.35	Usually	High performance
5. Plus factor	4.28	Usually	High performance
Mean	4.35	Usually	High performance

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Always	Very high performance
3.51-4.50	Most of the time	High performance
2.51-3.50	Sometimes	Moderate performance
1.51-2.50	Rarely	Less performance
1.00-1.50	Never	Not performing at all

In order to develop and promote the quality of education, the principal should conduct the duties and the roles professionally. According to Mulyana (2004), the tasks and the fundamental role of a principal is divided into seven: principal as an educator, manager, administrator, supervisor, leader, innovator, and as a motivator.

According to Rahman (2006), the principal is a teacher (functional offices) appointed to structural positions (principals) in school. Further, according Wahjosumidjo (2010), the principal is a functional staff of teachers who are given the duty to lead a school where there are organized learning processes, or where there is interaction between teachers who advise and students who are instructed.

Basically, supervision is a service provided by the school principal in order to help teachers and employees to be professionals in their duties. The school principal gives guidance, support, monitors and assesses in the implementation and development of education. According to the Minister of National Education Indonesian No.13/2007 on school standards, one of the school principal's duties is to carry out supervision of education to educators that include

the planning of supervision programs aimed at improving the professionalism of teachers, using the right approach in the process of supervision, carrying out follow-up results of supervision. Through the regulation of the school principal as an academic supervisor the principal has to master the concepts of academic supervision covering terms of supervision, the purpose and function of supervision, principles of supervision, and the dimensions of academic supervision, and can implement academic supervision in accordance with the expected goals.

3.2 Instructional Leadership

Instructional Leadership is one of the fundamental concepts of this study. Its possible contribution to learning performance has been long contented in educational arena. It is therefore appropriate to analyze the construct of this variable to gain a better understanding of what this concept implies among school administrators of Region XII.

The school principal, as the leader of the building, plays an important role in promoting student achievement and overall school effectiveness (Glodt, 2006; Crow, Hausman, &

Scribner, 2002; Hallinger & Heck, 1996). Research has repeatedly identified that instructional leadership is one of the characteristics of effective schools and that the school principal is one of the few individuals in education who has a strong impact on large numbers of students. Thus, finding ways to improve the amount of time school principals spend on instructional leadership activities is imperative to

enhance student achievement and school outcomes. Furthermore, teaching school principals how to effectively manage time helps them save time and allocate it to instructional leadership.

Table 21: Summary of School Administrator’s Instructional Leadership

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
1. Framing the school goals.	4.42	Most of the time	Highly competent
2. Providing incentives for learning	4.42	Most of the time	Highly competent
3. Developing and enforcing academic standards	4.41	Most of the time	Highly competent
4. Communicating the school goals.	4.40	Most of the time	Highly competent
5. Supervising and evaluating instruction.	4.36	Most of the time	Highly competent
6. Coordinating the curriculum.	4.34	Most of the time	Highly competent
7. Providing incentives for teachers	4.33	Most of the time	Highly competent
8. Promoting professional development	4.33	Most of the time	Highly competent
9. Monitoring school progress	4.32	Most of the time	Highly competent
10. Protecting instructional time	4.28	Most of the time	Highly competent
11. Coordinating the curriculum	4.22	Most of the time	Highly competent
Mean	4.35	Most of the time	Highly competent

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Always	Very highly competent
3.51-4.50	Most of the time	Highly competent
2.51-3.50	Sometimes	Moderately competent
1.51-2.50	Rarely	Less competent
1.00-1.50	Never	Not competent at all

3.3 Professional Development

Professional development is more effective when teachers are allowed to be engaged with aligning of activities presented with their curriculum and classroom activities, Belesario (2015). Penuel et al.,(2007) also determined that the follow up sessions after the completion of professional development made the workshops sessions reveal to teachers found particular professional development workshop useful.

A carefully designed PD programme starts with understanding administrator views regarding PD. These administrators have decision making power, and their

thinking, philosophy, and values are often the only processes that guide the development of professional programmes. This study investigated administrator orientation to teacher PD in the ways outlined below

Joubert and Van Rooyen (2010) contented that “simple providing more opportunities for professional development (workshops) are not enough. It is the quality of interventions that counts. Effective teachers enforce themselves in participating developmental activities that facilitate leaching and learning.

Table 25: Summary of School administrators Professional Development

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
1. Creating professional learning community.	4.44	Most of the time	Highly developed
2. Managing performance of teachers and staff.	4.44	Most of the time	Highly developed
3. Recruitment and hiring.	4.37	Most of the time	Highly developed
Mean	4.43	Most of the time	Highly developed

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Always	Very high developed
3.51-4.50	Most of the time	Highly developed
2.51-3.50	Sometimes	Moderately developed
1.51-2.50	Rarely	Poorly developed
1.00-1.50	Never	Not developed at all

According to Beach and Reinhartz (2000), peer coaching is the process of collaboration supervision given for the purpose of improving instruction by way of pairs or small groups through the alternating observation of the teachers who were teaching. Meanwhile, Sullivan and Glanz (2000)

argued that the process of cooperation among fellow teachers to improve the ways in teaching and gain new skills in teaching can be generated through acquisition and curriculum development.

For beginner teachers, the peer coaching supervision process has a very important role. The findings that were presented by Hosack-Curlin (1993) show that assessment by a senior teacher or experienced teacher having competence is needed in the supervision of new teachers. Thus, peer coaching is an opportunity for beginning teachers through a collaborative process, taking part in decision making, and providing feedback directly to improve and repair teaching skills. (Bowman & McCormick, 2000; Sullivan & Glanz, 2000). As explained by Sergiovanni and Starratt (2007), the purpose of the process of training is to develop community learning through collaboration and respect for each other, studying together, and learning diligently. So when the teacher studies diligently the service for students is more effective. In the implementation of developing professionalism, the teacher should be ready for the implementation of peer coaching and for selecting the appropriate team to support each other (Kutsyuruba, 2003).

3.4 Curricular Competence

Competence refers to an individual’s capability and demonstrated ability to understand and do certain tasks in an appropriate and effective manner consistent with the expectations for a person qualified by education and training in a particular profession or specialty thereof. Competences are also described as measurable human capabilities involving knowledge, skills, and values, which are

assembled in work performance (Charles Darwin University, 2016; Falender, Shafranske & Falicov, 2014).

It follows logically that curriculum competences refer to the instructional delivery skills, behavior and knowledge acquired and manifested by supervisors for effective clinical supervision. Butterworth and Faugier (2014) described them as sets of human knowledge, skills and abilities, which are essential resources for supervisors performance and teacher development. Literatures suggest that that curriculum competence involves a set of skills, knowledge, attitudes, activities, and experiences that a supervisor employs to appraise and improve lesson planning, instructional objectives, content and pedagogy, knowledge of students, designing coherent Eyiuche Ifeoma Olibie, Mary Endalene Mozie, Patience Ndidi Egboka -instruction and assessing student learning outcomes (Falender et al, 2014; Kotirde & Yunos, 2015; Moswela & Mphale, 2015).

The areas of competences are based on the assumption that if clinical supervision is the process of working with people who are working with students to bring about improvement in instruction. Then it is very important that a clinical supervisor must have competence and professional knowledge in the art so as to be able to influence, facilitate, direct, and motivate the teachers efficiently and effectively to improve teaching and learning satisfactorily.

Table 32: Summary of School Administrator’s Curricular Competence

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
1. Community relations.	4.53	Strongly Agree	Very High competent
2. Financial and Budgeting.	4.51	Strongly Agree	Very High competent
3. Physical plant and facilities.	4.51	Strongly Agree	Very High competent
4. Vision-mission goals	4.48	Agree	High competent
5. School Improvement plan.	4.47	Agree	High competent
6. Curriculum and instruction.	4.40	Agree	High competent
Mean	4.48	Agree	High competent

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly agree	Very high competent
3.51-4.50	agree	High competent
2.51-3.50	undecided	Moderately competent
1.51-2.50	disagree	Less competent
1.00-1.50	Strongly disagree	Not competent at all

The process of articulating a clear and concise vision-mission statement is imperative in order to solidify a shared understanding of what the primary work of the school actually is. Without careful examination, discussion, articulation, and clarification of the school mission, educational professionals who work together closely on a daily basis may interpret their purpose very differently, each assuming a different reason for why they do the work that they do.

A vision statement provides stakeholders with a picture of what their ideal school and students will look like if educators are successful in working together to achieve that vision. Though a vision statement should be clear and meaningful to all stakeholders, effective vision statements are concise and provide lofty, yet measurable, language so that school personnel know when the vision has been

achieved or when it should be adjusted to better meet the needs of the organization (Pekarsky, 2007).

Often in leadership discourse, a mission statement is used synonymously and interchangeably with the vision statement of an organization. However, the two statements are distinct and very different from one another (DuFour, et al., 2008). A mission statement is, most simply, a statement of why an organization exists, a statement of its fundamental purpose. In the context of continuous school improvement, DuFour and Eaker (1998) described a mission statement as “stating the business of our business” and answering the question, “Why do we exist?” (p. 58). Lunenberg (2010) argued that leading an ongoing, community-wide discussion about the purpose of the organization’s existence is essential to the function of school leadership and to the process of building unity and shared commitment to the work to be done in an educational organization.

4. Summary, Conclusions and Recommendations

This chapter contains the summary of the findings, the conclusions extracted from the given findings and the recommendations based from the conclusions.

4.1 Summary

Specifically, this study sought to: describe the level of performance of administrators in Region XII in terms of instructional leadership ad curriculum implementation and development, professional growth and development, planning, assessing and reporting, community partnership and linkages and plus factor; assess the level of administrator's instructional leadership in terms of: Framing the school goals, communicating the school's goals, supervising and evaluating instruction, coordinating the curriculum, monitoring school progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development, developing and enforcing academic standards, and providing incentives for learning. It also determine the level of effectiveness of professional development in terms of: creating a professional learning community, recruitment and hiring, and managing performance of teachers and staff; ascertain the level of curricular competence of administrators in terms of: vision-mission goals, curriculum and instruction, financial and budgeting, physical plant and facilities, community relations, and school improvement plan.

In addition, this study correlates administrators' performance and: instructional leadership, professional development, and curricular competence; Identify the factors that directly and indirectly influence administrators performance; and develop a structural model that best fit administrators' performance.

This study was conducted in Region XII part of Mindanao, particularly in nine (9) divisions: Division of Cotabato City, Sultan Kudarat Division, Kidapawan City Division, Tacurong City Division, Division of South Cotabato, Koronadal City Division, Sarangani Division, Division of General Santos City, and Division of Cotabato. The study employed random sampling procedure to identify 743 school administrators' as participants in the study. This was a survey type research and used Likert Scale type of questionnaires in data gathering.

Responses to the questionnaires and the data which were collected were summarized, translated and analyzed. The descriptive statistics was employed for the summary and analysis of the data including frequencies, percentage, means and standard deviations. The relationship between the independent variables and the dependent variables was established using correlation analysis.

Regression analysis was utilized to predict the variables that can influence school performance. Finally, it used of the path analysis for studying the patterns of causations among the variables, with chi-square, Test of Goodness of fit, to get the best model for the study. Structural equation modeling

(SEM) is a statistical technique for testing and estimating causal relations using a combination of statistical data and qualitative causal assumptions.

The components of administrators' performance revealed that in instructional leadership and curriculum implementation and development, professional growth and development, planning, assessing and reporting, community partnership and linkages and plus factor were described school administrators in Region XII as high performance.

Descriptive analysis pointed out that instructional leadership as measured through framing the school goals, communicating the school's goals, supervising and evaluating instruction, coordinating the curriculum, monitoring school progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development, developing and enforcing academic standards, and providing incentives for learning were observed on most occasions. The result showed that the level of performance of school administrators was high as it has a total mean of 4.35 in instructional leadership.

The factors on professional development exemplified the presence of creating a professional learning community, recruitment and hiring, and managing performance of teachers and staff, was observed in most occasions. Generally, the level of effectiveness of professional development of administrators was described as highly developed.

In the components of curricular competence noted that vision-mission goals, curriculum and instruction, financial and budgeting, physical plant and facilities, community relations, and school improvement plan were observed high competent. This study found that school administrators of Region XII were generally rated as highly competent. This finding is similar to that of Egwu (2015) which found that school administrators are competent in some teaching abilities during supervision.

The correlation analysis clearly indicated that school administrators' instructional leadership, professional development, and curricular competence had significant relationship to administrators' performance. instructional leadership $r=0.455$, ($p<0.01$), its sub-component, framing school goals $r=0.292$ ($p<0.01$), communicating school goals $r=0.287$, ($p<0.01$), supervising and evaluating instruction $r=0.369$, ($p<0.01$), coordinating curriculum $r=0.351$, ($p<0.01$), monitoring progress $r=0.398$, ($p<0.01$), protecting instructional time $r=0.370$, ($p<0.01$), maintaining high visibility $r=0.357$, ($p<0.01$), providing incentives for teachers $r=0.435$, ($p<0.01$), promoting professional development $r=0.410$, ($p<0.01$), developing ad enforcing academic standards $r=0.416$, ($p<0.01$), were statistically significant relative to the performance of administrators'.

For school administrators' professional development $r=0.443$, ($p<0.01$), and its sub-components, creating professional learning community $r=0.422$, ($p<0.01$), recruitment and hiring $r=0.374$, ($p<0.01$), managing performance of teachers and staff $r=0.403$, ($p<0.01$), were

statistically significant relative to administrators' performance.

Another correlation result was indicated school administrators' curricular competence $r=0.525$, ($p<0.01$), vision-mission goals $r=0.360$, ($p<0.01$), curriculum and instruction $r=0.450$, ($p<0.01$), financial and budgeting $r=0.416$, ($p<0.01$), physical plant and facilities $r=0.494$, ($p<0.01$), community relations $r=0.437$, ($p<0.01$), school improvement plan $r=0.466$, ($p<0.01$), were statistically significant to administrators performance.

Likewise, the R^2 of .315 indicates that 31.5% of the administrators' performance was attributed to physical plant facilities, school improvement plan, and curriculum and instruction while 68.5% could be explained by other by other variables not included in the regression model.

From the foregoing analysis, however, the equation useful in predicting the percentage of administrators' performance (Y) as indicated by F-value (84.823) with its corresponding probability value (0.000) as significant at $p<0.01$ denotes that an increase in physical plant facilities, school improvement plan, and curriculum and instruction would give an increase to administrators' performance.

The five subsequent analyses in estimating causal relations and assumptions relative to administrators' performance disclosed that the structural model 1 to 4 did not prove goodness-of-fit measures. Model 1 consists of instructional leadership, professional development and curricular competence failed to assume good fit based on the acceptable criteria. Model 2 which placed instructional leadership and professional development in the picture likewise did not satisfy the goodness-of-fit indices. Model 3 which postulate the reciprocal relationship of curricular competence and professional development obtained insufficient values to conform to the goodness-of-fit measures.

Model 4 which implied the correlation between curricular competence and instructional leadership would predict administrators' performance however; indices of measures of fit falsified a true model of good fitting to the data. Model 5 maintained curricular competence and instructional leadership yielded the most superior fit where every criterion for goodness-of-fit measures was exceedingly achieved as reflected: CMIN/DF (1.706), p-value (0.097), NFI (0.989), TLI (0.991), CFI (0.995), GFI (0.988), and RMSEA (0.031).

4.2 Conclusions

Based on the findings, the following conclusions are drawn:

The level of school administrators' performance in Region XII was high. This signifies that school administrators' performs their duties well. However, for continual improvement they still need to improve.

The level of instructional leadership of school administrators was also high which implies that school administrators are more aware of their instructional roles.

In terms of professional development of school administrators. They were highly developed. This means that through participation in different professional development programs, teachers developed better content knowledge and they become more confident with their own practice.

Moreover, the school administrators in Region XII were highly competent in terms of curricular development. This signifies that school Administrators' manifest various curricular competence that leads to effective clinical supervision.

A significant relationship between administrators' performance and instructional leadership, professional development and curricular competence was noted hence, the null hypothesis of the study which states that there is no significant relationship between administrators' performance and: Instructional leadership, Professional development, Curricular competence is rejected.

Likewise, the null hypothesis of the study which states that there is no variables, that significantly best predict administrators' performance is rejected. The constructs of physical plant facilities, school improvement plan, curriculum and instruction and monitoring school progress are predictors of schools administrators' performance. It denotes that an increase in physical plant facilities, School improvement plan, curriculum and instruction and monitoring school progress predict school administrators' performance. An increase of these constructs would give an increase to administrators' performance.

The null hypothesis of the study which states that there is no structural model that best fit administrators' performance is rejected. The best fitting model on administrators' performance solely evolved on curricular competence which was measured in terms of the curriculum and instruction, financial and budgeting, physical plant and facilities, community relations and school improvement plan. The instructional leadership also attributed to the best fit model in terms of promoting professional development, monitoring school progress, framing school goals, supervising and evaluating instruction, and maintaining high visibility. The more school administrators are exposed to instructional leadership and attained curricular competence the better the performance.

4.3 Recommendations

Primary recommendations arising from the conclusions for further research of the study are hereby offered.

Administrators' performance would be very high if capacity building conducted may prioritize school leaders' instructional leadership and curriculum implementation, professional growth and development, planning, assessing and reporting, community partnership and linkages and plus factor. This is to enhance their capability in professional development, improve their instructional leadership and curricular competence.

Likewise, school administrators may need more differentiated and intensive instructional leadership trainings to improve their performance.

School administrators may focus on strengthening the professional learning communities to provide platform for the teachers' for continuous improvement and learning opportunities where they can learn from each other.

Strengthening curricular competence is encouraged to all school administrators. They may acquire and continuously upgrade the curricular competence for effective and efficient instruction.

Higher officials may plan and implement a sustaining program that enhance instructional leadership. Professional development and curricular competence.

To school administrators and other employees may work hand in hand focusing on the implementation of the activities that is in line with physical plant facilities, school Improvement plan, curriculum and instruction and monitoring school progress since it has to do with administrators' performance.

Seminars and training for instructional leadership and curricular competence may be provided to strengthen and improve administrators' performance.

To the future researchers: another study that influence school administrators' performance instructional leadership, professional development, curricular competence and its effects to teaching performance could be conducted.

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