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ABSTRACT

This study aimed to find out the instructional management of principals and observe teachers' teaching practices in MacArthur District, Division of Leyte. Employing descriptive-correlational research a survey design was chosen to make sure collection of data which precisely describes the nature of prevailing conditions at a specific point in time.

Principals in MacArthur District belonged to the old age. The district has more female principals than their male counterpart. Almost all of the school heads were married and experienced teachers and rendered lengthy service in their work. They possessed enough knowledge and skills in instructional management and were qualified for the principal position. They were appointed principals/Head Teachers in MacArthur District and were equipped with quality trainings in terms of managing the school.

The extent of principal's instructional management in terms of framing the school goals; communicating the school goals; supervising and evaluating instruction; coordinating the curriculum; monitoring student progress; protecting instructional time; maintaining high visibility; providing incentives for teachers; promoting professional development; and providing incentives for learning were almost always manifested or very high.

Teacher's teaching practices in terms of the learner and the learning; content knowledge and skills; instructional practice and professional responsibility were rated "Often" which manifested that the teachers in their respective classes has frequently performed the teaching pedagogy described as good.

It was concluded that the principals instructional management had affected the teachers' teaching practices. The very high principal's instructional management resulted to good and effective teaching practice in terms of the learner and the learning; content knowledge and skills, instructional practices and professional responsibility

KEYWORDS: Principals' Instructional Management, Elementary Teachers, and Teacher's Teaching Practices.

1. INTRODUCTION

Instructional management is the main concept of being a principal, according to the Innotech Module (2007). It focuses on teaching-learning process of the learners and school staff promotion and development. This is the reason why instructional leaders are called learning leaders (Marsh, 2007). He also noted that the school principal is the curator and custodian of the school's vision and mission. She or he should collaborate with different groups and thrive on change to lead the school in its chosen destination. It is necessary that the school principal take the lead in the development of policies, targets, and plans. In addition, the school principal should provide guidance to the teachers through classroom observation that will ensure learning among learners and motivate stakeholders on the best approaches and practices that would assist in the attainment of the school's vision (Levine, 2005).

Teachers practice are determined by the management their principals manifest. Lack of understanding the teachers of the leadership functions of the school administrators is crucial (Nash, 2012). Among the rare qualities of school principal are, productivity, optimism, and output-orientation. In fact, the 21st Century Administrator's mission is for her or him to effectively coordinate efforts to meet the demands of this fast-paced planet. Moreover, according to Balyer (2012), school administrators' supervisory and management functions enhance teachers to do their best in the performance of their duties. It might result to incomparable achievements for the school, or it might result to adversities – to rapid decline. But through this activity, teachers teaching practices were enhanced and improvement on academic outcomes is evident.

In the context of the researcher's locality – MacArthur (Leyte) District – it is evident that due to the rationalization of the Department of Education, classroom observations are considered second priority next to the myriad of reports, implementation of school governance operation functions such as school monitoring and evaluation, the school-based management evaluation, processes for adjustment, and others. Even teachers themselves carry a task outside the teaching-learning instruction, and this is one of the many sources of complaint among them. Clarifying the functions of school heads based on the rationalized context most especially in terms of management and supervisory functions proves to be a problem in the field. Thus, the principal's performance must be taken into consideration by virtue of seeing the teachers' view due to the fact that they are directly affected by the performance of their principals.

It is in this premise that the researcher decided to conduct this study. She wanted to determine if there is significant relationship between the instructional management of principals, its profiles and teachers' teaching practices. Moreover, this study sought to aid the principals in the improvisation of their classroom observation competencies and convey efficiency and effectively in giving leadership inputs to their supervised teachers. Further, this study aimed to provide a variety of authorities in education, valuable information, and fresh insights, particularly as regards to the enhancement of management program supplemental to the needs of the school principals of MacArthur District.

2. OBJECTIVES OF THE STUDY

This study aimed to find out the instructional management of principals and observe teachers' teaching practices in MacArthur District, Division of Leyte.

Specifically, this study sought to attain the following:

1. Determine the socio-demographic profile of the principals in terms of:

- 1.1 age;
- 1.2 sex;
- 1.3 civil status;
- 1.4 length of service;
- 1.5 highest educational qualifications;
- 1.6 designation; and
- 1.7 training and seminars attended

2. Ascertain the school principals' extent of instructional management in terms of:

- 2.1 Framing the school goals;
- 2.2 communicating school goals;
- 2.3 supervising and evaluating instruction;
- 2.4 coordinating the curriculum;
- 2.5 monitoring student progress;
- 2.6 protecting instructional time;
- 2.7 maintaining high visibility;
- 2.8 providing incentives for teachers;
- 2.9 promoting professional development; and
- 2.10 providing incentives for learning

3. Determine the teaching practices of teachers in terms of:

- 3.1 learner and learning;
- 3.2 content knowledge and skills;
- 3.3 instructional practice; and
- 3.4 professional responsibility

4. Ascertain the significant relationship between the socio-demographic profile of the principals and their extent of instructional management.

5. Ascertain the significant relationship between the school principals' extent of instructional management and the teaching practices of teachers.

6. Develop a plan to enhance teachers' teaching practices.

3. FRAMEWORK OF THE STUDY

This study utilized theoretical and conceptual framework as its main foundation in the study.

Theoretical Framework. This study was anchored on the point of view from The Instructional Management Theory of Jacob Kounin (1970) is a theory of instructional management that is focuses on the teacher's ability to affect student behavior through proactive instructional management. It concerns with how the teacher displays the desired skills using instructional management that will discover the behavior of the learners and will stay active all throughout the session.

Kounin also pointed out that in order to have an effective connection between management and teaching, there need to be good lesson movement that will bridge the pupils' learning using skills deployed in the instruction. This lesson movement is achieved through With-it-ness, Overlapping, Momentum, Smoothness, and Group Focus.

Conceptual framework. This study aimed to find out the instructional management of principals and observe teachers' teaching practices in MacArthur District, Division of Leyte.

3.1 The variables of this study included the socio-demographic profile of the principal in terms of age, sex, civil status, length of service, highest educational qualification, designation, and trainings and seminars attended. It also covers on the principal's instructional management in terms of faming the school goals, communicating school goals, supervising and evaluating instruction, coordinating the curriculum monitoring student progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development; and providing incentives for learning. Further, it will also highlighted the teacher's teaching practices in term of the learner and learning, content knowledge and skills, instructional practice, and professional responsibility and develop an enhancement plan for teacher's teaching practices. Figure 1 presents the Conceptual Framework of the study.

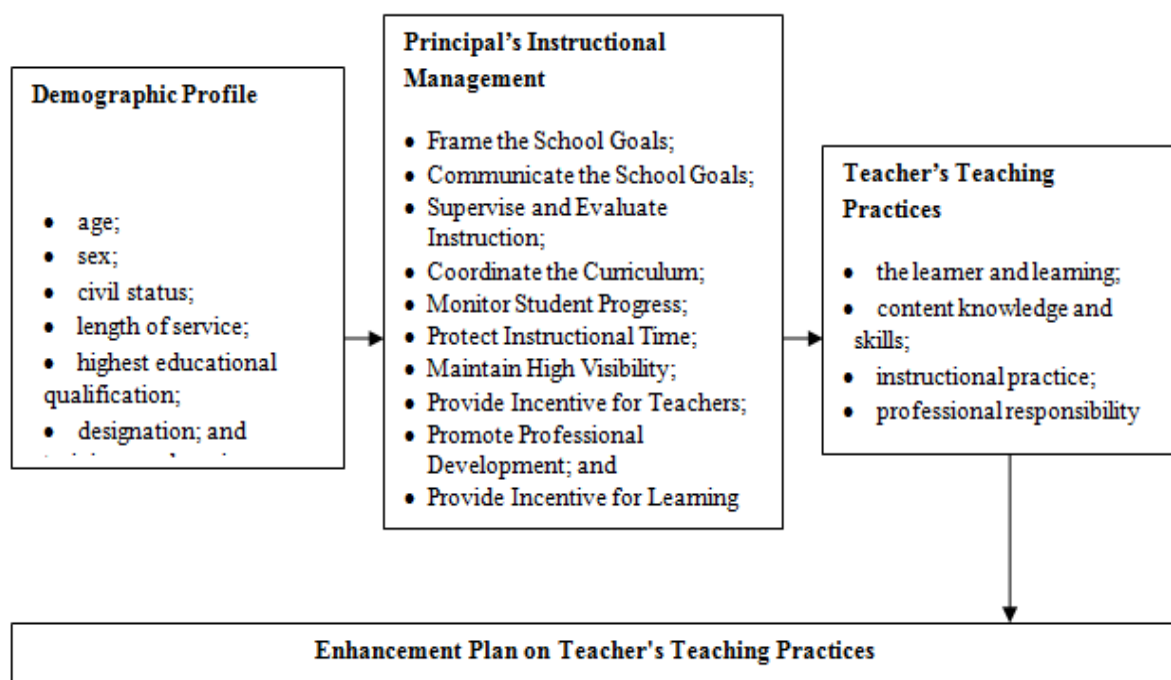


Figure 1. The Conceptual Framework of the Study

4. METHODOLOGY

This study employed the descriptive-correlational research design in the sense that it described the instructional leadership management of principals and the teachers teaching practices. A survey design was chosen to make sure collection of data which precisely describes the nature of prevailing conditions at a specific point in time.

Conducted in Leyte Division, specifically in Mac Arthur District. There are twenty-eight (28) schools in the district. Among this twenty-eight (28) schools, eight (8) are mono grades and twenty (20) are multi-grade with one to five teachers teaching the pupils from Kindergarten to Grade VI. These schools are managed by eighteen (18) school heads. The district is headed by a Public Schools District Supervisor. There are 3, 746 pupils enrolled in all the schools with 154 teachers teaching in the district.

The data and information required in the study were taken from principals and teachers. They were responsible in the instructional management and teaching practices and they were considered as the best source of information on the effectiveness of this study.

To gather the data needed in the study, the researcher used the descriptive questionnaire survey developing key variables of investigation of the respondents socio-demographic profile in term of age, sex, civil status, length of services, highest educational qualifications, designation, and training and seminars attended. Part II, the extent of School heads Instructional Management Rating Scale (PIMRS), lifted from the work of Philip Hallinger (1983), establishing the instructional management of school heads in terms of 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 incentive for teachers; promote professional development; and provide incentive for learning. Part III, was on the teachers teaching practices in terms of the learners and learning, content knowledge and skills, instructional practices, and professional responsibility.

After the research has been approved, data gathering followed. Letter request to conduct the study were submitted to proper authorities for approval. First, a letter request was submitted to the Schools Division Superintendent for approval to proceed on data gathering among the identified respondents. After the approval

of the SDS, permission letter was also submitted to the Public Schools District Supervisor of the district and School Head of the school. After approval, the researcher proceeded into data gathering. FGD was also conducted validating the results of the survey.

Furthermore, descriptive statistics such as weighted mean, simple percentage, percentile rank, frequency counts and spearman rho were utilized to provide meaning and interpretation to the data.

5. RESULTS AND DISCUSSION

Socio-Demographic Profile of the Principals

Most of the school heads in MacArthur District has old age or above golden age. The district has more female school heads than their counterpart. Almost all of the school heads are married and they are experienced teachers hence they rendered lengthy service in the government. Most of the school heads of MacArthur District have enough knowledge and skills on instructional management, they are educationally qualified for the school heads position. Most of the school heads are appointed Head Teachers in their position. School heads of MacArthur District are equipped with quality trainings in terms of managing the school.

Extent of Principal's Instructional Management

The extent of principal's instructional management in terms of framing the school goals; communicating the school goals; supervising and evaluating instruction; coordinating the curriculum; monitoring student progress; protecting instructional time; maintaining high visibility; providing incentives for teachers; promoting professional development; and providing incentives for learning are almost always manifested or very high.

Teacher's Teaching Practices.

Teacher's teaching practices in terms of the learner and the learning; content knowledge and skills; instructional practice and professional responsibility are described as "Often" which is manifested that the teachers in their respective classes has frequently perform the teaching pedagogy which described as good.

Relationship of Variables

Table 1 Significant Relationship between the Profile of the Principals and Instructional Management

Variable	Pearson r-value	Sig.	Decision
Age	-.173	.413	Ho Accepted
Sex	.932	.034	Ho Rejected
Civil Status	.862	.069	Ho Accepted
Length of Service	.942	.029	Ho Rejected
Highest Educational Attainment	.000	.500	Ho Accepted
Designation	-.050	.475	Ho Accepted
Trainings Attended	.231	.385	Ho Accepted

*correlation is significant at the 0.05 level (2-tailed)

As presented in the table above, using Pearson-r, the variables age, civil status, highest educational attainment, designation and trainings attended obtained significant values .413, .069, .500, .475, and .385 is higher than the r-value which means that the null hypothesis is accepted and there is no significant relationship with this variables of the profile of the principals and instructional management. This implies that age, civil status, highest educational attainment, designation and trainings attended does not affect the instructional management of principals, thus principals can still performed successfully as instructional leaders or managers. On the variables sex and length of service obtained significant values of .034, and .029 which is lower than the r-value which means the null hypothesis is rejected and there is significant relationship with this variables of the profile of principals and instructional management. This means that sex and length of service affect the instructional management of principals. This implies that female principals in Mac Arthur District manage their school more efficiently.

Table 2 Relationship between the Extent of Principals Instructional Management and Teacher's Teaching Practices

Variables Correlated Principal's Instructional Management	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Teacher's Teaching Practices	0.61	3.699	2.661	Reject Ho	Significant Relationship (Strong Positive Correlation)

Table 2 shows that the computed value or t of 3.699 is greater than the tabular value of 2.661 @ .05 level of significance, so null hypothesis is rejected. This means that there is significant relationship between the principal's instructional management and teacher's teaching practices. The r-value of 0.61 revealed that there is a strong positive correlation.

This implies that very high principal's instructional management will result to good teaching practice in terms of the learner and the learning; content knowledge and skills; instructional practice and professional responsibility.



Educational experts have evolved substantially over the past several decades in their thinking about instructional management and the role that the school heads plays in supporting the teaching and learning environment within a school (Gurley et al., 2015).

Focus Group Discussion Results - Teachers Teaching Practices

The Teachers of Mac Arthur District comments on their practices in teaching and learning. Applying what knows about their learners and better understand students development, their interest and instructional needs.

"In the light of their teachers teaching practices, we firmly believed that it is necessary to apply our knowledge, skills and values to our dear students. We assumed that through our gather information we can help learners in their growth and development" Teachers # 5, # 8

Teachers considers the development of individual learners communicate regularly to the families and understand their interest. They have regular planning for the benefits of their learners. Teachers incorporates different teaching tools in learning including academic language and their instructional needs.

"How will you incorporate teaching tools in the pedagogy? (the teaching and learning process). As teachers we considers the levels of learning and knowledge of our learners/pupils". Teachers #18, #5, #15

"Putting enough instructional materials to our teaching is an advantage in their learning. We design appropriate materials for their worthwhile learning experiences and adapting these instructional materials in their learning". Teachers #10, #1, #16

"We guides our learners for they have big responsibility in their learning and that they could value their studies. We also demonstrate respect to our students". Teachers #1, # 17

On the content knowledge and skills of the Mac Arthur teachers. Teachers are engaging their learners in reflecting on the connections between what they learned and what they already know. Teachers are applying methods of inquiry for the subjects he/she teaches and apply their knowledge in real experiences to their learners. They provide learners opportunities to learn themselves through their experiences.

"As teachers we are aware of our actions towards our learners, we avoid learners misconceptions in the subjects we teach. We will expand and study more for us to deliver the very best teaching to our learners". Teachers #2, #6, #20

In our teaching activities we incorporate problems and issues related to our subject. Learners will experience engaging themselves in the real scenario of the society. We also applying critical and communication skills to our learner." Teachers #3, #9, #12

For instructional practice, teachers matches assessment using different types of learning goals. Modifies classroom assessments and conditions their learners to be able them successfully demonstrates their knowledge and skills inside the classroom. Teachers guide their learners to identify their own strength and needs and how they appropriately take responsibility for their own learning.

"As classroom teachers, we uses variety of formative assessments to help our learners in their future learning experiences. We involved our learners in generating criteria in assessing their work. We also used aided technology and various instructional role for objective judgment of the learners work" Teachers #4, #13, # 19

Teachers professional responsibility assumes collaborations in their colleagues to review and reflect on a wide range of evidence of learners learning. Practices effectively and efficiently and explore ways to increase and improve learner learning. Teachers help establish a climate of trust, critical reflection and inclusiveness in school. Teachers engages professional learning he/she felt needed in their teaching. Teachers helps establish a climate a good rapport inside the school and support cohesiveness in the system.





"Mac Arthur teachers, supports teachers learning activities and practice effective quality teaching for learners learning" Teacher #15, #19

As teachers, we professional learning of our colleagues, we objectively assess learners output to avoid bias. We also shares plans for instruction and invites feedback for the betterment of our teaching". Teachers #7, #11, #14

6. CONCLUSION

With the results yielded in the study, the researcher formulated conclusions in the light of the findings and implications drawn.

Female principals are more effective instructional managers and with their effective management it resulted to an efficient teaching practices. Principal's instructional management strongly correlates the teacher's teaching practices. High extent of school heads' instructional leadership behavior will result to good and effective performance of teachers. Teacher's frequently performed teaching practices effectively with good manifestation in their teaching pedagogy.

Principal's instructional management resulted to good and effective teaching practice in terms of the learner and the learning; content knowledge and skills, instructional practices and professional responsibility.

7. RECOMMENDATION

Based on the issues and implications of the results, the following recommendations are forwarded.

- Principals are encouraged sending their teachers to quality trainings and workshops in relation to the latest teaching pedagogy;
- Principals/School Heads are encouraged to send their teachers to graduate school education to increase their capability in relation to instructional leadership/management;
- Principals are encouraged to have a strong instructional support in teaching and learning in the school level;
- Principals are encouraged be involve in the formal support systems impact on the culture of teaching and learning;
- Principals are encouraged to regularly check the daily lesson plans of teachers and focused on the congruency of competencies, activities and evaluation; and
- Future researchers should replicate this study in a larger scope by including instructional competencies.

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