
ADMINISTRATIVE AND INSTRUCTIONAL LEADERSHIP OF SCHOOL ADMINISTRATORS IN COMMUNITY COLLEGES OF NORTHERN MINDANAO, PHILIPPINES

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ABSTRACT

This study attempted to determine the administrative and instructional leadership practices of the school administrators in community colleges of Northern Mindanao.

A total of 23 school administrators and 110 teachers who rated the administrative and instructional leadership performance of school administrators participated in the study. A qualitative-quantitative research methods were used in the study. Research questionnaires and interview were used to determine the administrative and instructional leadership performance of school administrators. The statistical treatment used were mean values and percentages, analysis of variance and correlation analysis to determine the significant difference and relationship between administrative performance and instructional leadership practices of school administrators.

The findings revealed that school administrators in community colleges of Northern Mindanao always performed their administrative functions such as planning, organizing, directing, and controlling. They were always consistent in their instructional leadership functions in the areas of administration of instructional programs, students' services but frequently performed their functions in teachers' development. Further, findings indicated that there exists a significant difference in the school administrators' instructional leadership when teacher-respondents are grouped according to age and educational qualifications but academic rank, gender, and number of years in teaching does not show a direct difference to school administrators' instructional leadership performance. Results also showed that a significant relationship exists between the administrators' administrative performance and instructional leadership practices.

It was recommended that school administrators should support to the professional development needs of teachers and intensify the ranking and promotion program to attract more qualified teachers.

KEYWORDS: *School Administrators, Administrative Performance, Instructional Leadership Practices, Community Colleges*

INTRODUCTION

The shift in leadership paradigm of all human organizations to keep abreast with change and development calls for a more reflective school administrators who can effectively manage all indispensable resources towards the attainment of the educational goals and objectives in line with the country's thrusts especially in creating opportunities for people and most of all manage change and innovation.

The intricacies in the modern world due to the advancement of science and technology have brought many changes in the workplace, particularly in work relationships, administrative and instructional leadership in institutions of higher learning, particularly in community colleges where education is afforded to the financially-challenged but academically deserving students from the local communities who cannot afford a university education in the cities.

Community colleges, especially in the province in Mindanao proactively respond to the challenge of producing graduates who have the leadership acumen to transform more productive human organizations, possess creativity and innovativeness, and above all the intelligence to propel the country's socio-economic and political change and development. However, all of these need the effective management of instructional activities and transformational school leadership.

The framework of the study was anchored on the Path-Goal Theory of Robert House (1991) which exemplified that the employees' perception of expectancies between their efforts and performance is greatly affected by their school

administrators' behavior. The school administrators as leaders help teachers in achieving educational or instructional objectives by clarifying the paths to goals and removing obstacles to performance. They do so by providing the information, support, and other resources which are required by the teachers to perform and complete their teaching tasks.

As Hickey, et al (2005) argued, the most effective way of managing human resources in the organization is to help provide opportunities for professional enhancement, equip individuals with skills, facilitate adoption of technological innovations, and create more productive teams and enable better communication throughout the organization.

One of the best attributes of the school administrators according to Petrides (2002) is their ability to coach, manage, and develop more effective and productive team members in the school organization to achieve the desired educational objectives.

School administrators as instructional leaders in community colleges necessitate to possess the earlier-stated characteristics because according to Burke (2014) they are tasked and responsible to take a dynamic role in translating policies, plans and programs of the academic institutions into work operations for the attainment of school's educational thrusts.

Researches revealed that administrative performance and instructional leadership practices of school administrators in community colleges are significantly influenced by demographic factors such as educational qualifications, trainings, and number of administrative experience of school administrators.

However, issues on inadequate development training programs for human resources as well as instructional development and innovations are prevalent in community colleges thus declining quality education is evident.

It is in the light of the afore-cited circumstances, that the researcher is motivated to conduct this investigation to determine the administrative and instructional leadership of school administrators in community colleges of Northern Mindanao who are tasked of providing affordable yet quality education to the local residents of the municipalities where community colleges are established.

METHODOLOGY

The study from which this article is based made use of descriptive methods in data presentation. Both quantitative and qualitative methods in data collection and analysis were utilized. There were two sets of questionnaires that were researcher's made and validated to test its reliability using Cronbach alpha. The survey questionnaires were distributed to 133 respondents: 23 were school administrators of community colleges and 110 were college instructors. These respondents came from four (4) community colleges in Northern Mindanao. Purposive sampling was used.

The questionnaires follow a closed-formed multiple choice format type. This type is characterized by a statement and followed by a set of predetermined options. Each statement contains a question that would be answered by respondents using the format of qualitative explanation. Each group of respondents were given the same survey questionnaire which they accomplished, or sometimes assisted by the researcher. The researcher requested permission from the school Presidents or School Directors before the administration or distribution of the questionnaire.

The scoring of the responses were based on the Likert scale from 1 to 5. The highest score is 5 which means that the respondent has always observed the characteristics described in each indicator and the lowest score is 1 which means that the respondent has never observed any evident of characteristics described. Data from the survey were analyzed by computing for the frequency, mean, percent values, analysis of variance (ANOVA) for significant difference, and Pearson r for significant relationship.

DISCUSSION

On the Socio-demographic Profile

Table 1 presents the distribution of consolidated data on the socio-demographic profile of the respondents. It is shown on the table that 10 or 44% of the school administrators were 30-39 years old, 15 or 65% were females, 58% were with PhD units, 56% were associate professor, and 11 or 48% served as school administrators from 5 to 9 years. These findings were supported by Ovando (2005) who suggests that instructional leaders in Community Colleges are young and usually females with doctorate credits and with professorial academic rank. Moreover, 65 or 59% of the teacher-respondents were below 30 years old, 75 or 68% were females, 45 or 41% were with MA units, 70 or 64% were instructors, and 85 or 77% were in the teaching profession for less than five years in which Smith (2002) suggests that teachers of community colleges are young and dynamic, mostly are females, and possess the basic teaching requirements.

Table 1. Consolidated table on the demographic profile of the respondents

Socio-demographic Profile	School Administrators		Teachers	
	N=23	Percentage	N=110	Percent
Age				
Below 30 years old	4	17%	65	59%
30-39 years old	10	44%	30	27%
40-49 years old	6	26%	10	9%
50-59 years old	2	9%	5	5%
60 years and above	1	4%		
Gender				
Male	8	35%	35	32%
Female	15	65%	75	68%
Educational Qualifications				
AB/BS			25	23%
MA units			45	41%
MA	11	48%	20	18%
PhD/EdD units	4	17%	15	14%
PhD/EdD	8	35%	5	4%
Academic Rank				
Instructor			70	64%
Assistant Professor	5	22%	35	32%
Associate Professor	13	56%	5	4%
No. of Years Adm/Teaching				
Below 5 years	10	43%	85	77%
5 to 9 years	11	48%	20	18%
10 to 14 years	2	9%	5	5%

On Administrative Performance

Table 2 shows the distribution of consolidated responses on administrative performance of School Administrators of Community Colleges in Northern Mindanao. It shows that School Administrators always performed their administrative functions such as planning, organizing, directing, and controlling. This implies that school administrators always set goals and objectives and work plans and programs of activities as well as identify the needs and problems of the organization and drawing possible courses of action in solving problems. They also organize the work to be accomplished and group work into manageable unit as well as direct the school operation and lead human capital to achieve schools' objectives while exercising control in financial and material resources of the school organization. As Morrison (2012) puts it, school leaders' effectiveness is measured in terms of how they set workable plans and activities, organize work and delegate responsibilities, direct organizational effort and control resources to steer performance for institutional success and achieve the desired results.

Table 2. Consolidated table on Administrative Performance of School Administrators in Community College of Northern Mindanao

Administrative Functions	Weighted Mean	Verbal Description
Planning	4.44	Always
Organizing	4.34	Always
Directing	4.37	Always
Controlling	4.37	Always
Overall Mean	4.38	Always

On Instructional Leadership Practices

Table 3 reveals that School Administrators in Community Colleges of Northern Mindanao always performed their instructional leadership practices in terms of administration and supervision of instruction (Mean: 4.27) such as class observation, initiating and providing in-house training program for teachers, encourage and provide support to teachers in their research activities, and inspire human capital to be more creative and innovative in teaching.

Further, it was also revealed that school administrators are always (Mean: 4.32) resolute and unyielding in providing functional student services such as an improved multimedia resource centers, guidance program, canteen and cafeteria services, health services, comfortable learning environments, symposia and fora. Further, school administrators frequently (Mean: 4.03) provide and design faculty training programs as part of the professional development programs such as in-service trainings, professional conferences and seminars as well as recommending teachers for faculty scholarships for graduate and post-graduate studies.

These findings are supported by Schuetz (2002) who argued that school administrators of community colleges are resilient in their instructional leadership practices in terms of administration and supervision of instructional activities, professional development for teachers, and the provision of students' services to support learning.

Table 3. Consolidated table on Instructional Leadership practices of School Administrators in Community College of Northern Mindanao

Instructional Leadership Practices	Weighted Mean	Verbal Description
Administration and Supervision of Instruction	4.27	Always
Human Resource Development Program	4.03	Frequently
Students' Services and Development Program	4.32	Always
Overall Mean	4.21	Always

On Significant Difference on School Administrators' Instructional Leadership Performance when respondents are grouped according to their demographic profile

Table 4 depicts the difference on the instructional leadership performance of school administrators when the respondents are grouped according to their demographic profile.

Table 4. Consolidated table on the difference of Instructional Leadership of School Administrators when respondents are grouped according demographic profile

INSTRUCTIONAL LEADERSHIP PRACTICES	MEAN	F-VALUE	SIGNIFICANCE
Administration & Supervision of Instruction			
Age	4.26	5.85	.001**
Gender	4.25	.739	.436ns
Educational Qualification	4.26	3.76	.007**
Academic Rank	4.27	.870	.414ns
No. of years in Teaching	4.27	.467	.628ns

Human Resource Development			
Age	4.26	4.40	.006**
Gender	4.05	0.63	.529ns
Educational Qualification	4.03	4.77	.001**
Academic Rank	4.03	3.09	.150ns
No. of years in Teaching	4.03	1.34	.267ns
Students' Services			
Age	4.35	10.9	.000**
Gender	4.31	1.92	.011ns
Educational Qualification	4.35	4.72	.002**
Academic Rank	4.35	4.24	.655ns
No. of years in Teaching	4.35	.476	.622ns

The table depicts the difference of instructional leadership of school administrators when they are grouped according to the respondents' demographic profile. The results indicated that there exist a significant difference on the school administrators' instructional leadership when teacher-respondents are grouped according to age and educational qualifications but gender, academic rank, and number of years in teaching do not show direct difference to school administrators' instructional leadership.

This means that teacher-respondents from different age groups differ in their perception on the school administrators' performance of their instructional leadership. Further, teachers with bachelor's degree differ in their perceptions on the performance of instructional leadership of school administrators compared to those with master's and doctorate degrees.

On significant relationship between administrators' administrative performance and instructional leadership practices

Table 5: Significant relationship between administrative performance and instructional leadership of school administrators

Administrative Performance	Correlation Coefficient	Significance
Planning	-0.363	0.000**
Organizing	-0.382	0.000**
Directing	-0.239	0.012**
Controlling	-0.256	0.003**

**significant at 0.01 level

*significant at 0.05 level

ns = not significant

Table 5 presents the interplay between the school administrators' administrative performance and instructional leadership. Results show that planning has a significant influence to instructional leadership as evidenced by the correlation coefficient of -0.363 and a significant value of 0.000 which is significant at 0.01 level. Organizing function has a correlation coefficient of -0.382 and a significant value of 0.000 which is significant at 0.01 level. Further, directing has a direct influence to school administrators' instructional leadership as reflected in the correlation coefficient of -0.239 and a significant value of 0.012 which is significant at 0.01 level while controlling function has obtained a correlation coefficient of -0.256 and a significant value of 0.003 which is significant at 0.01 level.

It can be deduced based on findings that school administrators who can consistently perform their administrative functions of planning, organizing, directing, and controlling can successfully implement and carry out their instructional leadership functions. This finding gained support from Ovando (2005) who accentuated that effective school administrators are instructional leaders who can develop and inspire human capital, manage change and innovation, and provide effective and efficient services and development programs in school organization.

CONCLUSION

Effectiveness in school leadership is tested through an operative exercise of administrative and management performance of planning, organizing, directing, and controlling of the school's resources and activities which requires personal commitment, professional skills, and leadership of school administrators.

Subsequently, the community colleges' role of providing affordable yet quality education to the residents of the local community is only realistic and achievable if effective and a well-designed instructional framework is in place or utilized such as the administration and supervision of instructional activities and programs, adoption of framework for development of the human capital through continuous professional development program, research, and innovation and the provision of functional students' services and development programs.

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