



Leadership Styles of Senior High School Coordinators in Isabela City, Basilan Philippines

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Abstract

The study was conducted to investigate the instructional and administrative leadership styles of the Senior High School Coordinators in Isabela City, Basilan Philippines. Thirty-nine (39) senior high school teachers were purposively selected from the three Senior High Schools under the Department of Education (DepEd) in Isabela City. The Organization for Economic Cooperation and Development's (OECD) Teaching and Learning International Survey (TALIS) was adapted for this study. All statistical results were analyzed with mean and standard deviation. The findings revealed that the coordinators practiced both the Instructional Administrative Leadership Styles "quite often". Their overall leadership skill was rated as "good". This leadership ability is below the expected leadership skills of the coordinators. They were more involved in instructional activities more than administrative responsibilities. Nevertheless, administrative responsibilities such as creating an orderly and task-oriented atmosphere in the school and making the school accountable internally and to stakeholders were not neglected. The study found that they did not use the student's performance results in developing the school's educational goals, and did not really take the initiative to discuss the problems of teachers under their supervision; lack of collaboration seemed to exist. To make the coordinators more effective under the decentralized education system in the Philippines, the senior high school leaders need to be given formal training to enhance their instructional and administrative skills. This should be a yearly capacity building program with the involvement of major stakeholders for proper accountability.

Introduction

In the last decade, it is evident that institutions and their leaders have experienced massive changes in the workplace. This is because of the rapid technological advancements, increased globalization, shifting organizational structures, and dynamic career patterns (Bamiro, 2015; Sandbakken, 2006). With the rapid

dynamism in the workplace, it demands that institutional leaders look for alternative means to develop the knowledge, skills, and abilities needed for success in a globally dynamic environment (Amanchukwu, Stanley, & Ololube, 2015). School organizations, like all other organizations, need strong leadership and management.

It is mostly agreed that effective leadership is

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indispensable in all organizations, whether business, government, religious or educational. The concept of leadership style has been applied to education as a way of examining the behavior of principals and head teachers (Walker, Bush, & Oduro, 2006).

According to Webber, Onguko, & Abdalla (2008), the major standards for appointing teachers to the headship positions in most developing countries are based on their teaching experience and exemplary classroom practice.

The role of the headteacher in providing professional leadership and overall management of the school is a major concern in many countries. It is vital in building and upholding educational standards, providing clear leadership for staff and students, running the school efficiently, and helping to develop the philosophy and vision for the school as a whole (Kythreotis, Pashiardis, & Kyriakides, 2010; Mustapha, 2011). Mwape (2012) explains that the headteacher is the gatekeeper, and the overseer of all affairs in the school.

In the Philippines, three major policy reforms marked the pivotal changes that the school organizations and their leaders must cope with and adapt to the successful delivery of the mission, vision, goals, and objectives of education. First is the K to 12 Basic Education Program which is the flagship program (Pa-alisbo, 2017; Urbani, Roshandel, Michaels, & Truesdell, 2017); then the decentralization which is the basis for the implementation of School-Based Management (SBM) (UNESCO, 2015; DepEd, 2017), and the implementation of the Results-Based Performance Management System (RPMS). These policy reforms are expected to introduce critical changes necessary to further accelerate, broaden, deepen, and sustain DepEd's effort in improving the quality of basic education. As such, all leaders are expected to be attuned to the recent changes in the curriculum for effectiveness.

With the implementation of the K to 12 educational reform framework, DepEd Isabela City Division, Basilan, opens its doors to Grade 10 high school completers, catering diverse students from nearby municipalities, by adding two years in the basic education, dubbed as "Senior High School" (Grades 11 and 12). To manage and operate the Senior High School program, each of these schools has designated a "coordinator" – who will manage bureaucratic and school goals, supervise instruction in the school, assign teachers to classrooms, and create opportunities for teachers to improve.

However, managing the new program during the transition period is a goal beyond what one would expect of a successful delivery since the said "coordinators" had been appointed or designated by their respective heads without established guidelines for hiring and selection because DepEd has not yet established policy guidelines in hiring those who will lead in the Senior High School program.

This raises some questions: What formal preparation and experience do the coordinators need for their new responsibilities? What practices have they adapted to help them grow or develop their professional practice? The Organization for Economic Cooperation and Development's (OECD) Teaching and Learning International Survey (TALIS) helps answer these questions.

Objectives

The study aims to provide knowledge of the Senior High School Coordinators' leadership styles and working conditions with the implementation of the three new educational policy changes for an effective Senior High School. One of the problems faced by the Basilan Senior High School is the lack of a clear direction since it is not independent of the junior high school. Specifically, the study sought to:

1. Investigate the management styles practiced by the Public Senior High School Coordinators in Isabela City, Basilan.
2. Make suggestions for enhancing the management program of the Senior High School Coordinators in Isabela City, Basilan.

Conceptual framework

Figure 3 below shows the conceptual framework of this study. All Senior High School Coordinators were evaluated by their respective teachers in terms of the three behavioral indices of Instructional Leadership Style: management school goals index, instructional management index, direct supervision of instruction in the school index, and the two behavioral indices of Administrative Leadership Style: accountable management index and bureaucratic management index. Coordinators scoring high for the first management style are significantly involved in what is referred to in the research literature on school management as an Instructional Leadership Style.

This index was derived by averaging the indices for the first three management behaviors, management

for school goals, instructional management, and direct supervision of instruction in the school. The second management style can be best referred to as an Administrative Leadership Style and was derived by averaging the indices for the management behaviors, accountable management, and bureaucratic management. This style of management focuses on administrative tasks, enforcing rules and procedures, and accountability. The areas where the coordinators needed enhancement in; as identified in the behavioral indices, will serve as the basis for the Coordinator's Enhanced Development Program.

In many countries, school leaders are faced with challenges in transforming their educational system to produce graduates who are equipped with the necessary knowledge and skills in this changing world. Therefore, school leaders are expected to change radically not only as mere managers but good leaders who can transform and improve educational outcomes (OECD, 2009). Instructional leadership and Administrative Leadership are two management styles that summarize the behavior of a school leader, specifically, they characterize a more comprehensively principals' approach to their leadership approach. Instructional Leadership is characterized by a behavior focusing on the school goals and curriculum development that is, managing the school along clearly stated goals based on student learning and performance objectives looking into the instructional quality of teachers and directing supervision of instructional quality and feedback to teachers. On the other hand, Administrative Leadership is characterized by a behavior focusing on managing accountability regarding the school's performance and administration within the education system and managing actions taken about scheduling of teachers and courses and the enforcement of school policies and procedures.

The two styles are not necessarily mutually exclusive. According to Pont, Nusche & Moorman (as cited in OECD 2009), improving school leadership, generally, the leader should not only engage in Instructional Leadership but should also be involved in administrative accountability and a workable bureaucracy. Both Instructional and Administrative Leadership styles are significant in the decision making about key components of instructional processes, school resources and curriculum, and accountability towards the stakeholders.

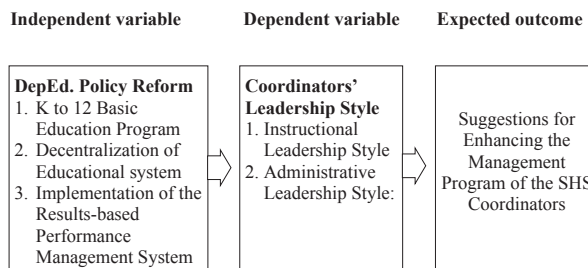


Figure 1 Conceptual framework

Research methodology

1. Population and samples

The study was conducted in Isabela City, Basilan. Specifically, the questionnaire was administered in the three Senior High School providers of the Department of Education (DepEd) Isabela City Division, namely: Basilan National High School, Begang National High School, and Isabela City National High School. The total enumeration technique was utilized to select the respondents of this study. This indicates that all the senior high school teachers who met the inclusion criteria as stipulated became eligible respondents of the study. Thirty-nine (39) teachers were selected from a population of seventy-one (71) senior high school teachers from the three Senior High Schools under DepEd – Isabela City division. The teachers had taught in the senior high school for two consecutive years that is from school year 2016-2017 to school year 2017-2018 were under the direction and supervision of the same coordinator for two academic years.

2. Research instrument

This research was carried out using the standardized questionnaire "Teaching and Learning International Survey (TALIS) on the "School Principal Leadership and Management Behavioral items (2007-08)". The questionnaire had 25 items with five indices: management-school goals index, instructional management index, direct supervision of instruction in the school index, accountable management index, and bureaucratic management index. Each index had 5 statements/ items each. The items were rated on a 4-point Dutton Scale: 1 - Never, 2 - Seldom, 3 - Quite often, 4 - Very often.

A survey questionnaire was used to collect quantitative data. As an initial step, to ensure that the survey was valid, three experts reviewed the survey instrument and rated each item using a three-point scale (not necessary, useful but not essential, and essential) and provided suggestions to improve the questions and

the clarity of instruction. The changes were then incorporated into the survey instrument. After the changes were incorporated a pilot survey was conducted to ensure that the instrument was reliable; the survey was pilot tested with thirty respondents.

3. Data collection

The purposive sampling method used was a homogenous sampling which focused on participants who share a precisely similar experience with the coordinators. In this study the participants were teachers who had taught in the senior high school for two consecutive years that is from the school year 2016-2017 to school year 2017-2018, and the teachers were under the direction and supervision of the same coordinator for two consecutive years. Data collection began with seeking official permissions to gather data. Based on the inclusion and exclusion criteria respondents were selected for the study. This was followed by an orientation conducted by the researcher for the respondents on how to fill-out the questionnaire as well as the ethical consideration of this study. The administration and retrieval of the completed questionnaires were completed.

4. Data analysis

All responses from the respondents were tabulated and analyzed. Because of the nature of the investigation, descriptive statistics using weighted mean and standard deviation were used to determine the extent of the Senior High School Coordinators in practicing the five indices of management actions (Hornig & Loeb, 2010).

Table 1 Descriptive equivalent and interpretation of the weighted mean

Mean range	Numerical rating	Descriptive equivalent	Qualitative interpretation
3.26 – 4.00	4	Very often	Excellent management style
2.51 – 3.25	3	Quite often	Good management style
1.76 – 2.50	2	Seldom	Fair management style
1.00 – 1.75	1	Never	Poor management style

Results

1. Management for school goals index

Table 2 shows the weighted mean scores, standard deviation, numerical rating, and descriptive rating for the index on management for School Goals. Specifically, it can be gleaned from the table that statement 1 and statement 2 had the highest weighted mean of 3.56 with a standard deviation of 0.50 and 0.59, respectively, while statement 3 had the lowest weighted mean of 3.38. This finding portrays that the coordinators possess an excellent level of leadership skill.

Table 2 Mean scores for management for school goals index

Statements	N	Mean	S.D.	Numerical rating	Descriptive rating
1. Ensures that the professional activities of teachers are per the teaching goals of development the school.	39	3.56	0.50	4	Very Often
2. Ensures that teachers work according to the school's educational goals.	39	3.56	0.59	4	Very Often
3. Uses student's performance results to develop the school's educational goals.	39	3.38	0.71	4	Very Often
4. Takes examination results into account in decisions regarding curriculum development.	39	3.46	0.71	4	Very Often
5. Ensures that there is clarity concerning the responsibility for coordinating the curriculum	39	3.48	0.75	4	Very Often
Average weighted mean		3.49	0.6	4	Very Often

2. Instructional management index

Table 3 provides the weighted mean, standard deviation, numerical rating, and descriptive rating for the Instructional Management Index. The overall mean for this index was 2.95. This portrays a descriptive rating of 'quite often', implying that the coordinators were good at the instructional management index. The highest weighted mean (3.00) was recorded for statement 3 with a standard deviation of 0.83, and the lowest weighted mean (2.29) recorded was for statement 2 with a standard deviation of 0.83. Irrespective of the differences in the mean, they did not differ in their descriptive rating. As indicated earlier "quite often" signifies that the coordinators had good managerial or leadership skills as it pertains to statement 3 and 2.

Table 3 Mean scores for instructional management index

Statements	N	Mean	S.D.	Numerical rating	Descriptive rating
1. Takes over lessons from unexpectedly absent teachers	39	2.97	0.90	3	Quite often
2. Takes the initiative to discuss matters when a teacher has a problem/s in his/her classroom.	39	2.92	0.83	3	Quite often
3. Inform teachers about the possibilities for updating their knowledge and skills.	39	3.00	0.83	3	Quite often
4. Solves the problem together when a teacher brings up a problem in the classroom.	39	2.95	0.79	3	Quite often
5. Pays attention to disruptive behavior in classrooms.	39	2.95	0.82	3	Quite often
Average weighted mean		2.95	0.83	3	Quite often

3. Direct supervision of instruction in the school index

The result of the Supervision of Instruction Index reveals a consistent flow of instructional activities supervised by the Coordinators. Statement 3 (monitor students' work) had the highest mean (3.20), and statement 5 (meet individually with teachers to discuss student progress) had the lowest (3.02). The finding was consistent with the real scenario in school, as monitoring student's presence signals whether classroom activities are still in place; though observing instruction in the classroom seemed to be rare as observed in the result of this study. It was noticed that Direct Supervision of Instruction in the School Index scored a weighted mean above 2.50 with a numerical rating of 3.

Table 4 Mean scores for direct supervision of instruction in the school index

Statements	N	Mean	S.D.	Numerical rating	Descriptive rating
1. Observes instruction in the classroom	39	3.05	0.99	3	Quite often
2. Give teachers suggestions as to how they can improve their teaching.	39	3.10	0.94	3	Quite often
3. Monitor students' work.	39	3.20	0.97	3	Quite often
4. Checks to see whether classroom activities are in place in keeping with the educational goals.	39	3.17	0.94	3	Quite often
5. Meet individually with teachers to discuss student progress	39	3.02	0.95	3	Quite often
Average weighted mean		3.11	0.95	3	Quite often

4. Accountable management index

Table 5 below highlights the detailed results of the Accountable Management Index. The overall mean was 2.88, showing that all statements had a high response. A mean of 2.88 portrays that the coordinators 'quite often' employed Accountable Management Index and that they have good leadership skills in connection with this index. The result suggests that the Coordinators worked to improve the teaching skills of their teachers.

Table 5 Results for accountable management index

Statements	N	Mean	S.D.	Numerical rating	Descriptive rating
1. Ensures ministry approved instructional approaches are explained to new teachers, and that more experienced teachers are using these approaches.	39	2.84	0.96	3	Quite often
2. Ensures that the teaching skills of the staff are always improving.	39	3.00	0.97	3	Quite often

Table 5 Continued

Statements	N	Mean	S.D.	Numerical rating	Descriptive rating
3. Ensures that teachers are held accountable for the attainment of the school's goals.	39	2.89	1.02	3	Quite often
4. Presents new ideas to the parents in a convincing way.	39	2.92	0.95	3	Quite often
5. Inform teachers of the school's performance results in written form	39	2.76	0.95	3	Quite often
Average weighted mean		2.88	0.97	3	Quite often

5. Bureaucratic management index

Table 6 shows the overall mean (2.88) for Bureaucratic Management Index. The mean indicates a descriptive rating of "quite often". This implies that the coordinators possessed good bureaucratic managerial skills.

Table 6 Mean scores for bureaucratic management index

Statements	N	Mean	S.D.	Numerical rating	Descriptive rating
1. Ensures that everyone sticks to the rules, which is important to the school.	39	3.10	0.94	3	Quite often
2. Checks for mistakes and errors in administrative procedures and reports.	39	2.94	1.07	3	Quite often
3. Resolves problems with the timetable and/or lesson planning.	39	2.84	0.93	3	Quite often
4. Creates an orderly atmosphere in the school.	39	2.97	0.98	3	Quite often
5. Stimulates a task-oriented atmosphere	39	2.97	0.98	3	Quite often
Average weighted mean		2.96	0.98	3	Quite often

6. Instructional Leadership Indices

Table 7 below shows the general average weighted mean scores, standard deviation, numerical rating, and descriptive rating for the three Behavioral Indices of Instructional Leadership Style: Management-school goals index, Instructional management index, and Direct supervision of instruction in the school index. It is noted on table 7 that the management-school goals index had the highest average weighted mean of 3.49 with the lowest standard deviation of 0.65, and a numerical rating of 4 described as 'very often'. This implies an excellent level of leadership as it pertains to management-school goals. This was followed by the index on direct supervision of instruction in the school with an average weighted mean of 3.11, a numerical rating of 3, described as 'quite often', and instructional management index with the lowest average weighted mean of 2.96, a numerical rating of 3, described as 'quite often'. The overall average

weighted mean score was 3.19 with a standard deviation of 0.81 for the indices of Instructional Leadership Style.

Table 7 General weighted mean for instructional leadership indices

Behavioral indices for instructional leadership style	N	Mean	S.D.	Numerical rating	Descriptive rating
1. Management-school goals index	39	3.49	0.65	4	Very often
2. Instructional management index	39	2.96	0.83	3	Quite often
3. Direct supervision of instruction in the school index	39	3.11	0.96	3	Quite often
General average weighted mean		3.19	0.81	3	Quite often

7. Administrative leadership indices

Table 8 provides the overall results of the Administrative Leadership Indices. The overall mean for this index was 2.92 with a standard deviation of 0.98. the descriptive rating was 'quite often', inferring that the coordinators were good at Administrative Leadership. It was observed that the coordinators focused on negotiating with parents on the need for new ideas and procedures at the school. They are significantly involved in dealing with problems in the scheduling of teachers and courses and in ensuring adequate administrative procedures and reporting to higher authorities.

Table 8 Results for administrative leadership indices

Behavioral indices for instructional leadership style	N	Mean	S.D.	Numerical rating	Descriptive rating
1. Accountable management index	39	2.88	0.97	3	Quite often
2. Bureaucratic management index	39	2.96	0.98	3	Quite often
General average weighted mean		2.92	0.	3	Quite often

8. Overall leadership styles

Table 9 gives the results for the two leadership styles: instructional leadership style and administrative leadership style. The instructional leadership style means (3.19) was higher than the mean (2.92) of administrative leadership style, even though both were descriptively rated as "quite often". This indicates that the Senior High School Coordinators practiced the instructional leadership style more than the administrative leadership style.

Table 9 Average weighted mean for management styles

Management Style	N	Mean	S.D.	Numerical rating	Descriptive rating
1. Instructional leadership style	39	3.19	0.81	3	Quite often
2. Administrative leadership style	39	2.92	0.98	3	Quite often

Discussion

The discussion of Management for School Goals Index, Instructional Management Index, Direct Supervision of Instruction in the School Index, Accountable Management Index, Bureaucratic Management Index, Administrative Leadership Indices, Instructional Leadership Indices, and Overall Leadership Styles is provided in this section.

On Management for School Goals Index, table 2 revealed that statement 1 and statement 2 had the highest weighted mean of 3.56 with a standard deviation of 0.50 and 0.59, respectively, while statement 3 had the lowest weighted mean of 3.38. This finding portrays that the coordinators possess an excellent level of leadership skill, and is consistent with the finding of Thompson & Webber (2016); Suharti & Suliyanto (2012). The research indicates that school coordinators were apt to orienting teachers under their supervision on the goals and objectives of the school. The consistency may be because the development of the school's educational goal was formulated and established by the Central Office of the Department of Education. The overall weighted mean was above 3.25 with a numerical rating indicating that all the statements have a relatively high response. The findings indicate that the Senior High School exhibited excellent leadership skills under the Management for School Goals Index.

The overall mean for Instructional Management Index was 2.95, portraying a descriptive rating of 'quite often'. This implies that the coordinators were good at the instructional management index. The highest weighted mean (3.00) was recorded for statement 3 with a standard deviation of 0.83, and the lowest weighted mean (2.29) recorded was for statement 2 with a standard deviation of 0.83. Irrespective of the differences in the mean, they did not differ in their descriptive ration rating. As indicated earlier 'quite often' signifies that the coordinators had good managerial or leadership skills as it pertains to statement 3 and 2. This trend was in line with TALIS (2013). It was reported that in Australia, Estonia, Iceland, Japan, the Netherlands, and England (United Kingdom) more than half of their principals reported infrequent collaboration with teachers to solve classroom problems. This finding also suggests that the Senior High School Coordinators worked well with teachers to improve weaknesses and to address pedagogical problems (Mester, Visser, Roodt, & Kellerman, 2011). The result of the Supervision of Instruction Index reveals a consistent flow of instructional

activities supervised by the Coordinators. Statement 3 (Monitor students' work) had the highest mean (3.20), and statement 5 (Meet individually with teachers to discuss student progress) had the lowest (3.02). The finding was consistent with the real scenario in school, as monitoring student's presence signals whether classroom activities are still in place; though observing instruction in the classroom seemed to be rare as observed in the result of this study. It was noticed that Direct Supervision of Instruction in the School Index scored a weighted mean above 2.50 with a numerical rating of 3. This could infer that the coordinators 'quite often' performed this particular index. Hence, it could be deduced that the coordinators have good managerial on Direct Supervision of Instruction in the School Index. The results could be attributed to the fact that the coordinators are motivated and challenged in the transition the education division is going through (Sadsad, 2010). However, they are expected to exhibit excellence in their leadership roles (Suharti & Suliyanto, 2012). Factors of student discipline, teacher incentives, teachers' and students' knowledge of and adherence to the schools' vision and mission, and availability of teaching and learning materials and school facilities might hinder the coordinators in the transition (Popovici, 2012).

Accountable Management Index mean was 2.88, showing that all statements had a high response. A mean of 2.88 portrays that the coordinators 'quite often' employed Accountable Management Index and that they have good leadership skills in connection with this index. The result suggests that the Coordinators worked to improve the teaching skills of their teachers. However, teachers were not well informed about the schools' performance. This could be attributed to the fact that the Senior High School Program is still in its transition period – no Aptitude Test or National Evaluation has yet been given to Senior High School students. (OECD, 2009; Zagorsek, Dimovski, & Skerlavai, 2009). In the study of Northouse, (2016) the researcher iterated that job satisfaction influences effective leadership skills of school heads. Some secondary school head teachers expressed dissatisfaction with their work due to uncondusive environment created by administrative flaws in transition (Jacobs, 2009).

For the Bureaucratic Management Index, the descriptive rating was "quite often". This indicates that the coordinators possessed good bureaucratic managerial skills. The finding is consistent with the report of OECD

(2009) that the role of an administrative leader is to ensure that ministry-approved instructional approaches are explained to new teachers and that all teachers are held accountable for improving their teaching skills. It seemed that all the items in this index had a descriptive rating of 'quite often'. The coordinators will need to work hard to improve their bureaucratic managerial skill since excellence is the expected level of competence (Obasan & Yomi, 2011; Timilehin, 2010). This finding may be because most of the teachers in the Senior High School were newly hired teachers with different educational backgrounds and orientation (Tan, 2014). Dela Cruz (2010) explains effective leadership increases an institution's ability to meet all challenges, including the need to obtain a competitive advantage, the need to foster ethical behavior, and the need to manage a diverse workforce fairly and equitably.

The three Behavioral Indices of Instructional Leadership Style were Management-school goals index, Instructional management index, and Direct supervision of instruction in the school index. It could be seen from the tables that the management-school goals index had the highest average weighted mean of 3.49 with the lowest standard deviation of 0.65, and a numerical rating of 4 described as 'very often'. This implies an excellent level of leadership as pertains to management-school goals. This was followed by the index on direct supervision of instruction in the school with an average weighted mean of 3.11, a numerical rating of 3, described as 'quite often', and instructional management index with the lowest average weighted mean of 2.96, a numerical rating of 3, described as 'quite often'. The overall average weighted mean score was 3.19 with a standard deviation of 0.81 for the indices of Instructional Leadership Style. This indicates that the Senior High School Coordinators practiced the Instructional Leadership style 'quite often'. It could be inferred that the coordinators' good instructional leadership skills (Desamito, 2010). In the report of TALIS (2008), the principals from 10 countries (Bulgaria, Mexico, Turkey, Italy, Hungary, Slovak Republic, Malta including Brazil, Poland, and Slovenia) on average engaged in an instructional leadership style above the overall TALIS average. However, there was a significant variation in its use across TALIS countries. The ideas and behaviors related to instructional management were evident to varying degrees in all TALIS countries. Ironically, the countries with the lowest average use of instructional leadership, such as Austria, Estonia, and Spain, have

principals that focus on this style of management (Obineli, 2013).

The overall mean for this Administrative Leadership Indices was 2.92 with a standard deviation of 0.98. The descriptive rating was 'quite often', inferring that the coordinators were good at Administrative Leadership. It was observed that the coordinators focused on negotiating with parents on the need for new ideas and procedures at the school. They are significantly involved in dealing with problems in the scheduling of teachers and courses and in ensuring adequate administrative procedures and reporting to higher authorities. There is a need for coordinators to pursue excellence in administrative leadership (Chang, 2011). This could be achieved through programs and training designed for school leaders. Some studies found a relationship between school leadership styles and the effectiveness of schools. For example, Cravens & Hallinger (2012), and Cravens, Liu, & Grogan (2012) determined whether the practice of transactional and transformational leadership behaviors consistently contribute to higher levels of school performance. It was established that administrative leadership was related to increased school performance, greater perception of principal effectiveness, and increased willingness on the part of teachers to give extra effort. This conclusion was in line with de Parco-Tropicales & de Guzman (2014). finding that administrative leadership generally generates greater follower effectiveness and satisfaction although effective leaders certainly perform using more than one leadership style.

The Instructional Leadership Style means (3.19) was higher than the mean (2.92) of Administrative Leadership Style, even though both were descriptively rated as "quite often". This indicates that the Senior High School Coordinators practiced the Instructional Leadership Style more than the Administrative Leadership Style. Though the coordinators were more engaged in instructional activities as aligned to professional development activities with school goals and curricular objectives, improving classroom instructions, and monitoring students' academic efforts and work, they did not neglect administrative responsibilities such as creating an orderly and task-oriented atmosphere in the school and making the school accountable internally and to stakeholders outside the school.

This result supports the study of Zakaria & Le Ruyet (2012), and Ho & Tikily (2012). The researchers

highlighted the school leaders, in effect, must have the vision; they articulate, sets the styles and tone for the operations. They must provide optimism and determination in times of difficulties. The principal is supposed to be the source of inspiration, wise counsel, energy, and meaning, since leadership implies the conscious direction force, making for a change in the organization. The principal as a leader should be more interested not only in making the teachers perform their duties effectively, but also more importantly, in helping them to achieve, as well as satisfactorily carry out their duties and aspiration while meeting the corporate goals and objectives of the school (Ho & Ng, 2012; Katz & Sugden, 2013).

It could be concluded that Senior High School Coordinators were more engaged in instructional activities than administrative responsibilities. However, they did not neglect administrative responsibilities such as creating an orderly and task-oriented atmosphere in the school and ensuring the school accountable internally and to stakeholders outside the school. Their overall leadership skill could be rated as "good". The coordinators practiced the two indices of the Administrative Leadership Style 'quite often'. They focused more on administrative tasks, enforcing rules and procedures, and accountability, and ensured that the professional development activities of teachers and their work were per the teaching goals of the school. Contrariwise, it seemed that they did not consider using the student's performance results to develop the school's educational goals, and did not take the initiative to discuss the problems of teachers under their supervision; lack of collaboration seemed to exist.

The findings from this study have implications for policy and practice that would build the Senior High School Coordinators' capacity in solving the leader-agent problem within a newly decentralized education sector. For the coordinators to feel capable in managing the school goals, and instruction, they need to invest an adequate amount of time in instructional leadership tasks: focusing on collaboration, talking to teachers about their classroom environment/settings and student's behavior and or achievements and being able to communicate their results as this will become the bases in developing the school goals. They will need to allocate time in providing teachers with professional development and supervision. The current model for school-based management applied in the Philippines requires school leaders to work with key stakeholders in developing the school mission and

goals; the stakeholders are expected to hold school leaders accountable for producing the School Improvement Plan. School-based management policies aimed at supporting the school leaders' role must be designed to guide them to prioritize Instructional and Administrative Leadership.

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